



UNIT II - SECTION 3

EMOTIONAL INTELLIGENCE
INSTRUCTOR'S GUIDE

1. Goals

- Goal 1: To explore the mismatch in communication between patients and audiologists in order to raise awareness of our listening and response patterns
- Goal 2: To explore audiologist response patterns to affective communication
- Goal 3: To define empathy and explain how it can be used to improve patient-centered care
- Goal 4: To introduce the concept of emotional intelligence and how it applies to relationship centered care
- Goal 5: To practice differentiating emotional statements from content statements, as part of being empathetic

2. Concepts to Master

- a. Audiologists often fail to recognize or respond to affective communication, creating a mismatch in communication.
- b. Empathy is the corner stone of patient centered care.
- c. Emotional intelligence increases when we become aware of our own emotions and others' emotions.
- d. Differentiating among different statement types allows us to respond appropriately, decreasing the communication mismatch.

3. Reading

- a. Coulehan, J.L. et al. (2001). "Let me see if I have this right": Words that help build empathy. *Annals of Internal Medicine*, 135, 221-227

4. Lecture

- PowerPoint: "Learning to Listen: Empathy and Emotional Intelligence"

5. Class Activity

Class activities requiring access to videos can be found in the section of the course website called "videos and handouts".

For this lecture use the following link and go to the section called "Emotional Intelligence": http://idainstitute.com/tool-box/university_course/videos_and_handouts/unit_ii/

- Class Activity 1: Pre- and Post-Assessment (respond to statements)
- Class Activity 2: Ethnography: "As much empathy as I thought I needed"
- Class Activity 3: Practicing Empathic Responses

6. Reflection Moment

- a. How did this lecture change how you approach a clinical encounter?

7. Assignment

- a. Coulehan, J.L. et al. (2001). "Let me see if I have this right": Words that help build empathy. *Annals of Internal Medicine*, 135, 221-227

CLASS OUTLINE**LESSON OVERVIEW: WHAT ARE WE DOING TODAY?**

1. Establish learning mind-set.
2. Discuss the mismatch in communication that often occurs between patients and audiologists. The goal of this lecture is to explore an audiologist's response patterns to affective material, to explore why we respond with content, to introduce the concept of empathy, and why it is the cornerstone of person-centered care.
3. **Lecture**
"Learning to Listen: Empathy and Emotional Intelligence." Begin by giving a pre-assessment handout on responding to patient statements. Go through Class Activity 1, handout 1. Then proceed with the lecture in which you introduce empathy.
4. **Class Activity**
 - a. Class Activity 2: Reflect on the ethnography: "As much empathy as I thought I needed" in the context of empathy.
5. Continue with lecture on ways to respond empathically.
6. **Class Activity**
 - b. Class Activity 3: Role-Play using Time and Talk to practice using empathic responses.
 - c. Class Activity: Give out a post-assessment handout on responding to patient statements (Class Activity 1 Handout 2) at the end of the lecture.
7. **Reflection Moment**
 - a. How did this lecture change how you approach a clinical encounter?
8. **Closing**
 - a. Announcements
 - b. Reading: See assignment for next lecture.

CLASS ACTIVITY 1**(INSTRUCTOR COPY)****HANDOUT 1: BEFORE
THE LECTURE**

This activity is designed to get a “snapshot” of how students respond to patient statements that contain different types of patient communication. The overall goal of this activity is to identify response patterns that are not congruent with what the patient is requesting or asking. In general, students and clinicians tend to overlook affective statements, and tend to reply with content responses. Thus, students should not be made aware of the purpose of the activity prior to beginning the activity.

A handout with patient statements is provided for the students and accompanies this packet. The activity will be performed twice, prior to the lecture and after the lecture. During the first pass, students will be asked to respond to the statements as if they had patients in front of them. Students should be instructed not to over think their responses and just to respond as they normally would.

The second time the activity is performed, students will be asked to:

1. Examine each of the statements to which they responded previously, and to identify the affective component(s) in the statements, and
2. Respond to the statements again, taking into account their heightened awareness for affective material. Their responses should contain some acknowledgement that they somehow understood the nature of the message.

Please ask the students to turn these statements in with their names on them. The instructor will read these statements to establish patterns for each student so that the learning goals can be established for each student individually.

CLASS ACTIVITY 1

(STUDENT COPY)

HANDOUT 1: BEFORE
THE LECTURE**ACTIVITY OVERVIEW**

Please take some time to write down your immediate response to each of the following statements made by clients, as if you were addressing them (i.e., don't over think your responses, just reply as you might reply if your patient said this to you).

1. "I am so tired of trying to talk to my father with his hearing problem. I can't understand why those hearing aids don't work."
2. "These new hearing aids seem to make me tired. I'm having a hard time adjusting to them—my old ones were easier to use."
3. "So, you said my batteries would last about two weeks?"
4. "I think I can get by without hearing aids. I'm only 52, not some old lady."
5. "I'm afraid I might break my hearing aid when I change the battery door. Can you show me how to do that again?"
6. "My family says our daughter was born with a hearing loss because I worked until the week she was born."
7. "I can't wear hearing aids—my boss will think I'm no longer a good worker."
8. "Your tests have got to be wrong. I'm sure my child hears much better than you say—he's just being uncooperative. I think he doesn't like you."

Many of the above statements were taken from the following article: English, K.E., Mendel, L.L., Rojeski, T., & Hornak, J. (1999). Counseling in Audiology, or Learning to Listen: Pre- and Post-Measures from a Counseling Class in an Audiology Doctorate Program. *American Journal of Audiology*, Vol. 8, No. 1, 34-39.

CLASS ACTIVITY 1
(INSTRUCTOR COPY - 1/2)

HANDOUT 2: AFTER
THE LECTURE

The purpose of this activity is to allow students to revisit the statements to which they responded earlier and to practice identifying emotional content. This activity will help students start to hone their listening toward possible emotional content. Additionally, by having students explore what the patient may be feeling and the implications, students become more person-centered and develop more empathic responses. Finally, part of emotional intelligence deals with knowing what one's own emotions are. Thus, the students are getting experience exploring their own "emotional" mind in the context of what the patient may be feeling. This will allow students to have a raised awareness of how their own emotional responses to emotional content may affect how they respond to clients.

Without having to come up with a response to the statement, or a solution to the possible problem, examine the statement, sit with it, and answer the following questions. Is there emotional content in the statement? Jot down either what emotional state the client may be in, or examine what their motivation may be for saying the things that they said. For example, are they angry? If so, why might they be angry? Are they sad? If so, why might they be sad? Are they afraid? If so, why might they be afraid? Once you have identified a potential emotional root to the statement, explore how that affects you. Example answers from a graduate student are given. These answers can be explored in a group discussion.

1. "I am so tired of trying to talk to my father with his hearing problem. I can't understand why those hearing aids don't work."
 - a. Is there emotional content in this statement? Yes
 - b. What is the emotion and/or its implications? Anger, frustration, maybe giving up?
 - c. The client's emotion makes me feel uncomfortable because I don't know how to respond. And so my impulse is to respond by replying that the hearing aids work fine.

2. "These new hearing aids seem to make me tired. I'm having a hard time adjusting to them—my old ones were easier to use."
 - a. Is there emotional content in this statement? Yes, likely.
 - b. What is the emotion and/or its implications? Need to clarify with the patient, but it sounds like something else may be going on. He may be having a hard time accepting that his hearing loss has gotten worse, perhaps?
 - c. The client's emotion makes me feel unsure about how to address this possibility. And so my impulse is to respond by replying that the hearing aids work fine.

CLASS ACTIVITY 1
(INSTRUCTOR COPY - 2/2)

HANDOUT 2: AFTER
THE LECTURE

3. "I think I can get by without hearing aids. I'm only 52, not some old lady."
 - a. Is there emotional content in this statement? Yes
 - b. What is the emotion and/or its implications? Frustration, lack of acceptance, mourning the loss of her hearing, maybe dreading getting older, and her self-image may be suffering.
 - c. The client's emotion makes me feel anxious about addressing the topic. And so my impulse is to respond by replying that she is still young, or that younger patients use hearing aids, and that hearing aids are really small.

4. "My family says our daughter was born with a hearing loss because I worked until the week she was born."
 - a. Is there emotional content in this statement? Yes
 - b. What is the emotion and/or its implications? The client feels blamed for her daughter's hearing loss, or feels guilt for her daughter's hearing loss.
 - c. The client's emotion makes me feel sad for the mother and at a loss for how to make her feel better. And so my impulse is to respond by telling her that genetic counseling is available to determine the cause of the loss, and that she probably didn't cause her daughter's hearing loss.

5. "Your tests have got to be wrong. I'm sure my child hears much better than you say—he's just being uncooperative. I think he doesn't like you."
 - a. Is there emotional content in this statement? Yes
 - b. What is the emotion and/or its implications? Denial (I am wrong), or fear that the test may be right? He may be angry or may feel out of control.
 - c. The client's emotion makes me feel defensive. And so my impulse is to respond by telling him that all our tests are correct, and I tell him to get a second opinion.

6. "I can't wear hearing aids—my boss will think I'm no longer a good worker."
 - a. Is there emotional content in this statement? Yes
 - b. What is the emotion and/or its implications? Issues with changing self-image, insecurity about work, and insecurity about the future.
 - c. The client's emotion makes me feel like I need to prove him wrong. And so my impulse is to respond by telling him that hearing aids are very tiny and his boss doesn't need to know.

CLASS ACTIVITY 1

(STUDENT COPY)

HANDOUT 2: AFTER
THE LECTURE

Without having to come up with a response to the statement, or a solution to the possible problem, examine the statement, sit with it, and answer the following questions. Is there emotional content in the statement? Jot down either what emotional state the client may be in or examine what their motivation may be for saying the things that they said. For example, are they angry? If so, why might they be angry? Are they sad? If so, why might they be sad? Are they afraid? If so, why might they be afraid? Once you have identified a potential emotional root to the statement, explore how that affects you.

1. **“I am so tired of trying to talk to my father with his hearing problem. I can’t understand why those hearing aids don’t work.”**
 - a. Is there emotional content in this statement?
 - b. What is the emotion and/or its implications?
 - c. The client’s emotion makes me feel _____.
And so my impulse is to respond by _____.

2. **“These new hearing aids seem to make me tired. I’m having a hard time adjusting to them—my old ones were easier to use.”**
 - a. Is there emotional content in this statement?
 - b. What is the emotion and/or its implications?
 - c. The client’s emotion makes me feel _____.
And so my impulse is to respond by _____.

3. **“I think I can get by without hearing aids. I’m only 52, not some old lady.”**
 - a. Is there emotional content in this statement?
 - b. What is the emotion and/or its implications?
 - c. The client’s emotion makes me feel _____.
And so my impulse is to respond by _____.

4. **“My family says our daughter was born with a hearing loss because I worked until the week she was born.”**
 - a. Is there emotional content in this statement?
 - b. What is the emotion and/or its implications?
 - c. The client’s emotion makes me feel _____.
And so my impulse is to respond by _____.

5. **“Your tests have got to be wrong. I’m sure my child hears much better than you say—he’s just being uncooperative. I think he doesn’t like you.”**
 - a. Is there emotional content in this statement?
 - b. What is the emotion and/or its implications?
 - c. The client’s emotion makes me feel _____.
And so my impulse is to respond by _____.

6. **“I can’t wear hearing aids—my boss will think I’m no longer a good worker.”**
 - a. Is there emotional content in this statement?
 - b. What is the emotion and/or its implications?
 - c. The client’s emotion makes me feel _____.
And so my impulse is to respond by _____.

CLASS ACTIVITY 2
(INSTRUCTOR COPY)

The purpose of this activity is to reflect on how lack of empathy in counseling can have negative consequences for the clinician and the patient or family. In this activity we will watch an ethnography of the Allwood family discussing their Hearing Journey, as they learn their newborn infant has hearing loss. Much of the discussion centers around how hearing loss was communicated to them initially, how they were treated, how it made them feel, what they did as a result, and what they would have liked to have happen. The topic of Empathy is a central concern for this family and is very interesting as the father of the child with hearing loss is a medic and reflects on how his perspective on empathy has been changed by his experience.

Please log in to the Ida Website, use the following link, go to the section called “Emotional Intelligence” and play the video called “As much empathy as I thought was necessary”: http://idainstitute.com/toolbox/university_course/videos_and_handouts/unit_ii/

After the class has viewed the ethnography, discuss with them their thoughts on this. Ask the class to get into groups of 2 and answer the following questions. After all students are finished, please discuss the answers to the questions as a group.

1. Put yourself in the first Audiologist's shoes for a minute. Do you think this audiologist felt comfortable delivering the news? How would you feel having to deliver this news to a young family?
2. How do you think using a Possible Patient Journey tool before seeing these patients could have helped the audiologist in this case?
3. In addition to the Patient Journey Tool, what other skills could the first audiologist have used to identify emotions in the appointment?
4. In relation to simulating their emotional response: Do you think that the first audiologist felt sad that the child had profound hearing loss?
5. What approach do you think the audiologist used to deliver such sensitive news?
6. Do you think the first audiologist knew how to respond and engage empathically, even if they felt empathy?
7. What do you think an empathic way of breaking the news is?
8. In terms of empathy: What did the second audiologist first have to do before being able to act appropriately?
9. Because this audiologist specializes in pediatrics, do you think she had a very good idea of how difficult receiving this type of news is for parents?
10. What did the second audiologist do that showed empathy?

CLASS ACTIVITY 2

(STUDENT COPY)

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After the class has viewed the ethnography, get into groups of 2 and answer the following questions. After you are finished, please discuss the answers to these questions with the rest of the class.

1. Put yourself in the first Audiologist's shoes for a minute. Do you think this audiologist felt comfortable delivering the news? How would you feel having to deliver this news to a young family?
2. How do you think using a Possible Patient Journey tool before seeing these patients could have helped the audiologist in this case?
3. In addition to the Patient Journey Tool, what other skills could the first audiologist have used to identify emotions in the appointment?
4. In relation to simulating their emotional response: Do you think that the first audiologist felt sad that the child had profound hearing loss?
5. What approach do you think the audiologist used to deliver such sensitive news?
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9. Because this audiologist specializes in pediatrics, do you think she had a very good idea of how difficult receiving this type of news is for parents?
10. What did the second audiologist do that showed empathy?

CLASS ACTIVITY 3
(INSTRUCTOR COPY)

The purpose of this activity is to provide students with an opportunity to gain experience showing empathy and providing empathic responses in a role-play scenario.

This activity has the students practice empathy with the hypothetical audiologist in the ethnography who had to deliver the news to the parents. The challenge here is for the listener to resist giving advice, but instead respond empathically to the concerns of the colleague.

The students should show empathy and should try to use the techniques shown in class to respond empathically.

Instructions

1. Have the students break up into groups of two
2. Decide who will be the audiologist who did not show much empathy when counseling the Allwood family, (hypothetical name is Tom). Also decide who will play the role of a colleague named: Your Name Here (also an audiologist).
Scenario: Tom, the Audiologist invites You, a colleague to have coffee and discuss a difficult counseling case.
3. **Task for Student Playing Colleague:** The student playing the colleague should be empathetic, use what they learned about empathy, and show empathy with the techniques discussed in this lecture.
4. The students should use the Time and Talk method to role-play this short scenario, by taking this as seriously as possible, creating a safe environment in which to learn, etc.
5. The student playing the Colleague should leave the room, and come in only after they have been called back.
6. The class should build the character of the audiologist who experienced the counseling problem, using the Time and Talk method discussed in the previous lecture.
7. The class should also use any of the Time and Talk methods introduced to allow the rest of the class to participate.
8. The action should start as soon as they both arrive at the coffee shop.
9. Provide the student playing the audiologist a copy of the following possible persona. Do not let the student playing the Colleague see this.

Tom: "Man, I had a really tough morning today. I tested a baby, and I was nervous, so I called in my supervisor to double check my work, and sure enough, just my bad luck, the results were accurate. The baby had profound hearing loss. I was so sad and nervous at the same time. You know, I didn't really know how to tell the parents the news that I know would break their heart. So I just blurted it out. And gave them the results. I just heard myself saying, "no hearing at 100 decibels... yap yap" I felt awful as soon as the words left my mouth but there was no bringing it back. And then I just lost control of the appointment, and couldn't recover. The parents cried and I blew it. I don't know what I should do."

CLASS ACTIVITY 3 (STUDENT COPY)

The purpose of this activity is to provide you with an opportunity to gain experience showing empathy and providing empathic responses in a short role-play scenario.

This activity has you practice empathy with the hypothetical audiologist in the ethnography who had to deliver the news to the parents. The challenge here is for the listener to resist giving advice, but instead respond empathically to the concerns of the colleague by using the techniques discussed in class.

Instructions

1. Two students will be needed for this role-play
2. Decide who will be the audiologist who did not show much empathy when counseling the Allwood family (his hypothetical name is Tom). Also decide who will play the role of the colleague named (use your name) (also an audiologist).
3. One is the audiologist in the ethnography, whose counseling did not go well. Tom, the Audiologist invites You, a colleague to have coffee and discuss a difficult counseling case.
4. Task for Student Playing Colleague: The student playing the colleague should be empathetic, and should use the techniques discussed in this lecture for responding.
5. Use the Time and Talk method to role-play this short scenario, by taking this as seriously as possible, creating a safe environment in which to learn, etc.
6. The Colleague should leave the room, and come in only after they have been called back.
7. The class should build the character of the audiologist who experienced the counseling problem, using the Time and Talk method discussed in the previous lecture.
8. The class should also use any of the Time and Talk methods introduced to allow the rest of the class to participate.
9. The action should start as soon as they both arrive at the coffee shop.
10. If you are the student playing the audiologist, ask the instructor to give you the sample character sketch for this particular scenario.