

Module title:	How To Manage Difficult Emotions and Build Psychological Resilience	ECTS	2
Polish translation:	Jak sobie radzić z trudnymi emocjami i budować siłę psychiczną.		
Course:	Veterinary Medicine		

Module language: English		Stage: JM-FVM	
Form of studies: <input checked="" type="checkbox"/> intramural <input type="checkbox"/> extramural	Type of module: <input type="checkbox"/> basic <input type="checkbox"/> directional	<input type="checkbox"/> mandatory <input checked="" type="checkbox"/> elective	Semester: ...3..... <input checked="" type="checkbox"/> winter semester <input type="checkbox"/> summer semester
Academic year: 2023/2024		Catalogue number:	FVM-V-JMSS-W3-ES_23

Module coordinator:	Mgr Małgorzata Zawadka			
Teachers responsible for the module:	Mgr małgorzata Zawadka			
Objectives of the module:	<p>Allowing our brain to experience emotions increases its ability to deal with stress and other challenges of everyday life. Managing Difficult Emotions is a 7 lecture, 7 workshop class with a goal of teaching students how to deal with emotions and build psychological resilience to increase their ability to cope with stress of the culture of constant change we all live in. Stress is a big part of mental health because it can compromise the brain's ability to function to the point we cannot behave independently nor process information. What are the long and short term impacts of stress on our self-worth and understanding the world around us? How contemporary global events such as pandemics, war, inflation, cancel culture contribute to our levels of stress?</p> <p>In today's reality with most of the traditional social and cultural structures molding into a great unknown, the burden of psychological hygiene relays on the individual, and yet it is hardly taught in school. In the meantime even 1 in 4 people in Europe experience mental health problems such as neurosis, phobias, panic attacks, addictions, or depression. What exactly are these? What defines mental health? What is mental illness? Why are more woman diagnosed with depression, but more men commit suicides? What is happiness and how to „be well”? The answers often start with understanding and processing our emotions which are messages to ourselves about the state of our minds. The course explores how to recognize and feel emotions and how to build psychological resilience.</p> <p>It deals with antifragility vs snow flake concepts, various forms of violence (psychological, economic, symbolic, gaslighting, being toxic) that produce negative emotions. The course also introduces learning about Cognitive Behavioral Therapy, Trauma Releasing Exercises, Accelerated Resolution Therapy, as well as simple every day activities designed to allow yourself to recognize and feel emotions while building resilience to cope with everyday</p>			
Teaching forms, number of hours:	<p>a) Lectures; 15 hours ...;</p> <p>b) Laboratory classes; 15 hours ...;</p>			
Teaching methods:	<p>Each lecture is a 45 minutes Power Point presentation of the particular issue combined with in-class discussions. The main teaching method is presenting the material to inform students about mental hygiene and ways to practice it. The teacher will be available for consultations 30 minutes before each class. Each workshop combines exercises in managing emotions , and analysis of particular cases and problems brought up by students. A detailed schedule will be defined by the coordinator of the course at the beginning of semester. A detailed organisation of consultation will be defined by the coordinator of the course at the beginning of the semester.</p> <p>Detailed schedule will be defined by the coordinator of the course at the beginning of semester.</p> <p>Detailed organization of consultations will be defined by the coordinator of the course at the beginning of semester.</p>			
Formal prerequisites and initial requirements:	none			
Learning effects	Course outcomes:	Learning outcomes relative to the course outcomes	Impact on the course outcomes*	
Knowledge:	1	Student knows what is the role of emotions and how to manage them.	KS5, KS1, KS10	2
	2	Student knows what is psychological resilience and how to build it	KS5, KS1, KS10	2
	3	Student knows what are the long and short term impacts of stress	KS5, KS1, KS10,	2
	4	Student learns how to cope with stress of news cycles, social media, cancel culture, culture of constant change	KS5, KS1, KS10	2
Skills:	1	Student is able to recognise his/hers basic emotions	KS5, KS1, KS10	2
	2	Student is able to allow herself/himself to experience emotions	KS5, KS1, KS10	2
	3	Student knows various meditation techniques	KS5, KS1, KS10	2
	4	Student recognises levels of his/hers emotional resilience and is able to improve it	KS5, KS1, KS10	2

Competences:	1	Student is able to manage his/hers emotions	KS5, KS1, KS10	2
	2	Student is able to build psychological resilience	KS5, KS1, KS10	2
	3	Student is able to deal with every day challenges with emotional maturity	KS5, KS1, KS10	2
	4	Student is able to protect himself/herself from emotional drainage of today's culture	KS5, KS1, KS10	2
Objectives of the module required to obtain learning effects:	Presentations of lectures. Introducing and practicing various meditative and stress reducing methods. Assistance during presentations and creation of individual "resilience manuals". In-class discussions, sharing of experience, solving cases. Collecting assignments .			
Assessment methods:	40% Presentation 20% Designing one's own manual for staying sane and building resilience, 40% Participation in class. In case of unforeseen, unusual circumstances mandatory remote teaching and remote assessment methods might be adopted.			
Detail description of assessment methods; Formal documentation of learning outcome:	At the beginning of the semester students are asked to choose their topic for presentation, best if presented in class, and to design their individual "manuals for staying sane". For those who do not wish to present in class, presentations can be sent to the lecturer before the last class. Presentation count for 40% of the grade, manuals for 20%, participation in class 40%. Presentations are delivered during lectures, unless student decides to hand it in, for 10% lower final grade. Manuals are collected at the end of semester. Each presentation and manual if followed instructions, is expected to be grade highest, so the importance is to follow instructions and hand in or present in class both assignments. In order to get passing grade both assignments have to be handed in. More than 5 absences fail the class. Each absence over 2 might lower the grade. No extra assessment methods are anticipated. eHMS entry. Records collected in the course portfolio i.e. individual records of student results, presence lists, database of oral and written questions, written assessments of the students.			
Elements impelling final grade:	Class participation 50%, presentation or essay 50%			
Teaching base:	Facilities of the faculty of Veterinary Medicine			
Mandatory and supportive materials:	Rick Hanson, Resilience Rick Hanson, Happy Brain Alain De Botton, Religion For Atheists Erich Fromm, The Art of Loving Jeff Orlowski, Social Dilema (Documentary) S. N. Goenka, Meditation (best just listening whatever there is on You Tube) Ayelet Menahemi, Eilona Ariel, Doing Time, Doing Vipassana (Documentary) Links and material distributed during classes.			
ANNOTATIONS				

* 3 – complete and detailed, 2 – moderate, 1 – basic.

Quantitative summary of the module:

Estimated number of work hours per student (contact and self-study) essential to achieve presumed learning outcomes of the module - base for quantifying ECTS:	30h
Total ECTS points, accumulated by students during contact learning:	2 ECTS