The Importance of Emotional Intelligence in Patient Relations (Part 1)

May 7, 2024
Housekeeping

- All participants are muted.
- **Audio Settings**: ability to select your speakers and adjust your volume.
- **Chat**: for sharing of ideas, interacting with speakers and attendees; not for promoting services and products. Make sure you choose ‘**Everyone**’ in the dropdown in the chat box.
- **Q&A**: for submitting questions to review at the end of the webinar
- **Captions**: Click the caption icon to turn captions on/off

- Receive follow up email tomorrow with webinar slides, recording and link to survey.

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• No off-label use of products will be addressed during this educational activity.

• No products are available during this educational activity, which would indicate endorsement.
Our Speaker

Paula S. Watson, MSODL
EAP Director
Cooper University Health Care
The Importance of Emotional Intelligence in Patient Relations
Part 1

Presented by
Cooper University Health Care
Employee Assistance Program
Paula Watson, MSODL, Director
856-342-2280
By the end of this presentation the learner will be able to

- Understand Emotional Intelligence (EI): its definition and applicability in Patient Relations
- Identify EI competencies
  - Intrapersonal
    - Self awareness
    - Self management
What is Emotional Intelligence?

Emotional Intelligence (EI) is the ability to manage both your own emotions and understand the emotions of people around you.

Emotional intelligence is typically broken down into four core competencies:

1. Self-awareness
2. Self-management
3. Social awareness
4. Relationship management
Applications in Patient Relations

• Higher patient satisfaction scores
  o enhanced customer experience
• Improved critical thinking skills
  o problem-solving
• Stronger intra- and interpersonal skills
  o Self-awareness in dealing with patients and family members
  o Ability to work with clinical areas
# Emotional Intelligence Competencies

<table>
<thead>
<tr>
<th>Intrapersonal</th>
<th>Interpersonal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self Awareness</strong></td>
<td><strong>Social Awareness</strong></td>
</tr>
<tr>
<td>• Identifying your emotions</td>
<td>• Identifying others’ emotions</td>
</tr>
<tr>
<td>• Understanding emotions</td>
<td>• Understanding others’ emotions</td>
</tr>
<tr>
<td><strong>Self Management</strong></td>
<td><strong>Relationship Management</strong></td>
</tr>
<tr>
<td>• Using emotions to facilitate thought</td>
<td>• Using emotions</td>
</tr>
<tr>
<td>• Managing emotions</td>
<td>• Managing emotions</td>
</tr>
</tbody>
</table>
Intrapersonal: Self-Awareness

- Emotions
- Interpretations/appraisals
- Self-assessment
• Recognize what you are feeling in some proximity to when you are feeling it
• Take note of physical signs to help identify your feelings
• Notice behaviors that may indicate your feelings
• Realize the links between your feelings, thoughts and actions
Interpretations/Appraisals

- Remember that appraisals, not behavior, cause reactions
- Be aware of your inner dialogue
- Process situations afterwards (left-hand column exercise)

<table>
<thead>
<tr>
<th>Your thoughts and feelings</th>
<th>What I said and what you said</th>
</tr>
</thead>
<tbody>
<tr>
<td>I:</td>
<td>I:</td>
</tr>
<tr>
<td>Y:</td>
<td>Y:</td>
</tr>
</tbody>
</table>

Cooper Medical School of Rowan University
Self-Assessment

• Awareness of strengths and limitations
• Learn from experience
• Be open to feedback
• Consider other ideas
• Show a sense of humor about yourself
I take **ACTIONS** based on my beliefs.

I adopt **BELIEFS** about the world.

I draw **CONCLUSIONS**

I make **ASSUMPTIONS** based on the meanings I added.

I add **MEANINGS** (*cultural and personal*)

I **SELECT DATA** from what I observe.

**OBSERVABLE** “data” and experiences (*as a video recorder might capture it.*)
• Angry with Tara, I go behind the desk to help the visitor. (take ACTION)
• As I always say, “If I want something done right, I need to do it yourself.” (adopt BELIEFS)
• I am angry and frustrated; Tara is not following our policies. (CONCLUSIONS)
• Tara is absorbed in what she is doing and ignoring the visitor. (ASSUMPTIONS)
• Tara is unaware of the visitor and is not greeting the visitor. (add MEANING)
• Tara is at the computer with her head down while a visitor was standing at the desk in front of her. (SELECT DATA)
• Tara is working at the front desk and there is a long line of visitors. (OBSERVABLE)
Intrapersonal: Self-Management

• Emotional Composure
• Adaptability
• Motivation
• Integrity
• Self-control
• Decreasing arousal
• Positive self-talk
• Conditioned relaxation
• Flexibility
• Open to change
• Able to handle multiple demands

FOUR QUADRANT TIME MANAGEMENT GRID

<table>
<thead>
<tr>
<th>Quadrant 1</th>
<th>Quadrant 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urgent and Important (do immediately)</td>
<td>Important but not urgent (schedule and prioritize)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quadrant 3</th>
<th>Quadrant 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urgent but not important (delegate if possible)</td>
<td>Not urgent and not important (eliminate or limit)</td>
</tr>
</tbody>
</table>
• Confidence
• Optimism
• Tenacity
• Enthusiasm
• Resiliency
• Alignment between values and behavior
• Honoring what you believe is “right”
<table>
<thead>
<tr>
<th>Low Emotional Intelligence</th>
<th>High Emotional Intelligence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggressive</td>
<td>Assertive</td>
</tr>
<tr>
<td>Demanding</td>
<td>Ambitious</td>
</tr>
<tr>
<td>Egotistical</td>
<td>Driving</td>
</tr>
<tr>
<td>Bossy</td>
<td>Strong-Willed</td>
</tr>
<tr>
<td>Confrontational</td>
<td>Decisive</td>
</tr>
<tr>
<td>Easily Distracted</td>
<td>Warm</td>
</tr>
<tr>
<td>Glib</td>
<td>Enthusiastic</td>
</tr>
<tr>
<td>Selfish</td>
<td>Sociable</td>
</tr>
<tr>
<td>Poor Listener</td>
<td>Charming</td>
</tr>
<tr>
<td>Impulsive</td>
<td>Persuasive</td>
</tr>
<tr>
<td>Resistant to Change</td>
<td>Patient</td>
</tr>
<tr>
<td>Passive</td>
<td>Stable</td>
</tr>
<tr>
<td>Un-Responsive</td>
<td>Predictable</td>
</tr>
<tr>
<td>Slow</td>
<td>Consistent</td>
</tr>
<tr>
<td>Stubborn</td>
<td>Good Listener</td>
</tr>
<tr>
<td>Critical</td>
<td>Detailed</td>
</tr>
<tr>
<td>Picky</td>
<td>Careful</td>
</tr>
<tr>
<td>Fussy</td>
<td>Meticulous</td>
</tr>
<tr>
<td>Hard to Please</td>
<td>Systematic</td>
</tr>
<tr>
<td>Perfectionistic</td>
<td>Neat</td>
</tr>
</tbody>
</table>
Join us for Part 2

The Importance of Emotional Intelligence in Patient Relations

May 21, 2024
2pm ET / 1pm CT / 12pm MT / 11am PT
Questions?

Please submit your questions using the Q&A icon.
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Upcoming Events & Programs

WEBINARS
May 16 | The Weight of Responsibility: Using AI in the Patient Experience
May 21 | The Importance of Emotional Intelligence in Patient Relations (Part 2)
June 4 | A Global Perspective on Experience Excellence: Examples from Around the World

CONNECTION CALLS/CHATS
May 8 | Volunteer Professionals Community Connection Call – Volunteer Services and Patient Experience: Two Halves of the Same Goal
May 17 | PX Chat on PFA/PFACS: Revitalizing/Rebuilding
May 30 | Connection Call: Learning Programs to Support Your Experience Career Path
June 5 | Ambulatory Care Connection Call – Wait Times

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