

## MPSD107 Emotional Literacy and Conflict Resolution in PSCD

ECTS Value: 3 ECTS

### Module Description

Through this module, prospective PSCD teachers will be able to work on their emotional literacy and internal conflict resolution in relation to different sensitive topics that are facilitated during PSCD. The focus and the new content tackled in this module revolves around conflict management. As a result, through this module, PSCD students will be able to resolve different challenges that they might encounter. Challenges will not only focus on sexuality and personal skills, but on all topics in PSCD. This module will give a chance to students to work on their bias, fear and challenges, so that they are totally prepared to become effective PSCD teachers in class. During each lecture, the course participants can: focus on how they feel when facilitating a particular sensitive topic; brainstorm conflict issues arising when focusing on sensitive topics; and be more equipped personally, in terms of feelings, to deal with sensitive topics. Sensitive topics that may be covered in this module include: Sexuality (genital parts, sexual activity, LGBTIQ, pornography, child abuse); Internet Abuse and Sexting; Abortion; Eating Disorders and Mental Health Issues; and Substance Abuse.

### Overall Objectives and Outcomes

By the end of this module, the learner will be able to:

#### Competences

- a) Develop an understanding of their feelings when addressing sensitive topics like sexuality, substance abuse, sexting, pornography, abortion, eating disorders and mental health issues;
- b) Develop an understanding of their internal conflicts when addressing sensitive topics like sexuality, substance abuse, sexting, abortion, eating disorders and mental health issues;
- c) Critically reflect on ways how they would manage their feelings in sensitive topics;
- d) Critically reflect on how to manage their conflicts in relation to sensitive topics.

#### Knowledge

- a) Define emotional literacy and conflict management in a PSCD classroom setting.
- b) Identify different feelings they might feel, attributed to sensitive situations that prospective PSCD teachers may encounter when addressing such sensitive topics.
- c) Identify ways how to manage negative feelings and conflicts when addressing such sensitive topics.

#### Skills

- a) Reflect on practical ways how to overcome negative feelings when addressing sensitive topics.
- b) Reflect on practical ways how to overcome conflicts in sensitive cases.
- c) Discuss safety paths through which a PSCD practitioner can work on ones own feelings and conflicts, arising from sensitive topics.
- d) Discuss policy documents (Child Abuse, Substance Abuse and Bullying) that can be referred to, when addressing sensitive PSCD topics.

## Mode of Delivery

This module adopts a blended approach to teaching and learning. Information related to the structure and delivery of the module may be accessed through the IfE Portal. For further details, kindly refer to the Teaching, Learning and Assessment Policy and Procedures found on the Institute for Education's website.

## Assessment Methods

This module will be assessed through: Practical Assignment and Journal

## Suggested Readings

### Core Reading List

1. Davis, N. J. (2005). Taking sex seriously: Challenges in teaching about sexuality. *Teaching Sociology*, 33(1), 16-31.
2. Forrest, S. (2006). Straight talking: Challenges in teaching and learning about sexuality and homophobia in schools. In *Education, equality and human rights* (pp. 129-151). Routledge.
3. Mathews, B. P. (2011). Teacher education to meet the challenges of child sexual abuse. *Australian Journal of Teacher Education*, 36(11), 13-32.
4. Ollis, D. (2016). The Challenges, Contradictions and Possibilities of Teaching About Pornography in Sex and Relationships Education (SRE): The Australian Context. In *Global Perspectives and Key Debates in Sex and Relationships Education: Addressing Issues of Gender, Sexuality, Plurality and Power* (pp. 48-67). Palgrave Pivot, London.
5. Whitley, J., Smith, J. D., & Vaillancourt, T. (2013). Promoting mental health literacy among educators: Critical in school-based prevention and intervention. *Canadian Journal of School Psychology*, 28(1), 56-70.
6. McEachern, A. G., McEachern-Ciattoni, R. T., & Martin, F. (2012). Sexting: New challenges for schools and professional school counselors. *Journal of School Counseling*, 10(20), n20.

### Supplementary Reading List

1. Bezzina, A., Falzon, R., & Muscat, M. (2015). Emotional intelligence and the Maltese personal and social development model. In Zysberg, L. & Raz, S. (Eds.). *Emotional intelligence: Current evidence from psychopathological educational and organisational perspectives* (pp. 151-171). New York: Nova Science Publishers, Inc.
2. Camilleri, S., Caruana, A., Falzon, R., & Muscat, M. (2012). The promotion of emotional literacy through personal and social development: the Maltese experience. *Pastoral Care in Education*, 30(1), 19-37.