EI EI Oh What a Difference Emotions Can Make

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Session Objectives

1. Understand concepts of emotional intelligence
2. Understand the importance emotional intelligence may have in PA education
3. Describe a model of emotional intelligence learning that can be integrated into PA curriculum
4. Review challenges and successes of incorporating an EI curriculum during the didactic phase
Session Outline

• Brief overview of EI (10 minutes).

• Icebreaker (5 minutes)

• Small groups discussion (15 minutes)
  – Issues encountered in their own programs that may relate to low EI.
  – Identify common themes from table dialogue
  – Summarize themes

• Provide lessons learned in the development and implementation of our EI curriculum (20 minutes).

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Emotional Intelligence (EI)

Definitions:

• The ability to monitor one’s own and other’s feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and action.

• The ability to understand, use, and manage your own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict

Explanation:

People with high EI do not allow feelings to get in the way. By doing the contrary, it re-establishes balance in ones thought process by preventing emotions from having excessive control over actions in response to various emotional inputs. It also helps us understand that we may be feeling a particular way for a reason.
Emotional Intelligence (EI)

**History:**
- David Caruso joined Mayer and Salovey in 1996 - eventually developed the Mayer, Salovey, Caruso Emotional Intelligence Test (MSCEIT).

- EI concepts - used to help leaders, managers, teachers, students and families across school systems, institutions and corporations.

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**Emotional Intelligence Model 2016**

*Four Branches of Emotional Intelligence*

- Perceiving Emotions
- Facilitating Thought Using Emotion
- Understanding Emotions
- Managing Emotions

Emotional Skills Development – RULER approach

1. Recognizing – occurrence of an emotion
2. Understanding – cause and influence
3. Labeling – making a connection between emotional experience and term to describe it
4. Expressing – knowing how and when to display our emotions
5. Regulating – monitoring, tempering, modifying emotional reactions in helpful ways


Mood Meter

HOW ARE YOU FEELING?

ENERGY

PLEASANTNESS
Mood Meter

Why is Emotional Intelligence Important?

• Provides skills to recognize own emotions that can help with everyday life:
  – self
  – personal relationships
  – professional relationships

• Foster resilience and ability to cope with stress

• Plays meaningful role in academic success, mental/physical health and achievement in professional domains
Why does EI matter to us as PA Educators?

- *Admissions
- Provide PA students additional skills to handle the emotional demands of PA education
- Reduce issues related to unprofessional behavior
- Foundational skills for future career as a PA

Activity

Brief Emotional Intelligence Survey

“Yes, I think I have good people skills. What kind of idiot question is that?”
How did you fare?

**Appraisal of own emotions**
- I know why my emotions change
- I easily recognize my emotions as I experience them

**Appraisal of others’ emotions**
- I can tell how people are feeling by listening to the tone of their voice
- By looking at their facial expressions, I recognize the emotions people are experiencing

**Regulation of own emotions**
- I seek out activities that make me happy
- I have control over my emotions

**Regulation of others’ emotions**
- I arrange events others enjoy
- I help other people feel better when they are down

**Utilization of emotions**
- When I am in a positive mood, I am able to come up with new ideas
- I use good moods to help myself keep trying in the face of obstacles

Discussion
Learning Objectives

**Session 1: Emotions Matter**

- What are emotions?
- What are the impacts of emotions on our everyday life? (attention, decision making, relationships, wellbeing)
- What are the skills of emotional intelligence: RULER
- From where do we ‘get’ our emotional intelligence?
- Introduction to the Mood Meter, the RULER signature tool for building self-awareness and the skills of emotional intelligence
- Introduction to the science of emotions and emotional intelligence: neuroscience and results of our research over the last two decades
- What does it mean to be an emotion scientist?
# Learning Objectives

## Session 2: Where do we get our emotions?

- Review of Session 1.
- What is the difference between HOT and COLD processing? Why learning math is not the same as learning and living emotional intelligence skills.
- What is emotion regulation? How do we learn our strategies?
- What are typical - and personal - ineffective/unhelpful strategies for regulating emotions?
- What are typical - and personal - effective/helpful strategies for emotion regulation?
- What is co-regulation? Learning the importance of this co-created process for all professional relationships.
- Introduction to the importance of regular self-care practices: what can support us? What can derail us?

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## Session 3: Implementing the Best Self and Meta Moment

- Review of Session 2
- What is the power of positive self talk?
- What is the power of positive reframing?
- What is a “Best Self”?
- Introduction to the Meta Moment tool for managing personal and professional emotional triggers.
- What will it look/feel like to bring your Best Self to work every day?
- Completion of personal action plans to support Best Self
Learning Objectives

Session 4: Maximizing EI in the Clinical World

- Review of Session 3
- Articulate your emotions using language
- Understand emotions and how to manage them in clinical practice
- Role of emotional intelligence at work
- Identify barriers to empathy
- Recognize signals you send to others
- Learn how to disagree constructively

Lessons learned

Tip 1: Give them the WHY

The benefits of becoming EI proficient may or may not be clear, especially those in the early stages of their career.

Be specific in how enhancing EI will:
- lay the foundation of professionalism and respect
- help the learners become better PAs
- help a diverse health care team be productive, leading to better clinical outcomes.
Lessons learned

**Tip 2: Incorporate a self awareness exercise**

Use of a self awareness exercise enables the students to reflect on where they are and is the first step in development of EI.

Well known tools:
- Bar-on EQ inventory
- Mayer Salovey Caruso EI Test
  - can be used but they are expensive, need special training to interpret results and not good options for the introduction of this topic

Our students took the Brief Emotional Intelligence Survey before the course started but never gave them any feedback.

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**Tip 3: Make sessions as interactive as possible**

Move away from the "sage on the stage" format

Gen Y “millennials” (1982-2005)
- Do not highly value reading and listening to lectures
- Want learning to be creative, interactive and fun
- Enjoy thinking outside the box

Using examples of real life scenarios that they can discuss and reflect on may help them better recognize, understand and regulate emotional responses in difficult situations.
Foster robust discussions
Lessons learned

**Tip 4: Breakup the sessions into short blocks and consider timing**

- Our sessions were 2.5-3 hours in length
- Length of the sessions were incompatible with acquiring knowledge
- Create 15 minute didactic blocks with an activity or small group discussion
- Placement in the curriculum is key

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Lessons learned

**Tip 5: Create an atmosphere of safety**

In order for discussions in EI to be practical and dynamic it is crucial that the participants feel secure and at ease.

- Create a safe atmosphere in order to have an open exchange of different points of view.
- Mutual respect, space to have frank conversations and to candidly share perspectives.
- Set ground rules up front and set tone by modeling this behavior.
Lessons learned

**Tip 6: Incorporate appropriate material on leadership development**

- Leaders are those that exhibit EI competent attitudes, behaviors and mindsets.
- Elaborating on specific EI concepts related to leadership development is highly relevant to an EI overview
- Important that learners view themselves as leaders and learn about their strengths and weaknesses.

Questions?
Resources

- Permission to Feel: Unlocking the Power of Emotions to Help Our Kids, Ourselves and Our Society Thrive by Marc Brackett (2019)

References