

PERMISSION TO FEEL: unlocking the power of emotions to help our kids, ourselves, and our society thrive

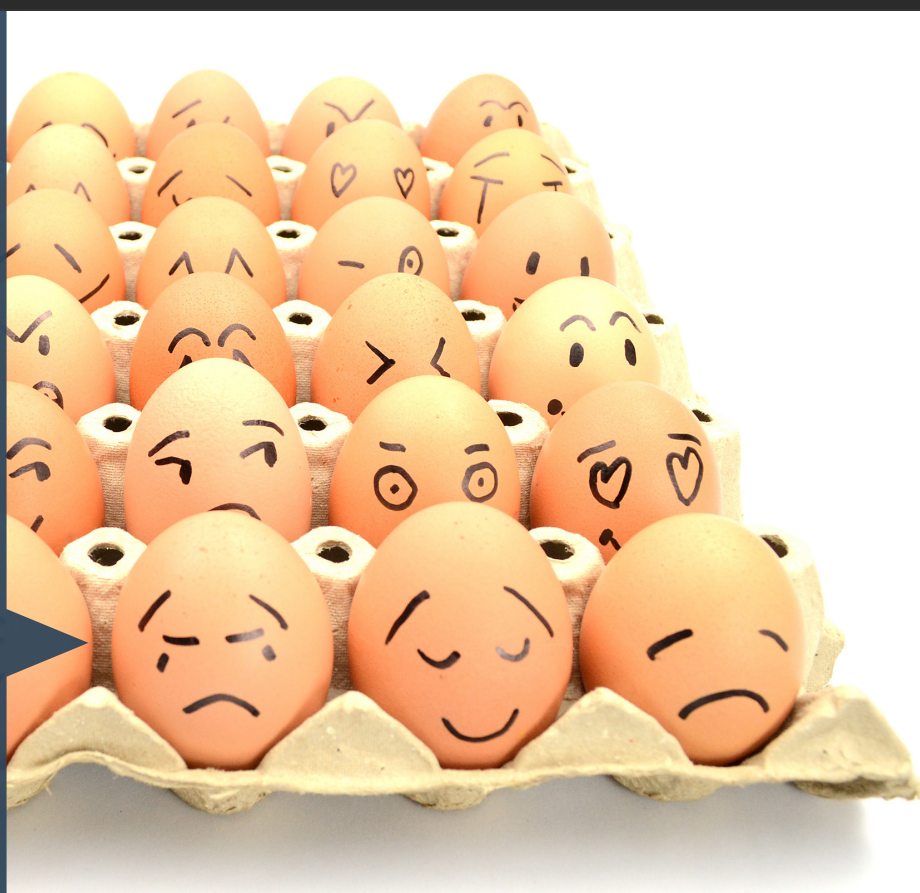
by Dr. Marc Brackett

Fall 2021

Tuesdays 6:15-7:05 p.m.

Emotion scientist Dr. Marc Brackett created a “blueprint for understanding our emotions and using them wisely so that they help, rather than hinder, our success and well-being.”

Permission to Feel aims to help us identify our feelings, embrace them, “and learn to make our emotions work for us, not against us.”



“My message for everyone is the same: that if we can learn to identify, express, and harness our feelings, even the most challenging ones, we can use those emotions to help us create positive, satisfying lives.”

- Dr. Marc Brackett

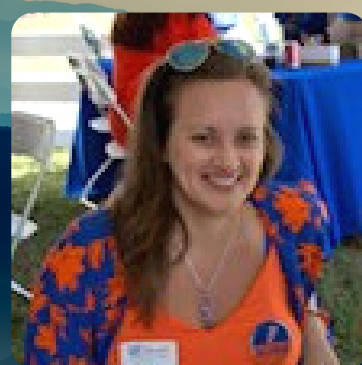
Your course organizers




Heather M. Flynn
flynnh@law.ufl.edu



Francesca Molfino
fmolfino@ufl.edu



Krista Vaught '06
krisv182@ufl.edu
 KristaEdTech

And a key part of our course experience - you!



Prefer the old school syllabus (all text)?
Flip a few pages and you'll find the traditional version.

Caution:

Daring leadership involves vulnerability.

Your course experience will involve vulnerable and sometimes challenging conversations. We invite you to join us in being brave and sharing your authentic self - a little bit of discomfort can lead to much growth.



WHAT WILL YOU LEARN?

student learning outcomes

As a result of taking this course, students will:



PERMISSION TO FEEL

Discuss and analyze why we need "permission to feel"

EXAMINE THE RULER APPROACH

Discuss, analyze, and reflect on Brackett's RULER approach to social and emotional learning



REFLECT & INTEGRATE

Reflect upon how they can leverage emotional agility and emotional intelligence in their academic, professional, and personal lives

WHAT DO I NEED TO KNOW?

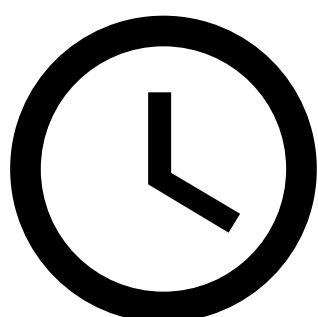
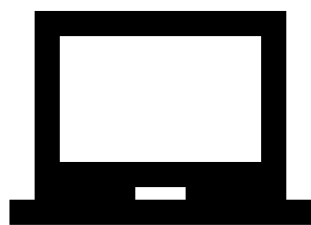


BOOKS/MATERIALS

- Marc Brackett: Permission to Feel: Unlocking the Power of Emotions to Help Our Kids, Ourselves, and Our Society Thrive

COURSE WEBSITE

- Canvas - log in at ufl.instructure.com (use your Gatorlink username and password)
- Submit all assignments on Canvas



ATTENDANCE

- Be on time! **Be present and engaged.**
- Because our course revolves around connection and discussion, attendance/engagement is part of your grade.
- See UF policy for excused absences. Contact us before class if you cannot participate.

PARTICIPATION + RESPECT

We expect you to:

- Show mutual respect for your classmates + instructors
- Value diversity of ideas and insights
- Participate via video and audio as often as possible; actively listen

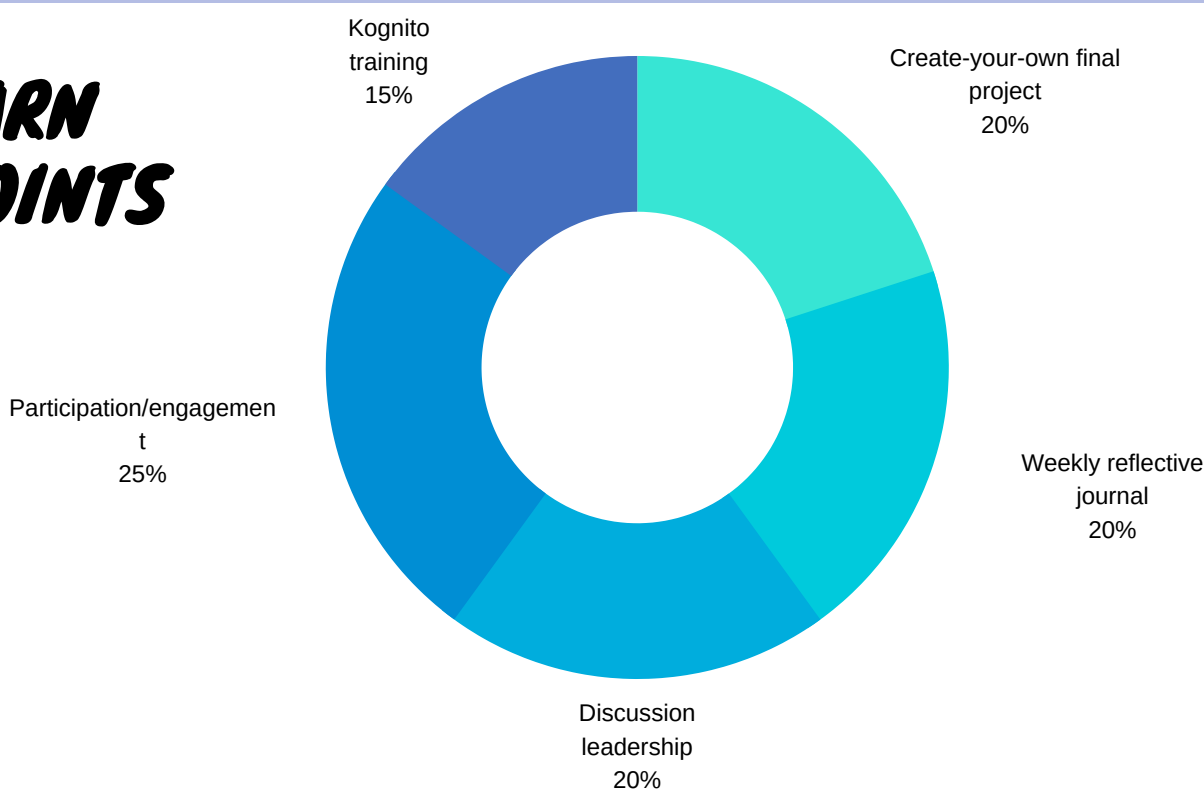


"I define connection as the energy that exists between people when they feel seen, heard, and valued; when they can give and receive without judgment; and when they derive sustenance and strength from the relationship." - Brene Brown

GRADING

This class follows the UF grading policy: check the undergraduate catalog or old school syllabus for details.

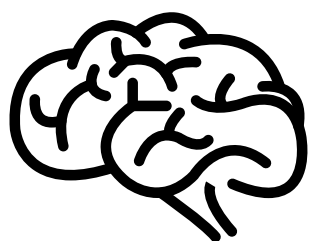
EARN POINTS



ACADEMIC INTEGRITY

As a UF student, you are expected to abide by the UF Honor Code. See the traditional version of the syllabus for more details. Basically:

- **Do not lie, cheat, or steal academic information.**
- **Do not plagiarize or use unauthorized material.**



Honor Code: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

Pledge: On my honor, I have neither given nor received unauthorized aid in doing this assignment.



Your well-being is important. If you or a friend is in distress, please reach out to umatter@ufl.edu or 352-392-1575 (nights and weekends)! See the appendix for details.

HOW ARE WE DOING?



- We'll ask for your feedback throughout the course - we want to make sure this experience is meaningful for you, and we'll integrate your feedback throughout.
- UF will ask for feedback at the end of the semester via course evaluations.

ACCESSIBILITY

The University of Florida provides high-quality services to students with disabilities, and we encourage you to take advantage of them. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565; dso.ufl.edu/drc). Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation.

OUR DARING JOURNEY



CLASS SESSIONS

- Interactive discussions and activities related to Permission to Feel (we won't be lecturing!)
- Conversations with experts and community leaders around their experiences
- Community building within our class community
- Reflective activities to further explore and integrate emotion scientist skills and knowledge



ASSIGNMENTS

We've designed the assignments to be meaningful to your learning experience:

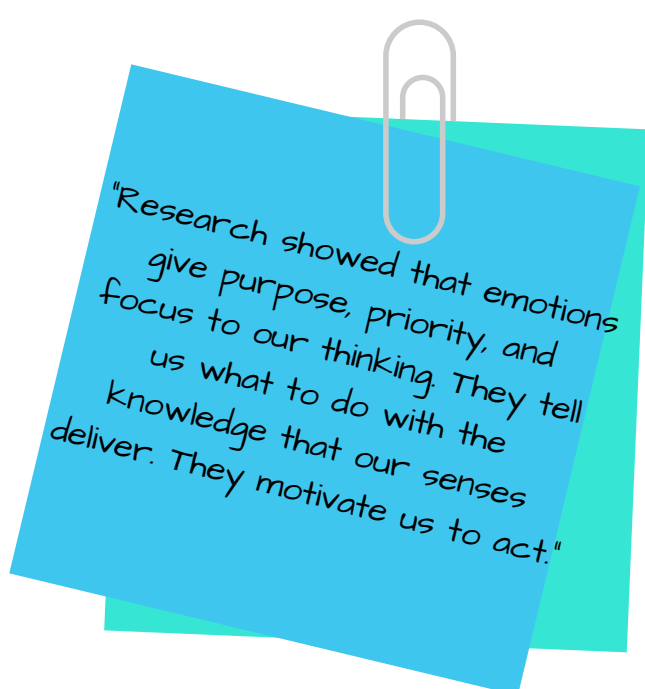
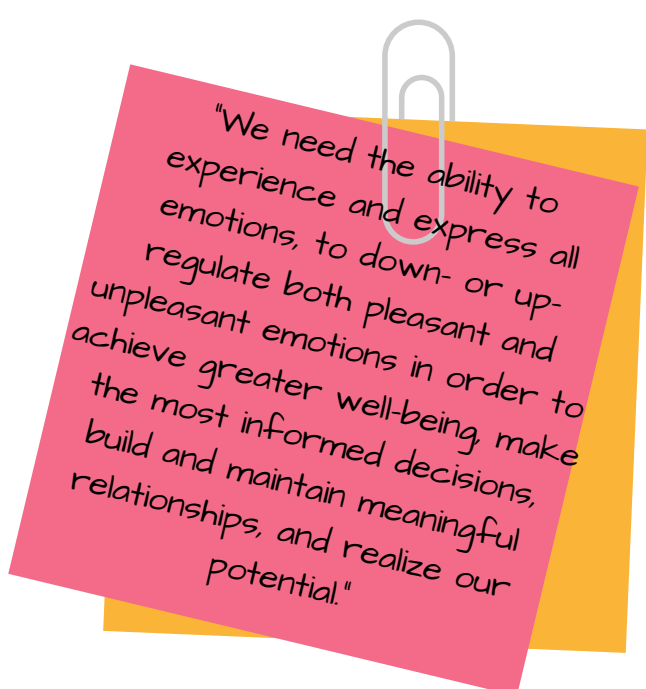
- Attending and participating in class
- Kognito training
- Co-leading a class discussion
- Weekly reflective journal
- Designing your own final project, which may include designing a graphic, annotated bibliography, short research paper, or whatever other format is meaningful and useful to your experience. (We're happy to discuss!)

Assignments are designed to be flexible and to give you autonomy over direction of the assignment. You should receive full credit if you complete the assignments in good faith, and participate and engage in class discussions.

We know challenges might come up throughout the semester, especially due to the pandemic. Please reach out to us as soon as possible before any deadline if you have concerns. Your wellbeing comes first! Please feel free to submit assignments early too.

THIS CLASS IS FOR YOU IF...

- You are interested in exploring the science of emotions, core emotions, and the concept of emotional literacy.
- You are interested in exploring how you can identify your emotions, and emotions of others.
- You are interested in exploring how you can use your emotions wisely to help your success and well-being.
- You are interested in learning a bit more about the concepts of shame and empathy, including how they may show up in the workplace.
- You are interested in exploring the RULER approach to social and emotional learning, and how you can harness emotions for good.
- You want to learn how you can leverage emotional agility and emotional intelligence in your academic, professional, and personal lives.
- You are comfortable with, or want to challenge yourself to get comfortable with, deep, honest, meaningful discussions.





Old school syllabus version/appendix

(un)common reads: Permission to Feel: Unlocking the Power of Emotions to Help Our Kids, Ourselves, and Our Society Thrive

IDH 2931

Class #26269

Hume 0119

Tuesdays, 5:00-5:50 p.m.

Heather M. Flynn, flynnh@law.ufl.edu

Francesca Molfino, fmolfino@ufl.edu

Krista Vaught, krisv182@ufl.edu

“How are you doing?”

“Fine. You?”

“Fine.”

Many of us have denied (or are denying) ourselves permission to feel - “[w]e suck it up, squash it down, act it out...We lose the ability to even identify what we’re feeling - it’s like, without noticing, we go a little numb inside.” When this happens, it can be challenging to express how we’re feeling, which can leave us feeling isolated and perplexed on what to do. The inability to handle and manage our emotions can lead to negative outcomes. In a 2020 study, graduate and undergraduate students reported levels of depression that were two times higher than in 2019, and anxiety 1.5 times higher than in 2019 (Chirikov et al., 2020). These increases are consistent regardless of gender, level of degree, and socioeconomic status. We’ve heard “we’re living in uncertain times” constantly over the last year; we also know that “[u]ncertainty about a possible future threat disrupts our ability to avoid it or to mitigate its negative impact, and thus results in anxiety” (Grupe & Nitschke, 2013, p. 488). Maybe there’s a way we can explore and manage our emotions constructively to mitigate the negative outcomes.

Emotion scientist Dr. Marc Brackett created a “blueprint for understanding our emotions and using them wisely so that they help, rather than hinder, our success and well-being.” Permission to Feel aims to help us identify our feelings, embrace them, “and learn to make our emotions work for us, not against us.” Dr. Brackett is the founding director of the Yale Center for Emotional Intelligence.

While this book focuses on emotions and emotion science, we’ll be exploring through a lens of learning and mindfulness rather than therapy. We will explore emotional intelligence and emotional agility, and how you can embrace your emotions and better identify the emotions of others, which can, in turn, help you grow professionally and personally.

Student learning outcomes:

- Students will discuss and analyze why we need “permission to feel”
- Students will discuss, analyze, and reflect on Brackett’s RULER approach to social and emotional learning
- Students will reflect upon how they can leverage emotional agility and emotional intelligence in their academic, professional, and personal lives.

Required textbooks:

Permission to Feel: Unlocking the Power of Emotions to Help Our Kids, Ourselves, and Our Society Thrive (Marc Brackett)

You may find and use the book in whatever format works best for you (Kindle, hardcover, audiobook, etc.). Please note that we may refer to specific page numbers in class. We encourage you to purchase or borrow a version that you will have access to for the entire semester so that you can fully participate in discussions and activities.

Assignments and expectations (aka how you earn points for that A grade):

- **Attendance and participation:** Students are expected to attend and participate in class discussions and exercises. To fully participate in class discussions and exercises, students are expected to read (and perhaps re-read) specific pages within the book.
- **Kognito training:** Students will complete Kognito, a 30-minute training where students learn about the signs of psychological distress, effective techniques in approaching a peer who has shown signs of distress, and participate in simulations on how to check in with a friend, educate them about available support services, and encourage them to get a consultation.
- **Discussion leadership:** After the second week of class, students will volunteer to assist in leading specific class sessions. Leading a class session will involve crafting questions for the class to discuss, or, if appropriate, planning a skill-building activity. The instructors will help to facilitate discussions and difficult topics, but discussions are student-driven. Students can and are encouraged to partner with another student or an instructor to lead the session.

(continued on next page)



Old school syllabus version/appendix

- **Weekly reflective journal:** The readings and our discussions may bring up a lot to think about. We will suggest a few writing prompts related to each class session. Students are welcome to reflect on and respond to these prompts, or free write, each week. In either the first or last few minutes of every class session, we will create space for students to reflect and check in with their emotions.
 - We are not looking for a specific length or specific answers - the journal is a space for students to reflect in whatever way is most meaningful to them. This also means that the weekly journals could take other forms - some students may write text, some may prefer sketches and drawings, or some may record a short video reflection.
 - We will not share individual journal entries with the larger class - students' journals will be confidential. *However, please note that if a situation arises where a student is sharing thoughts of self-harm or harming others, we will reach out to the student and potentially encourage them to speak with a therapist at the Counseling & Wellness Center.*
- **Final project:** The final project serves as a reflection on the book and our discussions. We encourage students to reflect on the following prompt: *Envision a society where everyone is an emotion scientist. What would this look like? What is the future of emotional intelligence?* Projects might include (but are not limited to) any of the following: proposal/draft of an emotional skills program, graphical representation of what such a society would look like via a mindmap or series of memes or comics, an annotated bibliography on a specific emotion, a short research paper reflecting conversations and readings about a specific emotion or emotions, an infographic on emotions, etc. Students are encouraged to discuss their project idea with an instructor - though we will give students full control over the direction. :)
 - The goal of the final project is to create an opportunity for each student to meaningfully reflect and dig a bit deeper into emotion science. Students may share their final projects with the class, either online or in class, based on the format, if they wish.

Grading:

Attendance and participation: 25 points

Kognito training: 15 points

Discussion leadership: 20 points

Weekly reflective journal: 20 points

Final project: 20 points

Assignments are designed to be flexible and to give students autonomy over direction of the assignment. Students should receive full credit if they read the assigned chapter(s), participate and engage in class discussions, and complete the assignments in good faith. We will set more detailed expectations for class participation together in the first class session.

Grading scale:

Grade points align with the undergraduate catalog, available at

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/#gradestext>.

Accommodations:

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course evaluations:

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://gatorevals.aa.ufl.edu/>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://gatorevals.aa.ufl.edu/>.

University Honesty Policy:

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct/honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Counseling and Wellness Center:

Contact information for the Counseling and Wellness Center:

<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.



Old school syllabus version/appendix

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392- 1575 so that a team member can reach out to the student.

Reporting:

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at any of the contacts listed here: [U Matter, We Care](#). This includes the UF Police Department, Counseling & Wellness Center, Office of Victim Services, and more.

The instructors will direct students who disclose sexual harassment or sexual violence to resources that can help, and have the responsibility to report the information shared with them to university administration. The instructors are required to report all other forms of prohibited discrimination or harassment to the university administration.

If you or someone you know has experienced gender-based discrimination or violence, you can contact the Office for Accessibility and Gender Equity to get support and information about your rights and reporting options. You can learn more about university protections, supportive resources, response processes, and prevention efforts by visiting www.titleix.ufl.edu.

Schedule

Date	Reading (chapters)
Week of 8/23	see Canvas for materials
Week of 8/30	see Canvas for materials
Week of 9/6	1. Permission to Feel, & 2. Emotions are Information
Week of 9/13	continuation from previous
9/20	3. How to Become an Emotion Scientist
9/27	4. Recognizing Emotion, 5. Understanding Emotion
10/4	continuation from previous
10/11	6. Labeling Emotion
10/18	7. Expressing Emotion
10/25	8. Regulating Emotion
11/1	continuation from previous
11/8	9. Emotions at Home, 10. Emotions at School
11/15	11. Emotions at Work
11/22	No new reading; where do we go from here?
11/29	Wrapping up semester
12/6	Wrapping up semester

References

- Chirikov, I., Soria, K., Horgos, B., & Jones-White, D. (2020). Undergraduate and graduate students’ mental health during the COVID-19 pandemic. SERU Consortium, University of California - Berkeley and University of Minnesota. Retrieved from <https://cshe.berkeley.edu/seru-covid-survey-reports>.
- Grupe, D.W., & Nitschke, J.B. (2013). Uncertainty and anticipation in anxiety: An integrated neurobiological and psychological perspective. Nature Reviews Neuroscience, 14(7), 488-501.