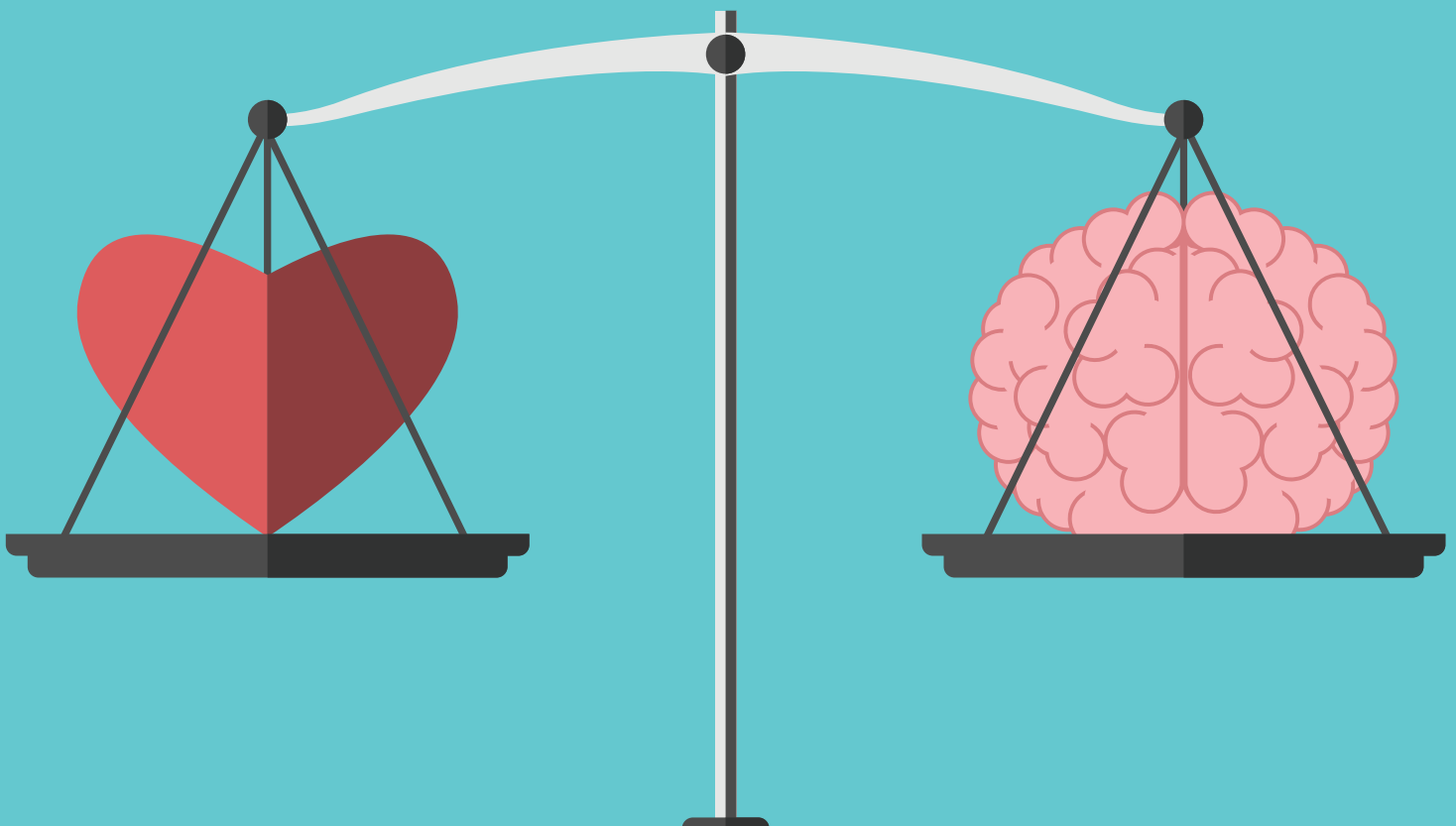




The Power of Emotional Intelligence



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Introduction

Emotional intelligence can potentially lead to improved personal and professional relationships, personal and professional success, the ability to reach desired outcomes and goals, and, ultimately, to improved health, overall well-being, and quality of life. The question is, what is emotional intelligence and how can individuals effectively develop and achieve emotional intelligence? This course will answer that very question, while providing health care professionals with emotional intelligence recommendations.

Section 1: Emotional Intelligence

Health Care Professional A is having a busy day working in a health care facility that is filled to capacity. Health Care Professional A is keeping up with required duties - however, tasks are mounting and Health Care Professional A begins to feel stressed. While attempting to retrieve a patient's medications, Health Care Professional A is interrupted by Health Care Professional B. Health Care Professional B asks Health Care Professional A several questions about a medication and a specific patient. Health Care Professional A quickly becomes frustrated with Health Care Professional B, and, essentially, stops listening to Health Care Professional B. Health Care Professional A does not pick up that Health Care Professional B is apprehensive about a specific medication for a patient, and is attempting to prevent a medical error from occurring. Health Care Professional B continues to attempt to discuss the medication and patient with Health Care Professional A. After a few minutes, Health Care Professional A turns to Health Care Professional B and yells, "Enough!" Health Care Professional B walks out of the medication room. Over the course of the next few hours, Health Care Professional A considers the incident with Health Care Professional B, and begins to think about emotional intelligence. The question that remains is, what is emotional intelligence and how can individuals effectively develop and achieve emotional intelligence? This course will answer that very question by focusing on the three key steps to effectively developing and achieving emotional intelligence. This section of the course will focus on the first key step, which is to obtain insight into emotional intelligence. The information found within this section of the course was derived from materials provided by Positive Psychology unless, otherwise, specified (Craig, 2021; Houston, 2021).

What is emotional intelligence?

- Emotional intelligence, otherwise known as emotional quotient (EQ), may refer to the ability to perceive, process, and regulate emotional information accurately and effectively, both within oneself and in others to guide one's thinking; the ability to understand, use, and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict.
- Health care professionals should note that the concept of emotional intelligence was introduced by Peter Salovey and John D. Mayer in the 1990s, and further developed by Daniel Goleman.

Why is emotional intelligence relevant?

- Research indicates that emotional intelligence is relevant because it can potentially lead to improved personal and professional relationships, personal and professional success, the ability to reach desired outcomes and goals, and, ultimately, to improved health, overall well-being, and quality of life.

Can an individual develop and achieve emotional intelligence?

- Yes, an individual can develop and achieve emotional intelligence.
- Health care professionals should note the following: research indicates that an individual can achieve emotional intelligence by incorporating the attributes or essential elements of emotional intelligence into their daily lives.

What are the essential elements of emotional intelligence?

- **Self-awareness** - the first and perhaps most important essential element of emotional intelligence is self-awareness. Self-awareness may refer to the ability to recognize and understand one's own emotions, as well as their impact on thoughts, behavior, and other individuals. Health care professionals should note that achieving self-awareness is often the first step towards emotional intelligence. Specific information regarding self-awareness may be found below.

- One can achieve self-awareness by engaging in introspective self-evaluation. Introspective self-evaluation may refer to the process of considering and examining one's own thoughts, feelings, and emotions, as well as one's own actions towards other individuals. Health care professionals should note that one can engage in introspective self-evaluation by asking oneself questions such as the following: why am I thinking this way; what is causing my thoughts; do my thoughts serve me; can my thoughts benefit me and/or other individuals; why am I feeling this way; do my emotions serve me; are my emotions beneficial to myself and/or other individuals; are my emotions leading to self improvement; are my emotions helping me achieve my goals; how are my emotions impacting other individuals; why am I acting this way; are my actions benefiting myself and/or other individuals; will my actions help me achieve my goals; how can I improve my actions so they benefit myself and other individuals; how can I improve my actions so they help me achieve my goals? Health care professionals should note that introspective self-evaluation can help individuals understand their own personality, motivations, and desires, as well as the personalities, motivations, and desires of other individuals. Additionally, health care professionals should note that introspective self-evaluation can help individuals improve upon their decision making process (e.g., if individuals understand their own thoughts, feelings, emotions, and actions, as well as their personalities, motivations, and desires than they are more likely to arrive at effective decisions that benefit the individual as well as other individuals).
- Self-awareness can help an individual understand his or her strengths and limitations. Health care professionals should note that insight into one's own strengths and limitations can help individuals improve their personal and professional relationships, as well as help individuals achieve their personal and professional goals (e.g., if an individual understands his or her strengths, then the individual can utilize those strengths to improve upon relationships and achieve desired goals; if an individual understands his or her limitations, then the individual can make adjustments to compensate for the identified limitations, which in turn could help the individual improve upon relationships and achieve desired goals). Health care professionals should note that insight into one's own strengths and limitations can lead to self-improvement (e.g., if individuals understand their limitations, then they can work to improve upon them).

- Self-awareness can help an individual identify emotional triggers. An emotional trigger may refer to anything that ignites an intense emotional reaction. Emotional triggers may include specific conversation topics (e.g., politics; family), events, situations, as well as songs, movies, and memories. Identifying emotional triggers can help individuals avoid an intense emotional reaction that can lead to both personal and professional conflicts and challenges. Health care professionals should note the following: individuals can identify emotional triggers by tracking their intense emotional reactions; individuals can track their intense emotional reactions by, first, identifying an intense emotional reaction, and then identifying what preceded the intense emotional reaction (e.g., an individual identified that a conversation about politics preceded an intense emotional reaction, thus, the individual identified political conversations as a potential emotional trigger). Health care professionals should also note that identifying emotional triggers can help an individual manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict in both personal and professional settings.
- Self-awareness can help an individual identify and adopt effective coping mechanisms. A coping mechanism may refer to a strategy that can help an individual avoid emotional instability to, ultimately, achieve emotional well-being. Essentially, coping mechanisms can help individuals manage painful or difficult emotions. When adopting coping mechanisms, health care professionals should select, what are considered to be, healthy coping mechanisms and avoid, what are often considered to be, unhealthy coping mechanisms. Examples of healthy coping mechanisms include the following: engaging in problem solving, asking for assistance, accepting responsibility, maintaining one's composure, adapting to changing situations, removing one's self from difficult and/or emotional situations, removing one's self from stressful situations, maintaining supportive relationships, remaining professional in the workplace, and sublimation (note: sublimation may refer to the act of channeling or transforming unproductive and/or socially unacceptable impulses, urges, and/or idealizations into productive, socially acceptable actions or behavior). Examples of unhealthy coping mechanisms include the following: denial, avoiding responsibility, crying, screaming, emotional instability, substance abuse, projection, and regression (note: substance abuse may refer to the harmful or hazardous use of a psychoactive substance such as alcohol or illicit drugs; projection, within the context of this

course, may refer to the act of denying, displacing, and attributing unwanted or unacceptable impulses, urges, and/or idealizations onto another individual; regression, within the context of this course, may refer to the act of returning to a prior, lower state of cognitive, emotional, or behavioral functioning to avoid managing unwanted or unacceptable impulses, urges, idealizations, and/or actions). Health care professionals should note that healthy coping mechanisms can help individuals manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict.

- Self-awareness can help an individual set boundaries. A boundary, within the context of this course, may refer to any limit which can be used to define, determine, and/or differentiate acceptable and unacceptable behavior. Setting boundaries is often an essential step to self-care, self-respect, emotional stability, and self-awareness. In essence, setting boundaries can help an individual avoid being taken advantage of, taken for granted, and ignored, all of which can negatively impact self-care, self-respect, and emotional stability. Individuals can effectively set boundaries by, first, identifying the actions that make them feel taken advantage of, taken for granted, ignored, depleted, used, disrespected, and/or stressed, and then communicating the aforementioned information to other individuals. Health care professionals should note that setting boundaries can help individuals avoid situations that may negatively impact their ability to manage emotions.
- Self-awareness can help an individual stay focused. Simply put, when individuals are self-aware they understand what enables them to stay focused, and thus, are more likely to remain focused. Health care professionals should note that focus and the ability to remain focused can help individuals perceive, process, and regulate emotional information accurately and effectively.
- Health care professionals should note the following benefits of self-awareness: becoming an effective leader or a more effective leader through introspective self-evaluation; improved ability to motivate through introspective self-evaluation; improved skills and knowledge through insight into one's strengths and limitations; improved professionalism through identifying emotional triggers and healthy coping mechanisms; and increased efficiency as a result of increased focus.

- **Self-regulation** - the second essential element of emotional intelligence is self-regulation. Self-regulation may refer to the ability to effectively manage one's negative or disruptive emotions in order to adapt to changes in circumstance, take on responsibilities, follow through on commitments, and achieve desired goals. Specific information regarding self-regulation may be found below.
 - One can achieve self-regulation by engaging in self-discipline. Self-discipline may refer to the ability to control impulses, urges, emotions, reactions, behaviors, and the need for short-term gratification in order to achieve long-term satisfaction and goals. Health care professionals should note that one may achieve self-discipline by the following means: limiting and avoiding distractions, avoiding situations or individuals that may encourage short-term gratification, focusing on long-term goals, acknowledging progress or personal gain, completing tasks or projects, prioritizing actions, engaging in effective communication, and by establishing supportive relationships. Health care professionals should also note that self-discipline can help individuals make decisions that will enable them to reach their goals (e.g., if an individual engages in self-discipline, he or she is more likely to avoid short-term gratification in order to achieve long-term goals; self-discipline can help individuals avoid sleeping in so they can arrive at work early in order to get ahead on daily tasks).
 - One can also achieve self-regulation by obtaining insight into the three most common motivations for action, which include: approach, avoid, and attack. Essentially, when an individual feels the need to act, he or she is often motivated by the need to approach, avoid, or attack. With that said, the approach motivation often leads individuals to action when they feel the need for something or the need for more of something, such as: food, knowledge, and/or material objects. For example, if an individual wants more food he or she may take action to approach a kitchen or a restaurant, or if an individual wants more knowledge he or she may take action to approach a book or an educational seminar. Health care professionals should note that the approach motivation, when left unregulated, may lead to excess and the consequences of excess (e.g., weight gain due to over eating). Health care professionals should also note that self-regulation can help individuals manage the approach motivation to avoid the consequences of excess, short-term gratification, and to achieve long-term satisfaction and goals. On the other hand, the avoidance motivation often leads individuals to action when they

feel the need to escape something, such as: responsibility, accountability, or difficult situations. For example, if an individual wants to avoid being assigned a specific task in the workplace, he or she may take action to avoid individuals assigning workplace tasks. Health care professionals should note the following common strategies that are typically used to avoid: ignoring, rejecting, and withdrawing. Health care professionals should also note that self-regulation can help individuals manage the avoidance motivation so they can accept responsibility and accountability, as well as effectively manage difficult situations. Finally, the attack motivation often leads individuals to action when they feel the need to devalue, undermine, dominate, or harm something or a situation. For example, if an individual does not agree with a manager, he or she may take action to attack the manager by undermining the manager's decisions or actions. Health care professionals should note that the attack motivation may lead to bullying, abuse, and physical violence. Health care professionals should also note the following: self-regulation can help individuals manage the attack motivation so they can avoid unhealthy and/or unproductive behavior (e.g., abusing an individual); self-regulation can help individuals redirect the energy behind the attack motivation to healthy and/or productive behavior (e.g., achieving long-term goals).

- Self-regulation can help an individual improve his or her willpower. Willpower may refer to the ability to resist unhealthy or unfavorable temptations (e.g., overeating; oversleeping; substance abuse). Health care professionals should note that willpower can help individuals lose weight, save money, and increase professional output and proficiency.
- Self-regulation can help an individual improve upon time management. Time management may refer to the process of organizing, planning, and making decisions to adequately divide the time spent on specific endeavors, activities, and/or tasks in order to optimize desired results and achieve desired goals. Health care professionals should note the following benefits of time management: less stress, more free time, improved ability to prioritize, increased energy, increased organization, increased focus, increased professional output and proficiency, and improved patient care.
- Self-regulation can help an individual improve upon his or her ability to visualize desired outcomes. Essentially, individuals are more likely to adequately visualize desired outcomes when they can effectively manage their

negative or disruptive emotions. Health care professionals should note that visualization can be an important tool to increase and improve professional output and proficiency, as well as patient care. Visualization may refer to the process of creating an image in one's mind or the act of mentally rehearsing a planned action or procedure in order to enhance outcomes and performance. For example, a health care professional may visualize the act of cleaning a wound to improve performance and patient outcomes. Health care professionals should also note that visualization can be a powerful tool when taking on complex challenges, new endeavors, and challenging procedures. Additionally, health care professionals should note the following: visualization can be used to condition the mind to succeed; often an individual is successful when he or she is mentally conditioned to succeed.

- Health care professionals should note the following benefits of self-regulation: improved decision making; improved professional output and proficiency through increased willpower, time management, and visualization; improved patient outcomes through improved time management and visualization.
- **Self-motivation** - the third essential element of emotional intelligence is self-motivation. Self-motivation may refer to the internal drive to achieve, produce, learn, develop, improve, and reach desired outcomes and goals. Specific information regarding self-motivation may be found below.
 - One can achieve self-motivation by focusing on intrinsic motivation, while avoiding extrinsic motivation. Intrinsic motivation may refer to the internal drive to achieve self-praise and/or self-gratification, while extrinsic motivation may refer to the internal drive to achieve external praise and/or reward (e.g., an individual focusing on intrinsic motivation may complete a task because it is personally rewarding; an individual focusing on extrinsic motivation may complete a task to receive attention from another individual or group of individuals). Health care professionals should note that intrinsic motivation can help an individual feel self-fulfilled, while extrinsic motivation can leave individuals feeling hollow or empty, especially when they do not receive desired external praise and/or rewards.
 - Self-motivation can improve an individual's self-esteem. Self-esteem may refer to an individual's subjective evaluation of his or her own value or worth. Health care professionals should note that self-motivated individuals are more

likely to reach desired outcomes and goals, and as a result, are more likely to have higher self-esteem.

- Self-motivation can improve an individual's self-worth. Self-worth may refer to an individual's sense of being worthy of acknowledgment and/or success. Health care professionals should note that self-motivated individuals are more likely to reach desired outcomes and goals, and as a result, are more likely to have a higher level of self-worth.
- Self-motivation can improve an individual's self-respect. Self-respect may refer to individuals' ability to allow other individuals to treat them well or in a healthy manner. Health care professionals should note that self-motivated individuals are more likely to reach desired outcomes and goals, and as a result, are more likely to have a higher level of self-respect.
- Self-motivation can improve an individual's self-confidence. Self-confidence may refer to trust in one's abilities to achieve desired results. Health care professionals should note that self-motivated individuals are more likely to reach desired outcomes and goals, and as a result, are more likely to have a higher level of self-confidence.
- Self-motivation can lead to personal and professional satisfaction. Health care professionals should note the following: reaching desired outcomes and both personal and professional goals can lead to personal and professional satisfaction.
- Health care professionals should note the following benefits of self-motivation: reaching desired outcomes; reaching desired personal and professional goals through self-esteem and self-confidence; increased levels of self-worth and self-respect; personal and professional satisfaction.
- **Empathy** - the fourth essential element of emotional intelligence is empathy. Empathy may refer to the ability to understand another individual's feelings and/or emotions. Specific information regarding empathy may be found below.
 - One can achieve or experience empathy by expressing gratitude. Gratitude may refer to a state of thankfulness or appreciation for receiving what is meaningful to oneself. Health care professionals should note the following: expressing gratitude can open up an individual's emotional expression, perception, and ability to view situations from other individuals' perspectives;

once an individual is capable of emotional expression, perception, and possesses the ability to view situations from other individuals' perspectives, he or she is more likely to experience empathy.

- Empathy can help individuals forge and improve upon interpersonal relationships. The term interpersonal relationship may refer to a connection between two or more individuals (e.g., a friendship; an organizational and/or professional team). Health care professionals should note that empathy can help individuals create interpersonal bonds, which in turn can foster individuals' ability to forge and improve upon interpersonal relationships. Health care professionals should also note that empathy's impact on interpersonal relationships can help forge and improve upon both personal and professional relationships (i.e., empathy can promote effective personal and professional relationships that are advantageous to all parties involved).
- Empathy can help individuals recognize and understand relationship dynamics. Relationship dynamics may refer to the patterns of behavior that drive relationships. Health care professionals should note that the ability to recognize and understand relationship dynamics can help individuals maintain relationships and work and thrive in team environments.
- Empathy can help individuals effectively respond in social and/or professional situations. Empathy can allow an individual to recognize and understand how other individuals are feeling and consider those feelings before responding in social and/or professional situations. Health care professionals should note that the ability to consider other individual's feelings before responding in social and/or professional situations can help individuals avoid and resolve personal and professional conflicts.
- Empathy can help individuals build trust. If individuals are more empathic to each other, they are more likely to trust each other. Health care professionals should note that trust can be essential in the workplace, especially when it comes to trusting others with patient care.
- Empathy can help individuals engage in collaborative problem solving. Collaborative problem solving may refer to a process that occurs when individuals are able to effectively exchange ideas, information, data, opinions, and perspectives to achieve desired outcomes and/or goals. Health care professionals should note that collaborative problem solving can be essential

to patient care, especially when diagnosing an illness, working to improve patient outcomes, and caring for patients during a health care emergency.

- Health care professionals should note the following benefits of empathy: effective teamwork; effective and efficient conflict resolution; trust; motivation; and strong interpersonal relationships.
- **Social skills** - the fifth and final essential element of emotional intelligence is the development and effective use of social skills. Social skills may refer to any ability and/or behavior that allows individuals to connect, build a rapport, communicate, and manage the emotions of others in order to build and maintain healthy relationships, create socially acceptable behavior, and achieve desired outcomes and goals. Specific information regarding the development and effective use of social skills may be found below.
 - One can adequately develop and effectively use social skills by recognizing valuable social skills (note: valuable social skills are those that allow individuals to connect, build a rapport, communicate, and manage the emotions of others). Health care professionals should note the following social skills that are typically considered valuable: verbal communication, nonverbal communication, organizational communication, active listening, avoiding noise, avoiding redirection, remaining objective, limiting judgment, limiting bias, respecting diversity.
 - One can adequately develop and effectively use social skills by possessing insight into verbal and nonverbal communication. Verbal communication may refer to the use of sounds and/or words to transmit information/messages (e.g., one individual says "Hello" to another individual; one individual says, "Yes" or "No" to another individual). Nonverbal communication may refer to the use of gestures, facial expressions, eye contact, body language, posture, and/or other means that do not involve sounds and/or words to transmit information/messages (e.g., one individual gives another individual the "thumbs up" to indicate satisfaction and/or approval). Health care professionals should note that exchanges between individuals or parties may include both verbal and nonverbal communication. Health care professionals should also note the following: verbal and nonverbal communication can lead to effective communication; effective communication occurs when information and messages are adequately transmitted, received, and understood.

- One can adequately develop and effectively use social skills by possessing insight into organizational communication. Organizational communication, within the context of this course, may refer to the process of sending and receiving information/messages among interrelated individuals within a given organization, such as a health care facility. Examples of organizational communication within a health care facility may include the following: a health care manager gives instructions to a health care professional; two health care professionals discuss a patient's medications; a health care professional provides education to a group of health care professionals; a health care professional writes another health care professional a note regarding a patient; health care professionals exchange emails regarding specific interventions. Communication typically moves or flows, within an organization, in a vertical and horizontal manner. Vertical communication, within the context of organizational communication, may refer to the flow of communication between individuals associated with the same organization who are on different levels of the organization's hierarchy. Health care professionals should note that vertical communication may flow in a downwards or upwards manner. Downward communication occurs when organizational leaders or managers share information with lower-level employees (e.g., a health care manager gives a health care professional instructions). Upward communication occurs when lower-level employees share information with organizational leaders or managers (e.g., a health care professional informs a health care manager of a safety hazard). Health care professionals should also note that vertical communication is essential to creating and maintaining a shared understanding between organizational leaders, managers, and employees. Horizontal communication, within the context of organizational communication, may refer to the flow of communication between individuals and/or departments that are on the same level of a given organization (e.g., a health care manager provides information to another health care manager; an intensive care nurse provides another intensive care nurse relevant patient information). Health care professionals should note that horizontal communication may be an essential element to effective team work within a given health care facility.
- One can adequately develop and effectively use social skills by possessing insight into active listening. Active listening may refer to the process in which an individual gathers information from another individual by engaging in a style of two-way communication that facilitates a clear and mutual

understanding of information. Health care professionals should note the following key elements of active listening: focus (note: one individual should focus on what another individual is saying when he or she is speaking); eye contact (note: individuals should make eye contact when communicating); limit interruptions; respond; make an effort to understand the emotions behind the words; ask open-ended questions (note: how, what, where, and why questions are, typically, open-ended questions); clarify what is said (note: individuals should clarify information transmitted during a communication exchange); and provide words of encouragement to others.

- One can adequately develop and effectively use social skills by possessing insight into noise. Noise, in the context of communication, may refer to anything that distorts or disrupts a message and/or the communication process. Health care professionals should note the following types of noise: physical noise (e.g., excessive talking, screaming, and loud music); physiological noise (e.g., hunger, thirst, and fatigue); psychological noise (e.g., reputations, biases, and assumptions).
- One can adequately develop and effectively use social skills by possessing insight into redirection. Redirection, within the context of communication, may refer to the process or action of changing/altering the intended purpose of a conversation or communication exchange between individuals or parties. Health care professionals should note the following: redirection, typically, occurs when an individual or party changes the topic of a communication exchange; redirection can prevent effective communication from taking place, as well as limit opportunities to obtain meaning, relevant information, and a common understanding when engaging with other individuals.
- The effective use of social skills can help individuals engage in effective communication. Effective communication occurs when information and messages are adequately transmitted, received, and understood. Health care professionals should note that effective communication can be used to adequately lead, manage, motivate, and inspire other individuals, as well as transmit and receive vital information that can be essential to patient care and improved patient outcomes.
- The effective use of social skills can help individuals engage in team work. Health care professionals should note that team work can be essential to collaborative health care.

- Health care professionals should note the following benefits of valuable social skills: effective communication; the ability to resolve conflicts; improved teamwork; improved interpersonal relationships; improved professional proficiency; improved patient care and patient outcomes; and the ability to connect, build a rapport, communicate, and manage the emotions of others in order to build and maintain healthy relationships, create socially acceptable behavior, and achieve desired outcomes and goals.

How can individuals assess their emotional intelligence?

Individuals can assess their emotional intelligence by completing emotional intelligence tests and questionnaires. Information regarding specific emotional intelligence tests and questionnaires may be found below.

- **The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)** - the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) may refer to an ability-based test designed to measure four branches of emotional intelligence, which include the following: perceiving emotions, facilitating thought, understanding emotions, and managing emotions. Health care professionals should note that the MSCEIT consists of 141 items and takes, approximately, 30 - 45 minutes to complete. Health care professionals should also note that the MSCEIT provides 15 main scores, which include: total emotional intelligence score, two area scores, four branch scores, and eight task scores.
- **The Emotional Quotient Inventory 2.0** - the Emotional Quotient Inventory 2.0 may refer to a scientific based assessment used to determine an individual's emotional intelligence, and impact on other individuals in the workplace. Health care professionals should note that the Emotional Quotient Inventory 2.0 takes approximately 30 minutes, and participants are required to respond to questions designed to assess key aspects of emotional skills related to life and workplace performance.
- **The Profile of Emotional Competence (PEC)** - the Profile of Emotional Competence (PEC) may refer to an emotional intelligence test that assesses five core emotional competencies, which include: identification, understanding, expression, regulation, and the use of emotions. Health care professionals should note that the PEC is a self-report measure that should take, approximately, 15 minutes to complete.

- **The Trait Emotional Intelligence Questionnaire (TEIQue)** - the Trait Emotional Intelligence Questionnaire (TEIQue) may refer to an assessment that can provide individuals with insight into aspects of emotional intelligence such as: how individuals process emotions, how individuals manage relationships, and how effectively individuals judge other individual's feelings. Health care professionals should note that the TEIQue consists of 153 items.
- **The Trait Emotional Intelligence Questionnaire short-form (TEIQue SF)** - the Trait Emotional Intelligence Questionnaire short-form (TEIQue SF) may refer to a test, which consists of 30 statements that measure aspects of emotional intelligence. Health care professionals should note that the TEIQue SF was developed from the TEIQue. Health care professionals should also note the following: when taking the TEIQue SF, individuals are asked to rate their level of agreement with each statement on a scale from one to seven, with one meaning completely disagree and seven meaning completely agree. Sample statements from the TEIQue SF may be found below. Health care professionals are encouraged to review and reflect upon the statements found below.

TEIQue SF Statements

- Expressing my emotions with words is not a problem for me.
- I often find it difficult to see things from another person's viewpoint.
- On the whole, I'm a highly motivated person.
- I usually find it difficult to regulate my emotions.
- I generally don't find life enjoyable.
- I can deal effectively with people.
- I tend to change my mind frequently.
- Many times, I can't figure out what emotion I'm feeling.
- I feel that I have a number of good qualities.
- I often find it difficult to stand up for my rights.
- I'm usually able to influence the way other people feel.
- On the whole, I have a gloomy perspective on most things.

- Those close to me often complain that I don't treat them well .
- I often find it difficult to adjust my life according to the circumstances.
- On the whole, I'm able to deal with stress.
- I often find it difficult to show my affection to those close to me.
- I'm normally able to "get into someone's shoes" and experience their emotions.
- I normally find it difficult to keep myself motivated.
- I'm usually able to find ways to control my emotions when I want to.
- On the whole, I'm pleased with my life.
- I would describe myself as a good negotiator.
- I tend to get involved in things I later wish I could get out of.
- I often pause and think about my feelings.
- I believe I'm full of personal strengths.
- I tend to "back down" even if I know I'm right.
- I don't seem to have any power at all over other people's feelings.
- I generally believe that things will work out fine in my life.
- I find it difficult to bond well even with those close to me.
- Generally, I'm able to adapt to new environments.
- Others admire me for being relaxed.

Section 1: Summary

The first key step to developing and achieving emotional intelligence is to obtain insight into emotional intelligence. Emotional intelligence, otherwise known as emotional quotient (EQ), may refer to the ability to perceive, process, and regulate emotional information accurately and effectively, both within oneself and in others to guide one's thinking; the ability to understand, use, and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict. An individual can develop and achieve emotional intelligence by

incorporating the attributes or essential elements of emotional intelligence into their daily lives. The attributes/essential elements of emotional intelligence include the following: self-awareness, self-regulation, self-motivation, empathy, and the development and effective use of social skills. Finally, individuals can assess their emotional intelligence by completing emotional intelligence tests and/or questioners.

Section 1: Key Concepts

- The first key step to developing and achieving emotional intelligence is to obtain insight into emotional intelligence.
- The concept of emotional intelligence was introduced by Peter Salovey and John D. Mayer in the 1990s, and further developed by Daniel Goleman.
- Research indicates that emotional intelligence can potentially lead to improved personal and professional relationships, personal and professional success, the ability to reach desired outcomes and goals, and, ultimately, to improved health, overall well-being, and quality of life.
- An individual can develop and achieve emotional intelligence by incorporating the attributes/essential elements of emotional intelligence into their daily lives.
- The attributes/essential elements of emotional intelligence include the following: self-awareness, self-regulation, self-motivation, empathy, and the development and effective use of social skills.
- Individuals can assess their emotional intelligence by completing emotional intelligence tests and/or questioners, such as the following: the MSCEIT, the Emotional Quotient Inventory 2.0, the PEC, the TEIQue, and the TEIQue SF.

Section 1: Key Terms

Emotional intelligence (otherwise known as emotional quotient [EQ]) - the ability to perceive, process, and regulate emotional information accurately and effectively, both within oneself and in others to guide one's thinking; the ability to understand, use, and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict

Self-awareness - the ability to recognize and understand one's own emotions, as well as their impact on thoughts, behavior, and other individuals

Introspective self-evaluation - the process of considering and examining one's own thoughts, feelings, and emotions, as well as actions towards other individuals

Emotional trigger - anything that ignites an intense emotional reaction

Coping mechanism - a strategy that can help an individual avoid emotional instability to, ultimately, achieve emotional well-being

Sublimation (within the context of this course) - the act of channeling or transforming unproductive and/or socially unacceptable impulses, urges, and/or idealizations into productive, socially acceptable actions or behavior

Substance abuse - the harmful or hazardous use of a psychoactive substance such as alcohol or illicit drugs

Projection (within the context of this course) - the act of denying, displacing, and attributing unwanted or unacceptable impulses, urges, and/or idealizations onto another individual

Regression (within the context of this course) - the act of returning to a prior, lower state of cognitive, emotional, or behavioral functioning to avoid managing unwanted or unacceptable impulses, urges, idealizations, and/or actions

Boundary (within the context of this course) - any limit which can be used to define, determine, and/or differentiate acceptable and unacceptable behavior

Self-regulation - the ability to effectively manage one's negative or disruptive emotions in order to adapt to changes in circumstance, take on responsibilities, follow through on commitments, and achieve desired goals

Self-discipline - the ability to control impulses, urges, emotions, reactions, behaviors, and the need for short-term gratification in order to achieve long-term satisfaction and goals

Willpower - the ability to resist unhealthy or unfavorable temptations

Time management - the process of organizing, planning, and making decisions to adequately divide the time spent on specific endeavors, activities, and/or tasks in order to optimize desired results and achieve desired goals

Visualization - the process of creating an image in one's mind or the act of mentally rehearsing a planned action or procedure in order to enhance outcomes and performance

Self-motivation - the internal drive to achieve, produce, learn, develop, improve, and reach desired outcomes and goals

Intrinsic motivation - the internal drive to achieve self-praise and/or self gratification

Extrinsic motivation - the internal drive to achieve external praise and/or reward

Self-esteem - an individual's subjective evaluation of his or her own value or worth

Self-worth - an individual's sense of being worthy of acknowledgment and/or success

Self-respect - individuals' ability to allow other individuals to treat them well or in a healthy manner

Self-confidence - trust in one's abilities to achieve desired results

Empathy - the ability to understand another individual's feelings and/or emotions

Gratitude - a state of thankfulness or appreciation for receiving what is meaningful to oneself

Interpersonal relationship - a connection between two or more individuals

Relationship dynamics - the patterns of behavior that drive relationships

Collaborative problem solving - a process that occurs when individuals are able to effectively exchange ideas, information, data, opinions, and perspectives to achieve desired outcomes and/or goals

Social skills - any ability and/or behavior that allows individuals to connect, build a rapport, communicate, and manage the emotions of others in order to build and maintain healthy relationships, create socially acceptable behavior, and achieve desired outcomes and goals

Verbal communication - the use of sounds and/or words to transmit information/messages

Nonverbal communication - the use of gestures, facial expressions, eye contact, body language, posture, and/or other means that do not involve sounds and/or words to transmit information/messages

Organizational communication (within the context of this course) - the process of sending and receiving information/messages among interrelated individuals within a given organization such as a health care facility

Vertical communication (within the context of organizational communication) - the flow of communication between individuals associated with the same organization who are on different levels of the organization's hierarchy

Horizontal communication (within the context of organizational communication) - the flow of communication between individuals and/or departments that are on the same level of a given organization

Active listening - the process in which an individual gathers information from another individual by engaging in a style of two-way communication that facilitates a clear and mutual understanding of information

Noise (within the context of communication) - anything that distorts or disrupts a message and/or the communication process

Redirection (within the context of communication) - the process or action of changing/altering the intended purpose of a conversation or communication exchange between individuals or parties

Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) - an ability-based test designed to measure four branches of emotional intelligence, which include the following: perceiving emotions, facilitating thought, understanding emotions, and managing emotions

Emotional Quotient Inventory 2.0 - a scientific based assessment used to determine an individual's emotional intelligence, and impact on other individuals in the workplace

Profile of Emotional Competence (PEC) - an emotional intelligence test that assess five core emotional competencies which include: identification, understanding, expression, regulation, and use of emotions

Trait Emotional Intelligence Questionnaire (TEIQue) - an assessment that can provide individuals with insight into aspects of emotional intelligence such as: how individuals process emotions, how individuals manage relationships, and how effectively individuals judge other individual's feelings

Trait Emotional Intelligence Questionnaire short-form (TEIQue SF) - a test, which consists of 30 statements that measure aspects of emotional intelligence

Section 1: Personal Reflection Question

How can health care professionals use emotional intelligence to improve patient care?

Section 2: Personal and Professional Benefits of Emotional Intelligence

The second key step to developing and achieving emotional intelligence is to obtain insight into the potential personal and professional benefits of emotional intelligence. This section of the course will review the potential personal and professional benefits of emotional intelligence for health care professionals, while providing insight on how individuals can maximize such benefits. The information found within this section of the course was derived from materials provided by the Centers for Disease Control and Prevention (CDC) unless, otherwise, specified (Centers for Disease Control and Prevention [CDC], 2021).

Personal Benefits of Emotional Intelligence

Stress

- One of the first personal benefits that may initially come to mind when considering emotional intelligence is stress reduction. Emotional intelligence can potentially limit and prevent stress. Emotional intelligence's impact on stress is related to its effects on an individual's ability to understand, use, and manage emotions. As previously alluded to, emotional intelligence can help individuals perceive, process, and regulate emotional information accurately and effectively in order to understand, use, and manage emotions in positive ways to relieve stress.
- Individuals can maximize emotional intelligence's impact on stress by possessing insight into stress and the effects of stress. Specific information regarding stress and the effects of stress may be found below. The information found below was derived from materials provided by the CDC unless, otherwise, specified (CDC, 2020).
- Stress may refer to a factor that causes emotional, physical, or psychological tension.

- Stress can be related to a "negative" event such as an accident, as well as a "positive" event such as a wedding.
- Stress may also arise from a significant life event such as: divorce, moving, school graduation, and new employment opportunities (note: a significant life event may refer to any major shift in an individual's life).
- Signs/symptoms of stress include the following:
 - Disbelief and shock
 - Tension and irritability
 - Fear and anxiety about the future
 - Difficulty making decisions
 - Feeling numb
 - Sadness and other symptoms of depression (e.g., loss of interest in normal activities)
 - Loss of appetite
 - Nightmares and recurring thoughts about an event
 - Anger
 - Increased use of alcohol and drugs
 - Feeling powerless
 - Crying
 - Sleep problems
 - Headaches
 - Back pains
 - Stomach problems
 - Trouble concentrating
- Individuals can cope with stress by connecting socially, staying active, and via support groups.

- Stress can play a role in the development of the following: headaches, high blood pressure, heart disease, diabetes, skin conditions, asthma, arthritis, depression, anxiety, substance abuse, and burn-out.
- Stress is related to burn-out.
- Burn-out may refer to a syndrome conceptualized as resulting from chronic workplace stress that has not been successfully managed (World Health Organization [WHO], 2019). Health care professionals should note that burn-out is characterized by the following three dimensions: feelings of energy depletion or exhaustion; increased mental distance from one's job, or feelings of negativism or cynicism related to one's job; and reduced professional efficacy (WHO, 2019). Health care professionals should note that burn-out should be avoided because it can lead to suboptimal patient care, employee turnover, and workplace violence (note: health care professionals can reduce and prevent burn-out by taking designated breaks and by limiting work hours, when applicable) (WHO, 2019).

Anxiety

- Emotional intelligence can also impact anxiety. Emotional intelligence can help individuals understand, use, and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict, all of which can potentially help limit and prevent anxiety.
- Individuals can maximize emotional intelligence's impact on anxiety by possessing insight into anxiety and by seeking treatment for anxiety. Specific information regarding anxiety and anxiety treatment options may be found below.
- An anxiety disorder may refer to a mental health disorder characterized by prolonged periods of persistent, excessive worry about a number of events or activities, which cause clinically significant distress or impairment in social, occupational, or other important areas of functioning (note: in regards to an anxiety disorder, excessive worry may refer to worrying when there is no specific reason/threat present or in a manner that is disproportionate to the actual risk of an event, activity, and/or situation).
- An anxiety disorder may result from a multitude of different contributors including both genetic and environmental factors. More specific risk factors for anxiety disorders include: trauma, abuse, and stress.

- One of the most common forms or types of anxiety disorders is generalized anxiety disorder. A generalized anxiety disorder may refer to a mental health disorder characterized by excessive anxiety and worry occurring more days than not for at least six months, about a number of events or activities (such as work or school performance), which is difficult to control and leads to clinically significant distress or impairment in social, occupational, or other important areas of functioning.
- Signs/symptoms of a generalized anxiety disorder may include the following:
 - Excessive anxiety
 - Excessive worry
 - Restlessness
 - Persistent feelings of being keyed up or on edge
 - Easily fatigued
 - Difficulty concentrating
 - Mind feeling blank at times (mind going blank)
 - Irritability
 - Muscle tension
 - Sleep difficulties
- Generalized anxiety disorder is typically diagnosed by a physician using criteria outlined in the Statistical Manual of Mental Disorders, Fifth Edition (DSM-5) (note: to receive a diagnosis of anxiety, the anxiety, worry, or physical symptoms must cause clinically significant distress or impairment in social, occupational, or other important areas of functioning; the disturbance is not attributable to the physiological effects of a substance [e.g., a drug of abuse; a medication] or another medical condition [e.g., hyperthyroidism]; the disturbance is not better explained by another medical disorder).
- Nonpharmacological treatment options for anxiety include: psychotherapy, cognitive behavioral therapy, and support groups.

- Psychotherapy, also known as talk therapy, may refer to the use of psychological techniques and/or psychotherapeutic approaches to help individuals overcome problems and develop healthier habits.
- Cognitive behavioral therapy may refer to a form of psychotherapy, which focuses on helping individuals solve problems and create positive outcomes by changing unrealistically negative patterns of thought and behavior.
- Pharmacological treatment options for anxiety include medications from the following medication classes: selective serotonin reuptake inhibitors (SSRIs), serotonin and norepinephrine reuptake inhibitors (SNRIs), and benzodiazepines. Health care professionals should note the following information regarding the medications used to treat anxiety: concomitant use of benzodiazepines (e.g., Ativan) and opioids may result in profound sedation, respiratory depression, coma, and death; health care professionals should reserve concomitant prescribing of benzodiazepines and opioids for use in patients for whom alternative treatment options are inadequate; health care professionals should limit dosages and durations to the minimum required; health care professionals should monitor patients for the signs and symptoms of respiratory depression and sedation.

Depression

- Emotional intelligence can impact depression. Due to emotional intelligence's effects on an individual's ability to perceive, process, regulate, use, and manage emotions in positive ways, emotional intelligence can potentially help limit and prevent depression.
- Individuals can maximize emotional intelligence's impact on depression by possessing insight into depression and by seeking treatment for depression. Specific information regarding depression and depression treatment options may be found below.
- A depressive disorder may refer to a mood disorder characterized by a persistent depressed mood and/or anhedonia, which ultimately causes significant interference in daily life (note: anhedonia may refer to a loss of interest in previously enjoyable activities).
- Clinical depression may be caused by a combination of genetic, biological, environmental, and psychological factors. Specific risk factors for depression may include: death or loss, abuse, conflict, stress, and/or significant life events.

- One of the most common forms or types of depressive disorders is major depressive disorder. Major depressive disorder may refer to a form of depression that occurs most days of the week for a period of two weeks or longer leading to clinically significant distress or impairment in social, occupational, or other important areas of functioning.
- Signs/symptoms of a major depressive disorder may include the following:
 - Depressed mood
 - Anhedonia (note: anhedonia may refer to a loss of interest in previously enjoyable activities)
 - Appetite changes
 - Weight changes
 - Sleep difficulties
 - Psychomotor agitation or retardation
 - Fatigue or loss of energy
 - Diminished ability to think or concentrate
 - Feelings of worthlessness or excessive guilt
 - Suicidality
- Major depressive disorder is typically diagnosed by a physician using criteria outlined in the DSM-5 (note: to receive a diagnosis of depression, symptoms must cause the individual clinically significant distress or impairment in social, occupational, or other important areas of functioning; symptoms must also not be a result of substance abuse or another medical condition).
- Nonpharmacological treatment options for depression include psychotherapy, cognitive behavioral therapy, and support groups.
 - Support groups can be used to help those with depression avoid isolation and make connections with other individuals to improve upon symptoms and their quality of life.

- Pharmacological treatment options for depression include medications from the following medication classes: SSRIs, SNRIs, atypical antidepressants, tricyclic antidepressants, and monoamine oxidase inhibitors (MAOIs). Health care professionals should note the following information regarding the medications used to treat depression: it may take several weeks for individuals to feel the benefits of some medications used to treat depression; individuals should not suddenly stop using medications to treat depression due to the potential for depression symptoms; some medications used to treat depression may pose risks during pregnancy; some medications used to treat depression (e.g., Prozac) may increase the risk of suicidal thinking and behavior in children, adolescents, and young adults; health care professionals should monitor individuals for worsening and emergence of suicidal thoughts and behaviors.

Substance abuse

- Stress, anxiety, and depression are often associated with substance abuse. Thus, by impacting stress, anxiety, and depression emotional intelligence can potentially help limit and/or prevent substance abuse.
- Individuals can maximize emotional intelligence's impact on substance abuse by possessing insight into substance abuse. Specific information regarding substance abuse may be found below.
- Substance abuse may refer to the harmful or hazardous use of a psychoactive substance such as alcohol or illicit drugs.
- Health care professionals should make every effort to identify individuals suffering from substance abuse.
- Signs of alcohol and/or illicit drug use may include the following: slurred speech, an active tremor, shakiness, poor coordination, sweating, nausea, vomiting, aggression, agitation, compulsive behavior, craving, red eyes, dry mouth, drowsiness, involuntary eye movements, dilated pupils, nasal congestion, mouth sores, reduced consciousness, lack of pain sensation, intolerance to loud noise, dizziness, confusion, lack of awareness to surroundings, and needle marks.
- Substance abuse may be associated with addiction. Addiction may refer to the compulsive or uncontrolled use of one or more substances (e.g., alcohol; illicit drugs).
- Substance abuse may be associated with substance use disorder. Substance use disorder may refer to a medical illness caused by repeated misuse of a substance or

substances. Health care professionals should note that a substance use disorder is characterized by clinically significant impairments in health, social function, and impaired control over substance use and is diagnosed through assessing cognitive, behavioral, and psychological symptoms.

- Substance abuse may be associated with binge drinking. Binge drinking is defined as five or more drinks on an occasion (within two or three hours) for men, and four or more drinks on an occasion (within two or three hours) for women.
- Substance abuse may be associated with heavy drinking. Heavy drinking is defined as 15 or more drinks a week for men; eight or more drinks a week for women.
- Substance abuse may be associated with opioid use. Specific information regarding opioids may be found below.
 - Opioids may refer to a class of drugs used to reduce pain.
 - Prescription opioids such as oxycodone, hydrocodone, and morphine can be prescribed by doctors to treat moderate to severe pain - however, they can have serious risks and side effects (e.g., sedation, drowsiness, slowed breathing, addiction, and death).
 - Heroin is an illegal, highly addictive opioid drug. Heroin is typically injected but is also smoked and snorted. When individuals inject heroin, they are at risk for serious, long-term viral infections such as human immunodeficiency virus (HIV), Hepatitis C, and Hepatitis B, as well as bacterial infections of the skin, bloodstream, and heart. Individuals often use heroin along with other drugs and/or alcohol. The practice of using heroin along with other drugs and/or alcohol is especially dangerous because it increases the risk of overdose. A heroin overdose can cause slow and shallow breathing, coma, and death.
 - Naloxone is a safe and effective antidote to opioid-related overdoses, including heroin and fentanyl, and is a critical tool in preventing fatal opioid overdoses.

Suicide Prevention

- Stress, anxiety, depression, and substance abuse are often associated with suicidal ideation and suicide. Thus, by affecting stress, anxiety, depression, and substance abuse emotional intelligence can potentially impact suicide prevention.

- Individuals can maximize emotional intelligence's impact on suicide prevention by possessing insight into suicidal ideation, suicide, and suicide prevention. Specific information regarding suicidal ideation, suicide, and suicide prevention may be found below.
- Suicidal ideation may refer to thoughts of suicide and/or thoughts of planning suicide. Health care professionals should make every effort to identify the potential for suicide and prevent patient suicide, when applicable.
- Suicide may refer to a death caused by self-directed injurious behavior with any intent to die as a result of the behavior.
- A suicide attempt may refer to a non-fatal, self-directed and potentially injurious behavior with any intent to die as a result of the behavior (note: a suicide attempt may or may not result in injury).
- Suicide is one of the leading causes of death in the United States.
- Suicide rates vary by race/ethnicity, age, and other population characteristics. The population groups with some of the highest rates of suicide in the United States include non-Hispanic Americans, Indian/Alaska Natives and non-Hispanic Whites.
- Research indicates that suicide, like other human behaviors, has no single determining cause. Suicide may occur in response to multiple biological, psychological, interpersonal, environmental, and societal influences that interact with one another, often, over time.
- Specific risk factors that may lead to suicide include the following:
 - Individual issues such as: a history of depression and other mental illnesses, hopelessness, substance abuse, certain health conditions, previous suicide attempt, violence victimization and perpetration, and genetic and biological determinants.
 - Relationship issues such as: high conflict or violent relationships, sense of isolation and lack of social support, family/ loved one's history of suicide, financial stress, and work stress.
 - Community issues such as inadequate community connectedness; barriers to health care (e.g., lack of access to providers and medications).

- Societal issues such as: availability of lethal means of suicide, unsafe media portrayals of suicide, stigma associated with help-seeking, and mental illness.
- Suicide is often connected to other forms of violence. Exposure to violence (e.g., child abuse and neglect, bullying, peer violence, dating violence, sexual violence, and intimate partner violence) is associated with increased risk of depression, post-traumatic stress disorder (PTSD), anxiety, suicide, and suicide attempts.
- Women exposed to partner violence are nearly five times more likely to attempt suicide as women not exposed to partner violence.
- Suicide can be prevented.
- Suicide prevention strategies may include the following:
 - Strengthening economic supports - attempts to strengthen economic supports in order to prevent suicide can include measures to strengthen household financial security and housing.
 - Strengthen access and delivery of suicide care - attempts to strengthen access and delivery of suicide care can include: measures to cover mental health conditions in health insurance policies, efforts to reduce provider shortages in underserved areas, and system changes that introduce safer suicide care.
 - Create protective environments - attempts to create protective environments can include: measures to reduce access to lethal means among persons at risk for suicide, the introduction of organizational policies and culture, and the introduction of community-based policies to reduce excessive alcohol use.
 - Promote connectedness - attempts to promote connectedness can include peer programs and community engagement activities.
 - Teach coping and problem-solving skills - attempts to teach coping and problem-solving skills can include social-emotional learning programs and parenting skill and family relationship programs.
 - Identify and support people at risk - attempts to identify and support people at risk can include: gatekeeper training, crisis intervention, treatment for people at risk of suicide, and treatment to prevent re-attempts.
 - Lessen harms and prevent future risk - attempts to lessen harms and prevent future risk can include safe reporting and messaging about suicide.

Weight Loss

- Finally, emotional intelligence can impact weight loss. Emotional intelligence can help individuals build self-discipline and willpower, which, in turn, can help individuals lose weight and maintain a healthy weight.
- Individuals can maximize emotional intelligence's potential impact on weight loss by possessing insight into weight management. Specific information regarding weight management may be found below.
- An individual's healthy weight may be determined by calculating his or her body mass index (BMI). BMI may refer to an anthropometric index of weight and height that is defined as body weight in kilograms divided by height in meters squared; a value derived from an individual's weight and height (note: the term anthropometric may refer to the science which deals with the measurement of the size, weight, and proportions of the human body).
- Health care professionals may use the following formula to calculate an individual's BMI: $BMI = \text{weight (kg)} / \text{height (m)}^2$. Health care professionals may also use the following formula to calculate an individual's BMI: $BMI = \text{weight (lb)} / [\text{height (in)}]^2 \times 703$.
- Health care professionals should note that BMI does not measure body fat directly.
- Health care professionals should note the following: BMI can be used to help determine if an individual is underweight, at a normal weight, overweight, or obese.
 - **Underweight** - an individual may be considered to be underweight if his or her BMI is less than 18.5 kg/m².
 - **Normal weight** - an individual may be considered to be at a normal weight if his or her BMI is between 18.5 - 24.9 kg/m².
 - **Overweight** - an individual may be considered to be overweight if his or her BMI is between 25.0 - 29.9 kg/m².
 - **Obese** - an individual may be considered to be obese if his or her BMI is greater than or equal to 30.0 kg/m².
- Obesity may refer to a condition characterized by abnormal or excessive fat accumulation, which may impair health.

- Obesity may be subdivided into the following categories:
 - Class 1 obesity - BMI of 30 kg/m² to < 35 kg/m²
 - Class 2 obesity - BMI of 35 kg/m² to < 40 kg/m²
 - Class 3 obesity - BMI of 40 kg/m² or higher (note: Class 3 obesity may be categorized as extreme or severe obesity)
- The fundamental cause of obesity is an energy imbalance between the calories consumed and the calories expended. Health care professionals should note the following: some illnesses, such as Cushing's disease and polycystic ovary syndrome, may lead to obesity or weight gain; medications such as steroids and some antidepressants may also cause weight gain. Health care professionals should also note the following: obesity is often associated with poor mental health outcomes and reduced quality of life (note: obesity is one of the leading causes of death in the U.S.).
- When assessing weight and obesity, individuals should consider waist circumference. Waist circumference may refer to a measurement taken around an individual's abdomen at the level of the umbilicus, otherwise referred to as the belly button. Health care professionals should note the following: waist circumference should be used to assess abdominal fat content; measuring waist circumference can help screen patients for possible health risks that come with being overweight and obese; if most of a patient's fat is around the waist rather than at the hips, then he or she may be at a higher risk for heart disease and type 2 diabetes; the aforementioned risk goes up with a waist size that is greater than 35 inches for women/greater than 40 inches for men. Health care professionals should also note the following: to effectively measure a patient's waist circumference, health care professionals should follow the steps found below.

Steps for Measuring Waist Circumference

1. Identify and acquire the necessary medical equipment (e.g., tape measure); identify and engage in required hand hygiene practices (note: hand hygiene may refer to the process of cleaning hands in order to prevent contamination and/or infections); identify and acquire the required personal protective equipment (PPE), when applicable (note: personal protective equipment [PPE] may refer to equipment designed to protect, shield, and minimize exposure to hazards that may cause serious injury, illness, and/or disease [e.g., masks, face shields,

respirators, gowns, and gloves]); don required PPE, when applicable, and follow relevant PPE protocols and measures.

2. Instruct the patient to stand up.
 3. Place a tape measure around the patient's waist, just above the hipbones.
 4. Make sure the tape measure is horizontal around the patient's waist.
 5. Ensure the tape measure is snug around the patient's waist, but is not compressing the patient's skin.
 6. Instruct the patient to slowly breathe in and out.
 7. Measure the patient's waist just after the patient breathes out.
 8. Record and document relevant information.
- When assessing weight, weight loss, and obesity individuals should consider the following information: the initial goal of weight loss treatment should be to reduce body weight by about 10 percent from baseline; weight loss should be about 1 - 2 pounds per week for a period of approximately six months; a diet that is individually planned to help create a deficit of 500 - 1,000 kcal/day may be used to help patients achieve a weight loss of 1 - 2 pounds per week; reducing dietary fat alone without reducing calories is not sufficient for weight loss; portion control may help patients lose weight (note: portion control may refer to a method of moderating an individual's diet by determining the number of calories in each serving of food, and limiting consumption to fall below a predetermined number of calories to help individuals lose and maintain a healthy weight); individuals should self-monitor their weight in order to maintain a healthy weight (note: self-monitor, as it relates to weight loss and maintenance, may refer to the act of observing and recording aspects of behavior related to weight, weight loss, and weight maintenance [e.g., calorie intake per day]).

Professional Benefits of Emotional Intelligence for Health Care Professionals

- **Promotes safe and effective health care** - first and foremost, emotional intelligence can help health care professionals administer safe and effective health care. Essentially, emotional intelligence can help health care professionals improve communication to ultimately transmit and receive vital patient information essential

to safe and effective health care, such as the following: patient vital signs, patient lab results, patient medication information, patient symptoms, and patient disease states. Health care professionals should note the following: emotional intelligence can also help health care professionals improve upon team work, collaborative problem solving , and time management skills, all of which can be used to promote and achieve safe and effective health care.

- **Complete effective health care documentation** - due to emotional intelligence's impact on effective communication, team work, collaborative problem solving, time management, and professional focus and discipline, emotional intelligence can help health care professionals complete effective health care documentation. Specific information regarding effective health care documentation may be found below.
 - Health care documentation may refer to a digital or an analog record detailing the administration of health care to patients.
 - If completed effectively, health care documentation can be used in daily practice by health care professionals to communicate vital patient information to other health care professionals in order to facilitate positive health care outcomes and to decrease the potential for negative health care outcomes, such as adverse events and patient mortalities.
 - Effective health care documentation may be used as a method to review patient cases and to ensure all aspects of an individual patient's health care are noted and evaluated to maximize therapeutic outcomes.
 - In order for health care documentation to be considered effective, it must function as a viable form of communication, as well as a means to establish a detailed record of health care administration.
 - Characteristics of effective health care documentation include objectivity and accuracy. Health care documentation should include objective information free of subjective judgment, bias, or opinion. Health care documentation should also be accurate - meaning it should include information that can be measured and/or verified by another individual.
 - Additional characteristics of effective health care documentation include clarity and completeness. Clarity, as it relates to health care documentation, may refer to a quality which enables multiple health care professionals to obtain meaning from recorded data and/or information relating to health

care. Completeness, as it relates to health care documentation, may refer to a state where all of the necessary components and/or parts are present. Only when clarity and completeness are achieved can health care documentation be considered effective.

- The information found within health care documentation should be readily accessible and available to all those who require it. Thus, health care professionals must include accurate times and dates of health care administration when completing their health care documentation to further its effectiveness.
- **Medical error prevention** - the term medical error may refer to a preventable adverse effect of care that may or may not be evident or causes harm to a patient (Joint Commission, 2021). In an ideal health care climate, medical errors would not occur - however, the simple truth of the matter is that they often do occur. That being the case, health care professionals should note that emotional intelligence can help prevent medical errors from occurring. Health care professionals should also note the following: if a health care professional is exhibiting emotional intelligence, and subsequently, focused, effectively communicating, completing effective health care documentation, engaging in collaborative problem solving, utilizing time management skills, and displaying empathy towards patients and fellow health care professionals, he or she is more likely to prevent a medical error from occurring.
- **Patient suicide prevention** - emotional intelligence's potential impact on safe and effective health care, effective health care documentation, and medical error prevention can help health care professionals work to prevent patient suicide. Health care professionals should note the following: the suicide of a patient while in a staffed, round-the-clock care setting is a frequently reported type of sentinel event; the term sentinel event may refer to an unanticipated event in a health care setting that results in death or serious physical or psychological injury to a patient(s), not related to the natural course of the patient's illness; the identification of individuals at risk for suicide while under the care of or following discharge from a health care organization is an important step in protecting at-risk individuals (Joint Commission, 2021). Health care professionals should also note the following: health care professionals can work to effectively reduce the risk for patient suicide by applying emotional intelligence to patient care, and by following the related elements of care found below. The information found below was derived from materials provided by the Joint Commission (Joint Commission, 2021).

- Health care organizations/health care professionals should consider conducting an environmental risk assessment that identifies features in the physical environment that could be used to attempt suicide; the health care organization takes necessary action to minimize the risk(s) (e.g., removal of anchor points, door hinges, and hooks that can be used for hanging).
- Health care organizations/health care professionals should consider implementing procedures to mitigate the risk of suicide for patients at high risk for suicide such as: one-to-one monitoring; removing objects that pose a risk for self-harm if they can be removed without adversely affecting the patient's medical care; assessing objects brought into a room by visitors; and using safe transportation procedures when moving patients to various parts of a health care facility.
- Health care organizations/health care professionals should consider screening all patients for suicidal ideation who are being evaluated or treated for behavioral health conditions as their primary reason for care using a validated screening tool.
- Health care organizations/health care professionals should consider utilizing an evidence-based process to conduct a suicide assessment of patients who have screened positive for suicidal ideation.
- Health care organizations/health care professionals should consider documenting patients' overall level of risk for suicide and the plan to mitigate the risk for suicide.
- Health care organizations/health care professionals should consider developing and following policies and procedures addressing the care of patients identified as at risk for suicide.
- Health care organizations/health care professionals should consider developing and following policies and procedures for counseling and follow-up care at discharge for patients identified as at risk for suicide.
- Health care organizations/health care professionals should consider monitoring the implementation and effectiveness of policies and procedures for screening, assessment, and management of patients at risk for suicide and take action as needed to improve compliance.

- **Creates the potential to optimize patient care** - by helping to promote safe and effective health care and by reducing medical errors from occurring, emotional intelligence can, ultimately, create the potential to optimize patient care. Health care professionals should note that the relationship between emotional intelligence and the potential to optimize patient care can be circular in nature (i.e., emotional intelligence can create the potential to optimize patient care, and the potential to optimize patient care can motivate individuals to develop and achieve emotional intelligence).
- **Health care professional employee satisfaction** - to build on the previous benefits, emotional intelligence can lead to health care professional employee satisfaction. Health care professionals should note the following: health care professionals that are self-aware, self-regulated, self-motivated, empathic, and effectively using social skills to develop strong personal and professional bonds to, ultimately, optimize patient care are often professionally satisfied.

Section 2: Summary

The second key step to developing and achieving emotional intelligence is to obtain insight into the potential personal and professional benefits of emotional intelligence. The potential personal benefits of emotional intelligence include those related to stress, anxiety, depression, substance abuse, suicide prevention, and weight loss. The potential professional benefits of emotional intelligence for health care professionals include the following: promotes safe and effective health care; the completion of effective health care documentation; medical error prevention; patient suicide prevention; creates the potential to optimize patient care; health care professional employee satisfaction. Health care professionals should work to help themselves and patients maximize the potential personal benefits of emotional intelligence.

Section 2: Key Concepts

- The second key step to developing and achieving emotional intelligence is to obtain insight into the potential personal and professional benefits of emotional intelligence.
- The potential personal benefits of emotional intelligence include those related to stress, anxiety, depression, substance abuse, suicide prevention, and weight loss.

- The potential professional benefits of emotional intelligence for health care professionals include the following: promotes safe and effective health care; the completion of effective health care documentation; medical error prevention; patient suicide prevention; creates the potential to optimize patient care; health care professional employee satisfaction.

Section 2: Key Terms

Stress - a factor that causes emotional, physical, or psychological tension

Significant life event - any major shift in an individual's life

Burn-out - a syndrome conceptualized as resulting from chronic workplace stress that has not been successfully managed (WHO, 2019)

Anxiety disorder - a mental health disorder characterized by prolonged periods of persistent, excessive worry about a number of events or activities, which cause clinically significant distress or impairment in social, occupational, or other important areas of functioning

Excessive worry (within the context of an anxiety disorder) - worrying when there is no specific reason/threat present or in a manner that is disproportionate to the actual risk of an event, activity, and/or situation

Generalized anxiety disorder - a mental health disorder characterized by excessive anxiety and worry occurring more days than not for at least six months, about a number of events or activities (such as work or school performance), which is difficult to control and leads to clinically significant distress or impairment in social, occupational, or other important areas of functioning

Psychotherapy (also known as talk therapy) - the use of psychological techniques and/or psychotherapeutic approaches to help individuals overcome problems and develop healthier habits

Cognitive behavioral therapy - a form of psychotherapy which focuses on helping individuals solve problems and create positive outcomes by changing unrealistically negative patterns of thought and behavior

Depressive disorder - a mood disorder characterized by a persistent depressed mood and/or anhedonia, which ultimately causes significant interference in daily life

Anhedonia - a loss of interest in previously enjoyable activities

Major depressive disorder - a form of depression that occurs most days of the week for a period of two weeks or longer leading to clinically significant distress or impairment in social, occupational, or other important areas of functioning

Addiction - the compulsive or uncontrolled use of one or more substances

Substance use disorder - a medical illness caused by repeated misuse of a substance or substances

Binge drinking - five or more drinks on an occasion (within two or three hours) for men, and four or more drinks on an occasion (within two or three hours) for women

Heavy drinking - 15 or more drinks a week for men; eight or more drinks a week for women

Opioids - a class of drugs used to reduce pain

Suicidal ideation - thoughts of suicide and/or thoughts of planning suicide

Suicide - a death caused by self-directed injurious behavior with any intent to die as a result of the behavior

Suicide attempt - a non-fatal self-directed and potentially injurious behavior with any intent to die as a result of the behavior

Body mass index (BMI) - an anthropometric index of weight and height that is defined as body weight in kilograms divided by height in meters squared; a value derived from an individual's weight and height

Anthropometric - the science which deals with the measurement of the size, weight, and proportions of the human body

Obesity - a condition characterized by abnormal or excessive fat accumulation, which may impair health

Waist circumference - a measurement taken around an individual's abdomen at the level of the umbilicus, otherwise referred to as the belly button

Hand hygiene - the process of cleaning hands in order to prevent contamination and/or infections

Personal protective equipment (PPE) - equipment designed to protect, shield, and minimize exposure to hazards that may cause serious injury, illness, and/or disease

Portion control - a method of moderating an individual's diet by determining the number of calories in each serving of food, and limiting consumption to fall below a predetermined number of calories to help individuals lose and maintain a healthy weight

Self-monitor (as it relates to weight loss and maintenance) - the act of observing and recording aspects of behavior related to weight, weight loss, and weight maintenance

Health care documentation - a digital or an analog record detailing the administration of health care to patients

Clarity (as it relates to health care documentation) - a quality which enables multiple health care professionals to obtain meaning from recorded data and/or information relating to health care

Completeness (as it relates to health care documentation) - a state where all of the necessary components and/or parts are present

Medical error - a preventable adverse effect of care that may or may not be evident or causes harm to a patient (Joint Commission, 2021)

Sentinel event - an unanticipated event in a health care setting that results in death or serious physical or psychological injury to a patient(s), not related to the natural course of the patient's illness (Joint Commission, 2021)

Section 2: Personal Reflection Question

How can health care professionals maximize the potential personal and professional benefits of emotional intelligence?

Section 3: Emotional Intelligence Recommendations

The third key step to developing and achieving emotional intelligence is to follow emotional intelligence recommendations. This section of the course will review emotional intelligence recommendations.

Emotional Intelligence Recommendations

- **Utilize emotion tracing** - emotion tracing may refer to the act of tracing or tracking the impact of emotions and/or emotional outbursts. Health care professionals should note that emotion tracing can be relevant in both personal and professional contexts. Health care professionals should also note the following: emotion tracing can help individuals understand the impact of their emotions and/or emotional outbursts; emotion tracing can provide individuals with motivation to engage in introspective reflection and introspective self-evaluation, which, in turn, could help individuals develop and achieve emotional intelligence; emotion tracing can help build and develop individual's self-awareness, self-regulation, self-motivation, empathy, and effective use of social skills, which, in turn, could help individuals develop and achieve emotional intelligence. Specific examples of emotion tracing may be found below.
 - **Example 1:** Health Care Professional A approaches Health Care Professional B regarding a patient. Health Care Professional A notices that Health Care Professional B appears to be busy - however, Health Care Professional A would like to discuss the patient with Health Care Professional B. Health Care Professional A engages with Health Care Professional B about the patient in question. Health Care Professional B acknowledges Health Care Professional A, and listens to Health Care Professional A. After approximately 10 minutes, Health Care Professional B begins to become agitated with Health Care Professional A because the conversation regarding the patient seems to continue far longer than is required to transmit the relevant information. Another few minutes go by, and Health Care Professional A continues to talk about the patient. Then, Health Care Professional A begins to ask Health Care Professional B questions about medications. Finally, Health Care Professional B tells Health Care Professional A, in a somewhat loud, angry, and aggressive manner to "Please stop talking." Health Care Professional A immediately stops talking, and walks away. After the incident, Health Care Professional B decides to emotion trace the emotional outburst with Health Care Professional A. Health Care Professional B observes Health Care Professional A, and determines that Health Care Professional A appears to be shaken up by the incident. Health Care Professional B then engages in introspective reflection and introspective self-evaluation. At the conclusion of the introspective reflection and self-evaluation, Health Care Professional B determines that

there may have been a better, healthier way to respond to Health Care Professional A, and an issue with anger and frustration may be present.

- **Example 2:** Health Care Professional C attempts to remove medications from a medication dispensing machine. After a few attempts, Health Care Professional C cannot remove the desired medications. An alert from the medication dispensing machine then pops up indicating that there is an issue with the machine. Health Care Professional D walks into the medication room and observes that Health Care Professional C is having trouble with the medication dispensing machine. Health Care Professional C asks Health Care Professional D for help with the medication dispensing machine. Health Care Professional D attempt to help Health Care Professional C resolve the issue with the medication dispensing machine. Unfortunately, Health Care Professional D cannot resolve the issue with the machine, and leaves Health Care Professional C alone to resolve the issue. Health Care Professional E then walks into the medication room where Health Care Professional C is still attempting to resolve the issue with the medication dispensing machine. Health Care Professional E does not know that there is an issue with the medication dispensing machine, and asks Health Care Professional C what is going on. Health Care Professional C does not answer Health Care Professional E. Instead Health Care Professional C begins to cry and become irritated. Health Care Professional E attempts to talk to Health Care Professional C - however, Health Care Professional C does not want to discuss anything and leaves the medication room. Eventually, Health Care Professional E resolves the issue with the medication dispensing machine. After the incident, Health Care Professional C decides to emotion trace the emotional outburst that occurred in front of Health Care Professional E by discussing the incident with Health Care Professional E. Health Care Professional C then engages in introspective reflection and introspective self-evaluation, and determines that stress and burn-out may be present.
- **Embrace transparency** - transparency may refer to an open and honest method of transmitting information and messages to other individuals. Transparency can foster trust, honesty, effective communication, teamwork, responsibility, accountability, and, subsequently, self-awareness, self-regulation, self-motivation, empathy, the effective use of social skills, and, ultimately, emotional intelligence . Health care professionals should note the following: health care professionals can embrace

transparency in personal and professional relationships; health care professionals can achieve transparency by engaging in direct and honest communication.

- **Work to obtain personal autonomy** - personal autonomy may refer to the capacity to achieve outcomes and goals according to one's own logic, reasons, motivations, desires, and needs with little to no interruption or interference. Personal autonomy can help individuals develop and achieve self-awareness, self-regulation, self-motivation, empathy, the effective use of social skills, and, ultimately, emotional intelligence. When working to obtain personal autonomy, health care professionals should consider the following elements of personal autonomy: personal space and freedom, personal trust, personal independence, personal accountability, the ability to make one's own decisions, effective communication, organization, support, and avoiding micromanagement. Specific information regarding the aforementioned elements of personal autonomy may be found below.
 - **Personal space and freedom** - personal space and freedom is absolutely essential to personal autonomy. It has been argued, that without the personal space and freedom to think for one's self, there can truly be no personal autonomy. Therefore, health care professionals should seek space and freedom to think independently, complete tasks, collaborate with desired individuals, and determine one's own motivations, desires, and needs. Health care professionals should note the following: personal space and freedom often means allowing oneself to think and act with little to no interruption or interference from other individuals that may disrupt an individual's ability to reach a desired outcome or goal.
 - **Personal trust** - personal trust is also absolutely essential to personal autonomy. Individuals must trust in their abilities to reach desired outcomes and goals. Health care professionals should note the following methods to effectively establish personal trust: reflect on one's own motivations, desires, and needs; identify one's own strengths and limitations; engage in introspective reflection and introspective self-evaluation; and work to increase levels of self-esteem, self-worth, self-respect, and self-confidence.
 - **Personal independence** - personal independence may refer to the ability of an individual to safely and effectively reach desired outcomes and goals on his or her own with little to no direct supervision or management. Health care professionals should cultivate their personal independence to adequately achieve personal autonomy. Health care professionals should note the

following: personal independence and personal autonomy have a mutually beneficial, circular relationship (i.e., personal independence leads to personal autonomy which leads to improved personal independence, which leads to improved personal autonomy).

- **Personal accountability** - personal accountability may refer to the act of taking responsibility for the failure or success of an action, project, or task accepted and/or completed. If a health care professional would like personal autonomy then he or she should take personal accountability for his or her actions. Health care professionals should note the following: personal accountability often requires commitment to personal logic, motivations, desires, needs, and standards.
- **The ability to make one's own decisions** - often, the success of personal autonomy rests on an individual's ability to make his or her own decisions. If individuals truly desire personal autonomy they should allow themselves the authority and ability to make their own decisions. Health care professionals should note the following: the ability to make decisions can empower individuals to take on more responsibility, and grant them the self-confidence to accept and complete difficult personal and professional challenges.
- **Effective communication** - effective communication is often the foundation for personal autonomy. Individuals must be able to effectively communicate in order for personal autonomy to be effective. Health care professionals should note the following: in order for communication to be effective, within the context of personal autonomy, individuals must remain approachable, open, and receptive to communication.
- **Organization** - individuals should be organized when working to achieve personal autonomy. Essentially, individuals working to achieve personal autonomy should be organized enough to efficiently and effectively reach desired outcomes and goals within a self-determined optimal time frame. Health care professionals should note that time management is often essential to organization.
- **Support** - individual working to achieve personal autonomy may require support, at times, to efficiently and effectively reach desired outcomes and goals (note: support should be accepted when required). Health care

professionals should note that support may come in the form of assistance from family, friends, colleagues, and/or other individuals.

- **Avoiding micromanagement** - finally, micromanagement should be avoided. Micromanagement, within the context of a personal autonomy, may refer to a relationship management style that exhibits excessive control over other individuals' actions. Health care professionals should note the following: some individuals may try to micromanage other individuals in personal relationships; micromanagement can decrease, stifle, suppress, and/or extinguish motivation and/or efforts made to obtain personal autonomy.
- **Take a "time-out," when appropriate** - within the context of this course, the term time-out may refer to a short pause in daily activities, which allows individuals an opportunity to compose themselves and gather their thoughts (note: there is no specific time limit or period for a time-out; the duration of a time-out may vary from individual to individual and depend upon his or her schedule; the duration of a time-out can range anywhere from seconds to minutes to hours). Taking time-outs can help individuals slow down their thoughts in order to engage in introspective reflection and introspective self-evaluation. Time-outs can be taken throughout the day and may be advantageous to individuals when they feel overwhelmed, overworked, and/or unhappy. Health care professionals should note that time-outs may allow individuals an opportunity to "recharge their batteries" and improve upon their state of mind in order to, ultimately, efficiently and effectively develop and achieve emotional intelligence.
- **Engage in journaling** - journaling may refer to the act of keeping a journal or writing in a journal/diary. Journaling can provide individuals with an opportunity to engage in introspective reflection and introspective self-evaluation. Health care professionals should note that journaling can be an opportunity and means for individuals to take a time-out. Health care professionals should also note the following: journaling can provide individuals with an opportunity to consider and work out how they can incorporate the attributes/essential elements of emotional intelligence into their daily lives.
- **Engage in physical activity** - physical activity can help individuals relieve stress and relax, which in turn could help individuals engage in introspective reflection and introspective self-evaluation. Therefore, health care professionals should engage in physical activity when working to develop and achieve emotional intelligence. Specific information and recommendations regarding physical activity may be found

below. The information found below was derived from materials provided by the U.S. Department of Health and Human Services (U.S. Department of Health and Human Services, 2018).

Physical activity may refer to any bodily movement produced by the contraction of skeletal muscle that increases energy expenditure above a basal level

Physical Activity Recommendations for Adults

- Adults should move more and sit less throughout the day. Some physical activity is better than none. Adults who sit less and do any amount of moderate-to-vigorous physical activity gain some health benefits.
- For substantial health benefits, adults should do at least 150 minutes (2 hours and 30 minutes) to 300 minutes (5 hours) a week of moderate-intensity, or 75 minutes (1 hour and 15 minutes) to 150 minutes (2 hours and 30 minutes) a week of vigorous-intensity aerobic physical activity, or an equivalent combination of moderate- and vigorous-intensity aerobic activity. Preferably, aerobic activity should be spread throughout the week.
- Additional health benefits are gained by engaging in physical activity beyond the equivalent of 300 minutes (5 hours) of moderate-intensity physical activity a week.
- Adults should also do muscle-strengthening activities of moderate or greater intensity and that involve all major muscle groups on 2 or more days a week, as these activities provide additional health benefits.

Physical Activity Recommendations for Older Adults

- As part of their weekly physical activity, older adults (note: the term older adult may refer to an individual 65 years or older) should do multicomponent physical activity that includes balance training, as well as aerobic and muscle-strengthening activities.
- Older adults should determine their level of effort for physical activity relative to their level of fitness.
- Older adults with chronic conditions should understand whether and how their conditions affect their ability to do regular physical activity safely.

- When older adults cannot do 150 minutes of moderate-intensity aerobic activity a week because of chronic conditions, they should be as physically active as their abilities and conditions allow.

Physical Activity Recommendations for Women During Pregnancy and the Postpartum Period

- Women should do at least 150 minutes (2 hours and 30 minutes) of moderate-intensity aerobic activity a week during pregnancy and the postpartum period. Preferably, aerobic activity should be spread throughout the week.
- Women who habitually engaged in vigorous-intensity aerobic activity or who were physically active before pregnancy can continue these activities during pregnancy and the postpartum period.
- Women who are pregnant should be under the care of a health care provider who can monitor the progress of the pregnancy. Women who are pregnant can consult their health care provider about whether or how to adjust their physical activity during pregnancy and after the baby is born.

Physical Activity Recommendations for Adults With Chronic Health Conditions and Adults With Disabilities

- Adults with chronic conditions or disabilities, who are able, should do at least 150 minutes (2 hours and 30 minutes) to 300 minutes (5 hours) a week of moderate-intensity, or 75 minutes (1 hour and 15 minutes) to 150 minutes (2 hours and 30 minutes) a week of vigorous-intensity aerobic physical activity, or an equivalent combination of moderate- and vigorous-intensity aerobic activity. Preferably, aerobic activity should be spread throughout the week.
- Adults with chronic conditions or disabilities, who are able, should also do muscle-strengthening activities of moderate or greater intensity and that involve all major muscle groups on 2 or more days a week, as these activities provide additional health benefits.
- When adults with chronic conditions or disabilities are not able to meet the above key guidelines, they should engage in regular physical activity according to their abilities and should avoid inactivity.
- Adults with chronic conditions or symptoms should be under the care of a health care professional. Individuals with chronic conditions can consult a health care

professional or physical activity specialist about the types and amounts of activity appropriate for their abilities and chronic conditions.

Physical Activity Recommendations for Safe Physical Activity

- Individuals should understand the risks, yet be confident that physical activity can be safe for almost everyone.
- Individuals should choose types of physical activity that are appropriate for their current fitness level and health goals, because some activities are safer than others.
- Individuals should increase physical activity gradually over time to meet key guidelines or health goals. Inactive people should “start low and go slow” by starting with lower intensity activities and gradually increasing how often and how long activities are done.
- Individuals should protect themselves by using appropriate gear and sports equipment, choosing safe environments, following rules and policies, and making sensible choices about when, where, and how to be active.
- Individuals should be under the care of a health care provider if they have chronic conditions or symptoms. Individuals with chronic conditions and symptoms can consult a health care professional or physical activity specialist about the types and amounts of activity appropriate for them.
- **Engage in breathing exercises** - breathing exercises can help individuals calm their minds and engage in introspective reflection and introspective self-evaluation. Therefore, health care professionals should consider engaging in breathing exercises when working to develop and achieve emotional intelligence. Specific information and recommendations regarding breathing exercises may be found below. The information found below was derived from materials provided by the National Center for Complementary and Integrative Health (National Center for Complementary and Integrative Health [NCCIH], 2021).
 - A breathing exercise may refer to the practice of clearing the mind, relaxing, and breath focus.
 - Research suggests that breathing exercises may reduce stress, improve mood, and potentially help to improve many health problems and promote healthy behaviors.

- Breathing exercises are generally considered to be safe for healthy individuals.
- The three essential elements of breathing exercises include the following: a quiet location with as few distractions as possible; a specific, comfortable posture or position (e.g., sitting down; lying down; standing); and the focus of attention on the sensations of the breath.
- **Engage in meditation** - meditation can help individuals calm their minds and engage in introspective reflection and introspective self-evaluation. Therefore, health care professionals should consider engaging in meditation when working to develop and achieve emotional intelligence. Specific information and recommendations regarding meditation may be found below. The information found below was derived from materials provided by the NCCIH (NCCIH, 2021).
 - Meditation may refer to the practice of clearing the mind, relaxing, and introspective focus.
 - Research suggests that meditation may physically change the brain and body and may potentially help to improve many health problems and promote healthy behaviors.
 - Meditation is generally considered to be safe for healthy people.
 - The four essential elements of meditation include the following: a quiet location with as few distractions as possible; a specific, comfortable posture (e.g., sitting or lying down); a focus of attention (e.g., a specially chosen word or set of words, an object, or the sensations of the breath); and an open attitude (e.g., letting distractions come and go naturally without judgment).
- **Engage in yoga** - yoga can help individuals calm their minds and engage in introspective reflection and introspective self-evaluation (note: research indicates that yoga may have additional mental and physical health benefits). Therefore, health care professionals should consider engaging in yoga when working to develop and achieve emotional intelligence. Specific information and recommendations regarding yoga may be found below. The information found below was derived from materials provided by the NCCIH (NCCIH, 2021).
 - Yoga may refer to a practice that promotes physical and mental well-being through asanas, breathing techniques, and meditation (note: the term asanas may refer to the physical postures of yoga).

- The potential benefits of yoga include the following: pain reduction; increased energy and stamina; improved flexibility, balance, and agility; improved muscle strength and definition; improved mood; and decreased stress, anxiety, and depression.
- A 2020 report by the Agency for Healthcare Research and Quality evaluated 10 studies of yoga for low-back pain (involving 1,520 total participants) and found that yoga improved pain and function in both the short term (1 to 6 months) and intermediate term (6 to 12 months).
- A 2019 review of 10 studies (686 total participants) found that practicing yoga reduced both the intensity of neck pain and disability related to neck pain and improved range of motion in the neck.
- A 2020 review of 6 studies (240 participants) of yoga for chronic or episodic headaches (tension-type headache or migraine) found evidence of reductions in headache frequency, headache duration, and pain intensity, with effects seen mostly in patients with tension-type headaches rather than migraines.
- A 2020 review of 12 recent studies (672 total participants) of a variety of types of yoga for stress management in healthy adults found beneficial effects of yoga on measures of perceived stress in all the studies.
- Of the 17 older studies (1,070 total participants) of yoga for stress management included in a 2014 review, 12 studies showed improvements in physical or psychological measures related to stress.
- In a recent review of 14 studies (involving 1,084 total participants) that assessed the effects of yoga on positive aspects of mental health, most found evidence of benefits, such as improvements in resilience or general mental well-being.
- In a review of 23 studies (involving 1,272 participants) of people with depressive symptoms (although not necessarily diagnosed with depression), yoga was helpful in reducing symptoms in 14 of the studies.
- **Engage in tai chi** - tai chi can help individuals calm their minds and engage in introspective reflection and introspective self-evaluation (note: research indicates that tai chi may have additional mental and physical health benefits). Therefore, health care professionals should consider engaging in tai chi when working to develop and achieve emotional intelligence. Specific information and

recommendations regarding tai chi may be found below. The information found below was derived from materials provided by the NCCIH (NCCIH, 2021).

- Tai chi may refer to the practice that involves postures and gentle movements with mental focus, breathing, and relaxation; meditation in motion.
 - The potential benefits of tai chi include the following: increased energy and stamina; improved flexibility, balance and agility; improved muscle strength and definition; improved mood; and decreased stress, anxiety, and depression.
 - Tai chi appears to be a safe practice.
 - Individuals should seek tai chi classes and/or lessons from tai chi instructors.
- **Engage in massage therapy** - massage therapy can help individuals calm their minds and engage in introspective reflection and introspective self-evaluation (note: research indicates that massage therapy may have additional mental and physical health benefits). Therefore, health care professionals should consider engaging in massage therapy when working to develop and achieve emotional intelligence. Specific information and recommendations regarding massage therapy may be found below. The information found below was derived from materials provided by the NCCIH (NCCIH, 2019).
 - Massage therapy may refer to the practice of manipulating the soft tissues of the body.
 - The potential benefits of massage therapy include the following: decreased pain, reduced anxiety, and reduced stress.
 - The most common form of massage therapy in Western countries is called Swedish or classical massage.
 - The Agency for Health Care Research and Quality, in a 2016 evaluation of nondrug therapies for low-back pain, examined 20 studies that compared massage to usual care or other interventions and found that there was evidence that massage was helpful for chronic low-back pain.
 - A 2015 review of 25 studies with a total of 3,096 participants found that in both acute and chronic low-back pain, there were short-term improvements in pain after massage therapy.

- A 2016 review of four studies conducted in the United States (519 participants) found that massage could provide short-term relief of neck pain.
- A 2016 study with 64 participants evaluated two types of massage (lymphatic drainage and traditional massage), once a week for eight weeks, in patients with migraines. The frequency of migraines decreased in both groups.
- Massage therapy, with or without aromatherapy (the use of essential oils) has been used to attempt to relieve pain and anxiety.
- A 2014 evaluation of nine studies (404 total participants) concluded that massage therapy, if continued for at least five weeks, improved pain, anxiety, and depression.
- Individuals should seek massage therapy from licensed/certified massage therapists.

Section 3: Summary

The third key step to developing and achieving emotional intelligence is to follow emotional intelligence recommendations. Emotional intelligence recommendations include the following: utilize emotion tracing; embrace transparency; work to obtain personal autonomy; take a "time-out," when appropriate; engage in journaling; engage in physical activity; engage in breathing exercises; engage in meditation; engage in yoga; engage in tai chi; engage in massage therapy.

Section 3: Key Concepts

- The third key step to developing and achieving emotional intelligence is to follow emotional intelligence recommendations.

Section 3: Key Terms

Emotion tracing - the act of tracing or tracking the impact of emotions and/or emotional outbursts

Transparency - an open and honest method of transmitting information and messages to other individuals

Personal autonomy - the capacity to achieve outcomes and goals according to one's own logic, reasons, motivations, desires, and needs with little to no interruption or interference

Personal independence - the ability of an individual to safely and effectively reach desired outcomes and goals on his or her own with little to no direct supervision or management

Personal accountability - the act of taking responsibility for the failure or success of an action, project, or task accepted and/or completed

Micromanagement (within the context of a personal autonomy) - a relationship management style that exhibits excessive control over other individuals' actions

Time-out (within the context of this course) - a short pause in daily activities, which allows individuals an opportunity to compose themselves and gather their thoughts

Journaling - the act of keeping a journal or writing in a journal/diary

Physical activity - any bodily movement produced by the contraction of skeletal muscle that increases energy expenditure above a basal level (U.S. Department of Health and Human Services, 2018)

Breathing exercise - the practice of clearing the mind, relaxing, and breath focus

Meditation - the practice of clearing the mind, relaxing, and introspective focus

Yoga - a practice that promotes physical and mental well-being through asanas, breathing techniques, and meditation

Asanas - the physical postures of yoga

Tai chi - the practice that involves postures and gentle movements with mental focus, breathing, and relaxation; meditation in motion

Massage therapy - the practice of manipulating the soft tissues of the body

Section 3: Personal Reflection Question

How can health care professionals use the above recommendations to effectively develop and achieve emotional intelligence?

Case Study: Emotional Intelligence

An emotional intelligence-related case study is presented below to review the concepts found in this course. A case study review will follow the case study. The case study review includes the types of questions health care professionals should ask themselves when considering emotional intelligence and how it relates to the administration of health care. Additionally, reflection questions will be posed, within the case study review, to encourage further internal debate and consideration regarding the presented case study and emotional intelligence. The information found within the case study review was derived from materials provided by Positive Psychology unless, otherwise, specified (Houston, 2021; Craig, 2021).

Case Study

Health Care Professional A is working in a health care facility that has reached maximum capacity, and is having a busy day. Tasks are piling up and Health Care Professional A is working diligently to keep up with the ever increasing workload. While completing a task, Health Care Professional B asks Health Care Professional A for assistance with a patient. Health Care Professional A helps Health Care Professional B and returns to the previous task. Within minutes, Health Care Manager A asks Health Care Professional A to pick up some open shifts to help resolve a recent staffing crisis. Health Care Professional A does not want to pick up the open shifts - however, Health Care Professional A is not quite sure how to calmly communicate the information to Health Care Manager A. Within a few minutes of talking to Health Care Manager A, Health Care Professional A picks up the open shifts. Ten minutes later, Health Care Professional A responds to a code within the health care facility. After the code is resolved, Health Care Professional A has to attend to patients, and complete additional assigned tasks. Health Care Professional A is unable to take a break, and by late afternoon begins to feel exhausted. Over the next few days, the relentless work pace does not let up. Health Care Professional A continues to feel exhausted, and begins to feel irritable, angry, and powerless. Health Care Professional A also begins to feel increased mental distance from work, and negative towards working. A week later Health Care Professional C observes Health Care Professional A crying in a medication room. When asked what is wrong, Health Care Professional A does not respond, and simply walks out of the room. Five minutes later, Health Care Professional A begins to yell at another health care professional in an angry, aggressive tone. Concern regarding Health Care Professional A's recent behavior begins to grow among staff.

Case Study Review

What case details may be relevant to emotional intelligence?

The following case details may be relevant to emotional intelligence: Health Care Professional A is working in a health care facility that has reached maximum capacity; Health Care Manager A asks Health Care Professional A to pick up some open shifts to help resolve a recent staffing crisis; Health Care Professional A does not want to pick up the open shifts, however, Health Care Professional A is not quite sure how to calmly communicate the information to Health Care Manager A; Health Care Professional A picks up the open shifts; over the next few days, the relentless work pace does not let up; Health Care Professional A continues to feel exhausted, and also begins to feel irritable, angry, and powerless; Health Care Professional A begins to feel increased mental distance from work, and negative towards working; a week later Health Care Professional C observes Health Care Professional A crying in a medication room; Health Care Professional A begins to yell at another health care professional in an angry, aggressive tone; concern regarding Health Care Professional A's recent behavior begins to grow among staff.

Are there any other case details that may be relevant to emotional intelligence; if so, what are they?

How are each of the aforementioned case details relevant to emotional intelligence?

Each of the previously highlighted case details may be potentially relevant to emotional intelligence. The potential relevance of each case detail may be found below.

Health Care Professional A is working in a health care facility that has reached maximum capacity - the previous case detail is relevant because it provides context for emotional intelligence and the need for emotional intelligence.

Health Care Manager A asks Health Care Professional A to pick up some open shifts to help resolve a recent staffing crisis - the previous case detail is relevant because it provides additional context for emotional intelligence and the need for emotional intelligence.

Health Care Professional A does not want to pick up the open shifts - however, Health Care Professional A is not quite sure how to calmly communicate the information to Health Care Manager A - the previous case detail is relevant to the need for emotional intelligence. Health care professionals should note the following: emotional intelligence

can help individuals develop and effectively use social skills; social skills may refer to any ability and/or behavior that allows individuals to connect, build a rapport, communicate, and manage the emotions of others in order to build and maintain healthy relationships, create socially acceptable behavior, and achieve desired outcomes and goals.

Health Care Professional A picks up the open shifts - the previous case detail is relevant to the need for emotional intelligence. Health care professionals should note that emotional intelligence can provide individuals with the necessary self-esteem, self-worth, self-respect, self-confidence, and social skills to effectively communicate and, ultimately, reach desired outcomes and goals, or in this case avoid undesirable outcomes, such as picking up unwanted shifts, and, subsequently, being overworked.

Over the next few days, the relentless workspace does not let up - the previous case detail is relevant because it provides additional context for emotional intelligence and the need for emotional intelligence.

Health Care Professional A continues to feel exhausted, and also begins to feel irritable, angry, and powerless - the previous case details are relevant because they may represent signs/symptoms of stress. Health care professionals should note the following signs/symptoms of stress: disbelief and shock; tension and irritability; fear and anxiety about the future; difficulty making decisions; feeling numb; loss of interest in normal activities; loss of appetite; nightmares and recurring thoughts about an event; anger; increased use of alcohol and drugs; sadness and other symptoms of depression; feeling powerless; crying; sleep problems; headaches; back pains; stomach problems; trouble concentrating (CDC, 2020). Health care professionals should also note the following: emotional intelligence can potentially limit and prevent stress; emotional intelligence's impact on stress is related to its effects on an individual's ability to understand, use, and manage emotions; emotional intelligence can help individuals perceive, process, and regulate emotional information accurately and effectively in order to understand, use, and manage emotions in positive ways to relieve stress.

Health Care Professional A begins to feel increased mental distance from work, and negative towards working - the previous case details are relevant because they may represent characteristics of burn-out. Health care professionals should note that burn-out is characterized by the following three dimensions: feelings of energy depletion or exhaustion; increased mental distance from one's job, or feelings of negativism or cynicism related to one's job; and reduced professional efficacy (WHO, 2019).

A week later Health Care Professional C observes Health Care Professional A crying in a medication room - the previous case detail is relevant to the need for emotional intelligence. Health care professionals should note that emotional intelligence can help individuals adopt effective coping mechanisms and set boundaries. Health care professionals should also note the following: a coping mechanism may refer to a strategy that can help an individual avoid emotional instability to, ultimately, achieve emotional well-being; coping mechanisms can help individuals manage painful or difficult emotions; a boundary, within the context of this course, may refer to any limit which can be used to define, determine, and/or differentiate acceptable and unacceptable behavior; setting boundaries is often an essential step to self-care, self-respect, and emotional stability.

Health Care Professional A begins to yell at another health care professional in an angry, aggressive tone - the previous case detail is relevant to the need for emotional intelligence. Health care professionals should note that emotional intelligence can help individuals develop self-discipline. Health care professionals should also note that self-discipline may refer to the ability to control impulses, urges, emotions, reactions, behaviors, and the need for short-term gratification in order to achieve long-term satisfaction and goals.

Concern regarding Health Care Professional A's recent behavior begins to grow among staff - the previous case detail is relevant because it may represent the impact of a lack of emotional intelligence. Health care professionals should note that a lack of emotional intelligence may lead to stress, burn-out, emotional outbursts, decreased professionalism, decreased professional proficiency, and ultimately, to concern among peers, colleagues, relevant staff, managers, and health care organizational leaders, which in turn could lead to decreased job security.

What other ways, if any, are the previous case details relevant to emotional intelligence?

Did the health care professional highlighted in the above case study exhibit emotional intelligence?

No, unfortunately, it appears that the health care professional highlighted in the above case study did not exhibit emotional intelligence.

How could emotional intelligence have changed the outcome of the presented case study?

What emotional intelligence recommendations could help the health care professional highlighted in the above case study develop and achieve emotional intelligence?

All of the presented emotional intelligence recommendations could help the health care professional highlighted in the above case study develop and achieve emotional intelligence. However, the emotional intelligence recommendations that may be most relevant to the health care professional highlighted in the above case study include the following: utilize emotion tracing; take a "time-out," when appropriate; engage in breathing exercises; engage in meditation.

How can health care professionals utilize emotional intelligence to avoid scenarios like the one highlighted in the presented case study?

Conclusion

Research indicates that emotional intelligence is relevant because it can potentially lead to improved personal and professional relationships, personal and professional success, the ability to reach desired outcomes and goals, and, ultimately, to improved health, overall well-being, and quality of life. Individuals can develop and achieve emotional intelligence by following three key steps, which include: obtain insight into emotional intelligence; obtain insight into the potential personal and professional benefits of emotional intelligence; follow emotional intelligence recommendations.

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