



A) COURSE

Course Id:	Course
5688	Socio affective skills and ethical

Class Hours per Week	Lab hours per week	Complementary practices	Credits	Total hour course
0	3	0	3	48

B) GENERAL COURSE INFORMATION:

	EE (IEA)	ME (IM)	MME (IMA)	EME (IME)	MTE (IMT)
Level:		III		II	I
Course Type (Required/Elective)		Required		Optional	Required
Prerequisite Course:					
CACEI Classification:		CS		CS	CS

C) COURSE OBJECTIVE

At the end of the course, the student will be capable of:

Students will be able to identify, recognize and implement strategies to develop skills and build tools to help you solve socio emotional and academic difficulties in a responsible manner and systematic, based on emotional intelligence.

D) TOPICS (CONTENTS AND METHODOLOGY)

(Topic) UNIT 1: Course presentation		1 Hours
Specific Objective:	The student will know the relevant information about the course	
	1.1 Objective and content. 1.2 Methodology. 1.2.1 Assistance. 1.2.2 Reporting and presentation. 1.2.3 Evaluation form.	
Readings and other resources	Course content.	
Teaching Methodologies	Exhibition topics. Driving deliberations.	
Learning Activities	Investigation work. Solving exercises. Individual tasks and team.	



(Topic) Unit 2: Basic concepts		2 Hours
Specific Objective:	Students will learn the concepts of emotion, behavior and thought, identify components that affect emotions, behavior and thoughts in your environment and differentiate the connection between thinking and mood.	
2.1.- Difference between thinking and mood. 2.2.- Connection between thinking and mood. 2.3.- The thoughts how influence in how we behave socially.		
Readings and other resources	[1], [2], [3]	
Teaching Methodologies	Exhibition topics. Driving deliberations.	
Learning Activities	Investigation work. Solving exercises. Individual tasks and team.	

(Topic) Unit 3: Rational and irrational thoughts		2 Hours
Specific Objective:	The student analyzes the concepts of the types of rational and irrational thoughts and will identify them through exercises describing situations.	
3.1.- Rational thoughts. 3.2.- Irrational thoughts.		
Readings and other resources	[1], [2], [3]	
Teaching Methodologies	Exhibition topics. Driving deliberations.	
Learning Activities	Investigation work. Solving exercises. Individual tasks and team.	

(Topic) Unit 4: Basic skills mentalisation		3 Hours
Specific Objective:	The student will distinguish the states of mind: the rational mind, the wise mind and mind emotional through practice.	
4.1.- Skills of the "that", how to take control of your mind? 4.2.- The skills of the "as", how to take control of your mind?		
Readings and other resources	[1], [2], [3]	
Teaching Methodologies	Exhibition topics. Driving deliberations.	
Learning Activities	Investigation work. Solving exercises. Individual tasks and team.	

(Topic) Unit 5: Skills in understanding of themselves		2 Hours
Specific Objective:	The student will understand and recognize their emotions, identify their interests, values and skills and identify their strengths as accurate. The student will understand themselves himself, and know how to learn, how it relates to others, and what he thinks and feel.	
5.1.- Recognition of emotions. 5.2.- Recognition of interests, values and skills. 5.3.- Self-Assessment. 5.4.- Self-knowledge.		
Readings and other resources	[1], [2], [3]	
Teaching Methodologies	Exhibition topics. Driving deliberations.	
Learning Activities	Investigation work. Solving exercises. Individual tasks and team.	



(Topic) Unit 6: Self-regulation skills		15 Hours
Specific Objective:	The student will develop strategies to manage their emotions and behaviors, and will be able to handle stress, anxiety, impulse control, and persevere to overcome obstacles. Students will be able to motivate themselves and monitor progress from achieving academic and personal goals, and express their emotions appropriately in various situations, all through practice.	
6.1.- Myths about emotions. 6.2.- Model to describe emotions. 6.3.- Ways to describe emotions. 6.4.- What are emotions? 6.5.- Reducing vulnerability to negative emotions: how to stay out of the emotional mind. 6.6.- Steps to increase positive emotions. 6.7.- Freeing emotional distress: realize the emotions at the time. 6.8.- Changing emotions acting opposite to the current emotion manner. 6.9.- Model PERMA.		
Readings and other resources	[4], [5], [6], [7]	
Teaching Methodologies	Exhibition topics. Driving deliberations.	
Learning Activities	Investigation work. Solving exercises. Individual tasks and team.	

(Topic) Unit 7: Comprehension skills other.		2 Hours
Specific Objective:	Students will be able to understand and empathize with others, recognizing similarities and individual and group differences.	
7.1.- Empathy 7.2.- Taking perspective. 7.3.- Assertiveness. 7.3.1.- Rights Assertive		
Readings and other resources	[4], [5], [6], [7]	
Teaching Methodologies	Exhibition topics. Driving deliberations	
Learning Activities	Investigation work. Solving exercises. Individual tasks and team.	

(Topic) Unit 8: Moral discernment skills		1 Hour
Specific Objective:	The student will acquire a sense of responsibility in taking decisions, considering ethical standards, security issues, social norms, respect for others, and likely consequences of various variants of their actions.	
8.1.- Moral reasoning. 8.2.- Taking responsible decisions.		
Readings and other resources	[4], [5], [6], [7]	
Teaching Methodologies	Exhibition topics. Driving deliberations	
Learning Activities	Investigation work. Solving exercises. Individual tasks and team.	



(Topic) Unit 9: Interpersonal skills		16 Hours
Specific Objective:	Students will be able to establish and maintain healthy and rewarding relationships based on the cooperation. Students will be able to resolve conflicts constructively interpersonal dialogue, reaching agreements, negotiating, resolving differences and supporting the learning of others.	
	9.1.- Calling effectiveness in interpersonal relationships. 9.2.- Factors that reduce the effectiveness in relationships. 9.3.- Myths about the effectiveness in relationships. 9.4.- Ideas that increase efficiency in relationships. 9.5.- Options ask for something or to say no. 9.6.- Steps to achieve what you want in a relationship. 9.7.- Steps to maintain the relationship with another person. 9.8.- Steps to keep your respect for yourself.	
Readings and other resources	[4], [5], [6], [7]	
Teaching Methodologies	Exhibition topics. Driving deliberations.	
Learning Activities	Investigation work. Solving exercises. Individual tasks and team.	

(Topic) Unit 10: Emotional distress tolerance		4 Hours
Specific Objective:	Students will be able to apply the skills developed to tolerate events painful situations when you can not do something about the short term.	
	10.1.- Strategies to survive the crisis. 10.2.- Guide to accept reality. 10.3.- Basic principles to accept reality.	
Readings and other resources	[8], [9], [10]	
Teaching Methodologies	Exhibition topics. Driving deliberations.	
Learning Activities	Investigation work. Solving exercises. Individual tasks and team.	

E) TEACHING AND LEARNING METHODOLOGIES

- a) Presentation of the topics by the teacher.
- b) Analysis of cases.
- c) Significant learning through daily practice.
- d) Conduct of debates.

F) EVALUATION CRITERIA:

Evaluation:	Schedule	Suggested Form of Evaluation and weighing	Topics
1st Term	Session 16	Exam 50%, Activities (practice inside and outside of class, tasks, jobs) 50%	Units 1, 2, 3, 4 and 5
2nd Term	Session 32	Exam 50%, Activities (practice inside and outside of class, tasks, jobs) 50%	Units 6 and 7



3rd Term	Session 48	Exam 50%, Activities (practice inside and outside of class, tasks, jobs) 50%	Units 8, 9 and 10
Final evaluation		100% (Average of the partial evaluations)	
Other activity:			
Special examination	According to schedule	100% Exam	100% of topics
Title of Adequacy Review	According to schedule	100% Exam	100% of topics
Examination to Regularization	According to schedule	100% Exam	100% of topics

G) BIBLIOGRAPHY AND ELECTRONIC RESOURCES

Main Books

- [1] TRATAMIENTO DE LOS TRASTORNOS DE PERSONALIDAD LÍMITE
Marsha M. Linehan
Editorial PAIDÓS, México 2003
- [2] TÉCNICAS COGNITIVAS PARA EL TRATAMIENTO DEL ESTRÉS
Matthew McKay, Martha Davis, Patrick Fanning.
Ediciones ROCA, México 1988.
- [3] TÉCNICAS DE AUTOCONTROL EMOCIONAL
Martha Davis, Matthew McKay, Elizabeth R. Eshelman.
Ediciones ROCA, México 1988.
- [4] MANEJO DE CONFLICTOS DESDE LA SABIDURÍA DEL CINE Y LAS CANCIONES
Luis Miguel Díaz
Editorial PAX MÉXICO, México 2005.
Complementary Books
- [5] CÓMO RESOLVER CONFLICTOS
Matthew McKay, Patrick Fanning
Editorial PAIDÓS, España 2008
- [6] TERAPIA DEL COMPORTAMIENTO
Aubrey J. Yates
Editorial Trillas, México 1978.
- [7] EL CONTROL DE TU ESTADO DEL ÁNIMO
Dennis Greenberger, Christine A. Padesky
Editorial PAIDÓS, España 1998.
- [8] VIDA POSITIVA: COMO SUPERAR LAS EMOCIONES NEGATIVAS Y PROSPERAR.
Fredrickson, Bárbara Lee.
Editorial: Norma 2009.



[9] FLORECER: LA NUEVA PSICOLOGÍA POSITIVA Y LA BÚSQUEDA DEL BIENESTAR.

Seligman Martin.

Editorial: Océano 2014.

[10] Instituto Europeo de Psicología Positiva, IEPP.

Seligman Martin.

<http://www.iepp.es/es/investigacion/centro-de-test.html>

Complementary Books

[1] LA INTELIGENCIA EMOCIONAL

Daniel Goleman

Editorial B, 8ª reimpresión noviembre 2014, México.

[2] CURACIÓN EMOCIONAL

David Servan-Schreiber

Editorial Kairós, decimocuarta edición febrero 2014, España.

Internet Links

Instituto Europeo de Psicología Positiva, IEPP.

Seligman Martin.

<http://www.iepp.es/es/investigacion/centro-de-test.html>