



INSTITUTO UNIVERSITARIO DE INVESTIGACIÓN
EN ESTUDIOS NORTEAMERICANOS
"BENJAMIN FRANKLIN"

Course	Personal Empowerment
Program, semester, year	International Studies Program, Spring 2024
Credits ECTS	4, 5 (3 USA)
Instructor's full name and email	Liza De Stefano Johnson
Block dates (days and time)	Monday-Thursday, 9am-12pm
Classroom	TBA
Class hours	45
Office Hours	
Requirements	
Language of instruction	English
Type of teaching	In person

INTRODUCTION

Personal Empowerment develops the core skills necessary to be successful in making sustained and positive change. This course will focus on five components of emotional intelligence (EQ): self-awareness, self-management, empathy, relationship management, and responsible decision-making. The course provides high levels of student engagement and group interaction in a setting which promotes cohort support of change and growth by the individual student. Upon completion of the course, students will improve their awareness and ability to recognize their emotions and other people's emotions and use this awareness to manage their behavior and relationships.

The World Economic Forum has ranked EQ as one of the top 10 skills for the fourth industrial revolution in 2020 and beyond. Additionally research shows that EQ leads to increased academic achievement, student retention, better mental health, and greater career success. In this course, students will learn about and improve their emotional intelligence. Students, faculty, and staff who completed this course in the past showed significant growth in core emotional intelligence competencies compared to control groups, and reported significant increases in the ability to connect with self and others. For the full case study, please visit 6seconds.org/cases/ud.

COMPETENCES

General Competences (GC):

GC1: Identify what emotional intelligence is and why it is important to one's personal and professional life.
GC2: Improve and enhance levels of emotional intelligence by applying the Six Seconds: Emotional Intelligence Network EQ-in-action framework called Know Yourself, Choose Yourself, and Give Yourself (KCG).

Specific Competences (CE):

SC1: Apply the eight competencies of the KCG model to improve self-awareness, self-management, empathy, relationship management, and decision-making.
SC2: Implement evidence-based techniques to improve one's own behavior, decision-making, and interactions with others.
SC3: Demonstrate empathy and understanding of other people's values, beliefs, thoughts, actions, and related outcomes in a non-judgmental manner and develop interactions in which the student can discuss the same.
SC4: Demonstrate increased social competencies in communication, conflict management, leadership, collaboration, and teamwork.

METHODOLOGY

This course adapts the evidence-based Know Yourself, Choose Yourself, and Give Yourself EQ-in-action framework developed by Six Seconds: The Emotional Intelligence Network. Students will utilize the Know, Choose, Give curriculum that offers 30 practical lessons that provides an in-depth EQ orientation including check-ins, experimental exercises, and reflective worksheets. To learn more about Six Seconds: The Emotional Intelligence Network, please visit 6seconds.org.

PREPARATION FOR CLASS

This course is highly interactive and discussion based. Students are encouraged to participate in meaningful ways by:

- Students will need to read *Emotional Intelligence 2.0* before coming to class. While in class, students should show preparation of the reading by engaging in group discussion and submitting reflection papers.
- Students should think about their awareness level and experience related to the class topic before coming to class. During class, students will be asked to complete various individual and small group activities. At different points in class, students will complete reflection worksheets in their workbook called *Know. Choose. Give.: A practical Guide for personal and professional success using Six Seconds emotional intelligence framework*. Second edition.
- Students will be encouraged to participate, ask questions, and take notes during class interactions and discussions.

EVALUATION

Participation.

- In order to participate in class discussion and earn class participation points students must be in attendance or no participation points can be awarded
- Students must show up to class on time and come prepared with their workbook
- Students must provide meaningful contribution (*verbally and non-verbally*) to classroom discussion and activities. Students must be attentive in class, ask relevant questions, make comments and answer questions posed by teacher and other students. Students must demonstrate a positive attitude that shows interest and are actively taking notes.
- If students need to miss a class, they must contact their instructor by email or phone before class

Total 36%

Written work.

Assignment: KCG Workbook worksheets

After each concept in your workbook, *Know. Choose. Give.*, there will be worksheets to complete. If the worksheets are not completed in class, it is the student's responsibility to complete it outside of class time.

Assignment expectations/rubric

- Workbook worksheet questions are completed thoroughly with thoughtful responses.

For example: Is it acceptable for us to believe differently than other people? If so, why?

Unacceptable answer: Yes. Everyone is different.

Acceptable answer: Yes. Everyone is different and perceives the world in their own unique way. Everyone has different life experiences that shapes their personal belief system. It is important to recognize this because it helps us understand people's behaviors.

Total 17%

Assignment: Reading Reflections for Emotional Intelligence 2.0

Throughout the weeks, we will be reading *Emotional Intelligence 2.0* by Travis Bradberry.

Whenever you have a chapter reading assignment, you will also have a writing assignment to capture your thoughts, feelings, and reactions.

Assignment expectations/rubric

- Demonstrate an understanding of the material by clearly and fully providing your thoughts, feelings, and reactions to the chapter(s). You may use these questions to guide your reflections:
 - What did you think about this chapter? How does it make you feel? What are your reactions?
 - What are your key learnings (takeaways) from this chapter?
 - How might this information help you further develop and sharpen your professional/personal life? What is one or two action steps to apply this information?
 - How might you share this learning with others?
 - Other helpful comments to share?
- Your papers should be 2-3 pages in length (double spaced)
- There are no spelling or grammar errors and sentences are complete and well-constructed

Total 17%

Note: teacher can deduct points from the work if the student turns in the written work late. It is necessary to say how many points each day.

Midterm Paper.

Midterm Paper: The Emotionally Intelligent You

We have discussed various concepts for developing your emotional intelligence skills. For this assignment, choose four concepts that we have discussed so far that you have acknowledged or want to incorporate into your life to become a more emotionally intelligent person. Your paper should be approximately 4 to 5 pages in length. Upload your paper in a Word document on Moodle.

For each of the four concepts, meet these objectives:

- 1) Explain in your own words what the concept means and, generally, how it works.

2) Use an example or two to describe a specific situation when you used or applied the concept and how it affected your thoughts, feelings and behavior. Describe your experience in detail.

3) Describe the outcome of your experience. Explain if the outcome was positive or negative. If the outcome was positive, explain why or how the concept worked. If the outcome was negative, describe why it didn't work as you had planned and what you can do differently the next time you are in a similar situation.

Assignment expectations/rubric:

- You discussed four concepts, which we have discussed so far in class, and demonstrated an understanding of the four concepts by accurately describing what they mean and how they work.
- The objectives for each concept have been discussed in this paper. You use specific, detailed examples to describe how you have applied these three concepts in your life.
- Your paper follows the requirement of double spaced, 12 point, New Times Roman. There are no spelling or grammar errors and sentences are complete and well-constructed.

Total 15%.

Oral presentation.

Assignment: United Nations Sustainable Development Goals Presentations

We will be learning about the Sustainable Development Goals (SDG) created by the United Nations. Your goal for this presentation will be to create a PowerPoint presentation explaining how you will start to implement one of the SDG goals into your own life. Your presentation should be clear, specific, and ENGAGING! Use emotions as a powerful resource!

Assignment expectations/rubric:

- Define your selected SDG to your audience
- Engage your audience in an activity to showcase the importance of your selected SDG
- Share your plan of adopting the SDG into your own life.
 - What will you do to make this come alive?
 - What will be the dedicated steps and actions to fulfill this goal?
 - What impact will this have on your life and others?
- Summary the plan in two or three sentences to be clear
- The PowerPoint presentation should not be a "Data Dump" but a clean presentation
- The presentation should go no longer than 10 minutes
- Reference: <https://sdgs.un.org/goals>

Total 15%.

EVALUATION

The evaluation of this course is as follows:

PARTICIPATION	36 %
WRITTEN WORK	34 %
MIDTERM PAPER	15 %
ORAL PRESENTATIONS	15 %

Plagiarism:

Plagiarism is a violation of academic norms and as such it can result in a failed course. In extreme cases it can include the expulsion from the program. In order to avoid this, it is recommended to remind students of how to cite and rephrase the works of authors when writing papers.

ATTENDANCE (Instituto Franklin-UAH Policy)

Attendance is mandatory. Students are not permitted to miss any classes of the program without proper justification (i.e. emergencies, health problems, in this case students have to show a medical note). The following types of excuses are not justified: family visits, illnesses without a medical note, personal trips, etc. Each unjustified absence will result in a grade deduction of 10 points in the final grade of the class (example: from A to B). Students will not be allowed, in the classroom or fieldtrips, to arrive 10 minutes late or more. If a student has continual delays, he/she will be penalized with an absence and the instructor may not allow them into class or the visit.

STUDENTS WITH SPECIAL NEEDS (Instituto Franklin-UAH Policy)

Students with special needs should contact Antonio Fernández: antonio.fernandezm@uah.es Instituto Franklin-UAH can accommodate these students who show through a medical note or a note from their academic advisor that require help in order to fulfill the program.

USE OF TECHNOLOGY IN CLASS

The use of technology is essential today in education, but if is used inappropriately it can be harmful for students. It is necessary that students ask for permission from the teacher in order to use any technological devices. Faculty should make clear to students in what instances technology can be used.

CLASS SCHEDULE

Block	Concepts	Assignment(s)
	Introduction of KCG workbook 1 - 10 Syllabus Ground Rules Emotional Intelligence Check-in	Chapters 1 & 2: Defining Emotional Intelligence and Why It's Important Reflection paper
	Thoughts Feelings and Emotions State of Mind	
	Core Values Core Beliefs Self-Confidence	
	Think, Feel, and Act (TFA) Know Yourself Strategies & Goal Setting Optimism	Chapter 3: A Framework for Understanding, Measuring, and Improving EQ Reflection Paper
	Emotion Regulation Anger Fear	
	Self-Talk Stress Tolerance Gratitude	Chapter 4: Measuring EQ & Creating a Plan to Boost It Reflection Paper
	Grit Problem solving with EQ Consequential Thinking	Midterm Paper: The Emotionally Intelligent You
	Responsibility Taking Positive Self-Interest Choose Yourself Strategies & Goal Setting March 9 – YP Panel Discussion	Chapter 5: Self-awareness Strategies
	Watch United Nations Sustainable Development Goals Documentary & Discussion on Presentations	Chapter 6: Self-management Strategies Reflection Paper

	Empathy Healthy Relationships Emotion Expression	Chapter 7: Social Awareness Strategies Reflection Paper
	Feedback Independence Communication Styles	Chapter 8: Relationship Management Strategies Reflection Paper
	Problem Ownership Conflict Management Noble Goal	
	Give Yourself Strategies & Goal Setting Review KCG Goal Setting Worksheets Positive Action Plan	KCG workbook worksheets: instructor collects workbooks
Finals	SDG Presentations	

Note:

If there are activities outside of the classroom, it is important to include a warning note explaining that these are subject to change.

BIBLIOGRAHY

Know. Choose. Give.:A practical guide for personal & professional success using the Six Seconds emotional intelligence framework by Liza D. Johnson, Ed.D. ISBN # 9781935667483

Emotional Intelligence 2.0 by Travis Bradberry ISBN # 9780974320625

INSTRUCTOR

Email: ldjohnson@dbq.edu

Dr. Liza Johnson is the Director of Personal Empowerment and Assistant Director to the President at the University of Dubuque (UD). Her mission is to provide people the opportunity to become the best version of themselves through the practice of social and emotional learning. She has a passion to share this education to create sustainable transformation in people's lives and in the culture of organizations.

She created and directs UD's personal empowerment program, which helps students, faculty, and staff develop the core skills necessary to be successful in making sustained and positive change with an

emphasis on emotional intelligence competencies. Dr. Johnson leads 40+ trained UD faculty and staff members who either teach the personal empowerment course and/or infuse emotional intelligence in their specialized areas on campus. As a pioneer, she continues to pave the way for the integration of social and emotional learning into campus operations for students, faculty, and staff.

In addition to working with the UD community, Dr. Johnson is the founder of EQ Development Institute which supports adult social and emotional development. She leads trainings to a wide range of people and organizations. She worked closely with the Dubuque Community Schools, police, and city government on a community-wide implementation plan on emotional intelligence.

Dr. Johnson is the author of the emotional intelligence curriculum published by Six Seconds: The Emotional Intelligence Network called Know. Choose. Give.: A practical guide for personal and professional success using the Six Seconds emotional intelligence framework. She serves as an EQ Ambassador for Six Seconds and is the lead EQ trainer and consultant for Paradigm Education Solutions.

She is an avid runner and yogi, outdoor enthusiast, and a mother to three children, Colin, Brooke, and Luke, who inspire her to make the world a better place for everyone.

Her educational background includes a bachelor's in psychology, master's degrees in School Counseling and Organizational Management, and a doctorate in Educational Leadership.