

CP 6216 Psychology of Emotion
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Providence Theological Seminary
Fall, 2010
Tuesdays 12:40-3:15

Syllabus

The student is strongly advised to acquire and read the course texts prior to the beginning of the course for the greatest chance of academic success in this course. These texts are available from the Providence Bookstore.

Course Description

The course introduces students to major theories of emotion from cognitive, behavioral, physiological, and social perspectives. The role of emotions in human development, in thinking and memory, and in social interactions will be examined. The course will investigate how people regulate moods, deal with overwhelming emotions, and the nature of specific emotions such as love, hostility, fear, and disgust. The course will examine the historic Church's understanding of the role emotions play in the good life.

Course Outcomes

At the conclusion of the course the student will be able to:

1. Understand various theories of emotion as they relate to major perspectives in psychology.
2. Explain ideas regarding emotion of major theorists in the physiological perspective.
3. Explain ideas regarding emotion of major theorists in cognitive-behavioral perspectives.
4. Explain ideas regarding emotion of major theorists in the developmental-social perspectives.
5. Define and explain differences between primary and secondary emotions.
6. Compare and contrast various theories of emotion, between traditional and contemporary models.
7. Identify the positive and negative implications of emotion for the practice of counseling and psychotherapy.

Required Texts

Elliot, M. (2006). *Faithful feelings: Rethinking Emotion in the New Testament*. Grand Rapids, MI: Kregel

Goleman, Daniel (2006). *Working with Emotional Intelligence*. New York: Bantam Books

Gross, J. (ed). (2009). *Handbook of emotion regulation*. New York: Guilford. Guilford Press; 1 edition (June 18, 2009) ISBN 1606233548

Course Requirements

Attendance & Participation

Each student is expected to attend and engage in the classroom learning experience in a professional and informed manner. **(10 pts)**

Written Assignment #1

Reading Response: Daniel Goleman Text

For each part within Goldman's book (either *Emotional Intelligence* or *Working with Emotional intelligence*), write a brief 1-2 page response that:

- Identifies the main thesis of the section
- Indicates your agreement or disagreement with the main concept of that chapter AND/OR
- Identifies how you might utilize that concept within your clinical practice AND/OR
- Demonstrates your using the concept as an opportunity for personal reflection on your life and/or professional development. **(20 pts, DUE DATE Oct 19, 2010)**

Written Assignment #2

Develop a Group Curriculum for Emotional Regulation Problem

The student will develop a group curriculum designed to lead interested participants toward great success managing a pathology or distress that is substantially emotional in nature. Examples are anger management, panic disorder, depression, stress management. Prepare the curriculum for use in a psychoeducation group, approx 6-8 sessions. Include an extra section (not nec. Included in the actual curriculum) with each unit that defends the rationale of the unit from the perspective of emotional intelligence and emotional regulation. **(40 pts, DUE DATE Dec 07, 2010)**

Seminar Facilitation

Each student will lead the class in a discussion of one Chapter of Gross' *Handbook of Emotional Regulation*. The presentation should be 30-40 minutes in length and include a) a brief review of the content, b) a critical analysis of the material from an integrative theological perspective, c) applications to clinical ministry/practice. The student will also prepare a written summary of their presentation for distribution to seminar participants. **(30 pts, Variable Due Dates)**

Miscellany

CONFIDENTIALITY AND PROFESSIONALISM

Throughout the program, it is important for students to remember that they are enrolled in a program designed to train professional counselors. The use of case vignettes, live clients, and student experiences are essential to this process. It is thus expected that students will conduct themselves as professionals and maintain the confidentiality of all client or student material generated or presented in any program class. A violation of this ethical requirement of confidentiality will result in faculty review of students' conduct and subsequent progress in the program.

Professional conduct also is expected in regard to all the behaviors and attitudes of students enrolled in the counsellor training program. Respectful, cooperative, and collegial relationships are considered the norm among mental health professionals,

whether they are professionals in the workplace, students in the classroom, or peers in their outside relationships. Attendance is required and, if emergencies arise that may cause an individual to be late or to miss class or any program expectation, an explanatory phone call is expected. Students are expected to make positive contributions to the learning environment and to demonstrate by their attitudes and actions that they are achieving the program standards required for pre-professional development.

SUBMISSIONS

Written submissions may be made in hardcopy or email. They must be posted by the due date. Late assignments will be penalized. Email submissions should have a running header on each page identifying the work. They can be posted to don.russell@prov.ca

Tentative Class Schedule

Class #	Date	Class Topic	Reading / Assign't Due
Class 1	Sept 14	Intro to Course, Assign'ts Theories of Emotion	
Class 2	Sept 21	Multiple Intelligences	Elliot, 13-55; Gross, pp.3-24
Class 3	Sep 28	Emotional Intelligence	Read Goleman
Class 4	Oct 06	Emotional Intelligence applied	
<i>Intrasession Week No Class Oct 12</i>			
Class 5	Oct19	Love, Neural Bases of Emotion	Elliot 124-164 Goleman paper Due
Class 6	Oct 26	Joy, Gross Seminar – 1	Elliot 165-180
Class 7	Nov 2	Hope Gross Seminars – 2, 3	Elliot 181-192
Class 8	Nov 9	Zeal, jealousy, envy, Gross Seminars – 4, 5	Elliott 193-198
<i>Intrasession Week – No Class Nov 16</i>			
Class 9	Nov 23	Fear, Dialectical Behavior Thx	Elliott 199-207 Gross 523-599
Class 10	Nov 30	Grief & Sorrow, Emotionally Focused Thx	Elliott 205-211
Class 11	Dec 7	Anger & Hatred, Emotion Regulation in Thx	Elliott 212-232 Group Curriculum Due
Class 12	Dec 14	Positive Affect & Subjective Wellbeing	