

Name	Emotional Education		Field of study	-	
Classification	Extracurricular Course/Project		School	Polytechnic Institute of Bragança	
Academic Year	2025/2026	Year of study	-	Level	-
Type	Semestral	Semester	1	ECTS credits	6.0
Code	9999-940-1019-00-25				
Workload (hours)	162	Contact hours	T -	TP -	PL -
			TC -	S -	E -
			OT -	O -	

T - Lectures; TP - Lectures and problem-solving; PL - Problem-solving, project or laboratory; TC - Fieldwork; S - Seminar; E - Placement; OT - Tutorial; O - Other

Name(s) of lecturer(s) Maria Augusta Romão da Veiga Branco

Learning outcomes and competences

At the end of the course unit the learner is expected to be able to:

1. To know the concepts of Emotional Intelligence (EI), Emotional Competence (EC) and Emotional Education (EE), distinguishing the differences between them.
2. To develop Emotional Literacy - know expressions, applications and experiences related to concepts, at the level of practice and research produced.
3. To know Functions and Emotion Effects in Cognitive Processes, Motivation and Behaviors: personal, social and work contexts
4. Recognize the pertinence to develop EC in Educators, Managers, Entrepreneurs, Health Technicians and citizens in general.
5. Recognize life contexts, expressive of self-awareness, self-motivation, empathy and emotional management strategies (first person reports, at a personal, social and professional level)
6. Living Emotional Education activities - Strategies and techniques: Learn how to manage emotions - EE training
7. Recognize emotionally fragile body states and self-reassuring approaches and emotional management.
8. Live experiences of practical application of skills acquired in the context of Internship - Observation and Interaction - tutored by a teacher, tutor, researcher or facilitator.

Prerequisites

Not applicable

Course contents

1. Emotional Intelligence (EI), Emotional Competence (EC) and Emotional Education (EE): different concepts.
2. Emotion and Feeling - differences and expressions;
3. EE for Emotional Competence from the perspective of Health Promotion;
4. Emotion Management: EE Laboratories I;
5. Specific Emotion Management Strategies: Emotional Education Lab II;
6. Unspecific emotional management strategies;
7. Institutions and Technicians of formal therapeutic in NHS, Social or Education.

Course contents (extended version)

1. Emotional Intelligence (EI), Emotional Competence (EC) and Emotional Education (EE):
 - Concepts and respective differentiation: education, management, health, social and business context
2. Functions and Effects of Emotion on Cognitive Processes, Motivation and Behaviors
 - Central Nervous System, Peripheral, Autonomic or Neurovegetative NS: Sympathetic vs Parasympathetic
 - Differences at the neuroanatomical and neurobiological level: structural areas involved;
 - Areas from which they emerge, synaptic networks, mental maps and relation to consciousness.
 - Emotion and Feeling - differences and associated expressions ;
 - Neurotransmitters - schematic identification: functions and interactions;
3. Emotional Education for Emotional Competence from the perspective of Health Promotion
 - Dimensions of Emotional Competence:
 - Self-awareness, Emotional Management Self-motivation, Empathy, and Social Emotional Management
 - I-Self-Awareness Dimension - expression identification of emotions in oneself and in others;
 - Empathy Dimensions - Mirror neurons phenomenon;
 - Be emotionally competent: as an Educator, Manager, Entrepreneur, Teacher
 - Research in Educators, Managers, Entrepreneurs, Health Technicians and citizens.
4. Emotion Management: Emotional Education Laboratories I
 - Activity 1 - Identify responses that are manifested in the body in the face of certain emotions
 - Activity 2 - Experience the activation / arousal of (at least) one emotion
 - Activity 3 - Analytical group reflection: building awareness about an experience
 - Activity 4 - Build an awareness from feeling the feeling of an emotion already experienced
5. Specific Emotion Management Strategies: Emotional Education Laboratory Activities II
 - Applications in Management, Health, Education: context analysis
 - Emotional management of emotions / feelings of positive polarity - experiences
 - Emotional management of emotions / feelings of negative polarity - experiences
6. Unspecified emotional management strategies:
 - Deep relaxation and sound massage; active listening;
 - Reassuring activities: Hypotherapy, Music Therapy: Canto-therapy and Dance Therapy
 - Art Therapy, Aromatherapy, Chromotherapy
7. 7. Education, Management, Social and Health Institutions: Controlled Internship experience.

Recommended reading

1. Valente, S; Veiga-Branco, A; Rebelo, H; Lourenço, A; Cristovão, A (2020). The relationship between emotional intelligence ability and teacher efficacy. Universal Journal of Educational Research.
2. Veiga-Branco, M. A. R. (2019). Educação emocional. In Dicionário de Educação para o Empreendedorismo: Lisboa: Gradiva. p. 224-227. ISBN 978-989-616-877-3
3. Veiga-Branco, M. A. R. (2018). Program Unit 9: Emotional Competence - Self awareness. In Psycho-educational and social intervention program for parents. Roménia: Lumen. p. 99-103. ISBN978-973-166-508-5
4. Veiga-Branco, M.A.R.(2024) Competência Emocional: indicador sensível de qualidade dos cuidados. in Marques, Néné, Sequeira.(Coord) Enfermagem Avançada. Lidel. Ed Téc p230-243. isbn 978-989-752-924-5
5. Veiga-Branco, M.A.R. (2024). Emotional Competence Veiga Scale (ECVS) Confirmatory Validation. In 9 th ENSEC Conference. Greece, <http://hdl.handle.net/10198/30702>

Teaching and learning methods

1. Inverted Classes - In-basket strategy for all UC content, through videos, scientific articles, games, etc; - Open Exhibition Sessions, using audiovisual media
2. Seminars: in Storytelling mode, developed by a pedagogical team external to IPB.
3. EmoLabs.
4. Controlled Internship experience.

Assessment methods

1. Continuum Evaluation - (Regular, Student Worker) (Final)
 - Intermediate Written Test - 30% (Mandatory a positive grade: get 15% approval, from 30%, to acced in to Internship experience.)
 - Intermediate Written Test - 30% (Mandatory a positive grade: get 15% approval, from 30%, to acced in to Internship experience.)
 - Portfolio - 40% (Is a written report about the skills developed during the Controlled Internship experience.)
2. Continuum Evaluation - Oral and Written Exam - (Regular, Student Worker) (Final)
 - Intermediate Written Test - 30% (Mandatory a positive grade: get 15% approval, from 30%, to acced in to the written work.)
 - Intermediate Written Test - 30% (Mandatory a positive grade: get 15% approval, from 30%, to acced in to the written work)
 - Development Topics - 60% (Written work, on the subject under study in this UC, based on research/investigation.)
3. Written Final Exam (100%) - (Student Worker) (Final, Supplementary, Special)

Language of instruction

Portuguese, with additional English support for foreign students.

Additional information**Electronic validation**

Maria Augusta Romão da Veiga Branco	Vera Alexandra Ferro Lebres	Luis Manuel Santos Pais
04-02-2026	05-02-2026	05-02-2026