




2022 Annual Conference and Trade Show · August 30 – September 1, 2022



Building Relationships to Enhance Person-Centered Care through Emotion-Focused Care



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Objectives

1. Explain the concept of emotional intelligence
2. Identify individuals who would benefit from training in emotional intelligence
3. Describe how to access the Emotion-Focused Communication Training Course to attain a professional certification

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Background

- Caring for a person living with dementia (PLWD) requires a unique set of skills
- Psychosocial skills are not routinely taught to caregivers (i.e., CNAs)
- Caregivers are faced with conflicting demands to be simultaneously efficient and nurturing
- We describe a workshop that aims to increase competency of caregivers' emotional intelligence skills

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Concept of Emotional Intelligence (EI)

- People with high Emotional Intelligence (EI):
 - Know what they feel
 - Stop to think before they act, and
 - Have strategies to change negative feelings into positive ones
- We can all increase our EI by working on specific skills

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Why the course was developed

- The Emotion-Focused Communication workshop was developed as a part of an intervention called the *Individualized Positive Psychosocial Intervention (IPPI)*
- IPPI is an evidence-based program designed to support caregivers in engaging PLWD in positive ways that enhance wellbeing and reduce negative emotional and behavioral responses
- The goal of the Emotion-Focused Communication Training Course is to increase staff competency in managing both their own and others' emotions

VanHaitsma, K., Curyto, K., Abbott, K., Towsley, G., Spector, A., & Kleban, M. (2015). A randomized controlled trial for an individualized positive psychosocial intervention for the affective and behavioral symptoms of dementia in nursing home residents. *Journals of Gerontology: Series B: Psychological Sciences and Social Sciences*, 70(1), 35-45. doi:10.1093/geronb/gbt102.

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What role does shared emotion play in building relationships?

- Using the word “behavior” is dehumanizing and PLWD say they don’t like the term
- If we can address the emotion of PLWD, such as ‘sad’ or ‘anxious’, we can fundamentally change how care partners respond
- The idea that negative emotions are ‘bad’ is not the right way of thinking about them – PLWD are communicating an unmet need
 - e.g., anger is a mismatch of demands on an individual and what they are able to do
- If you are connecting with someone, they may experience sadness, allowing the emotional affect to come through –connecting can touch you emotionally

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Why emotion?

- The limbic structures that control emotion are located deep within the brain and are functional well into the dementia disease progression
- PLWD lack the ability to communicate, but their emotions are the window to receiving feedback
- The expressions of emotion are not random brain neurons firing
- Emotions are a powerful way to communicate and change approaches

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Think, Pair, Share

- Think of an experience where someone in your life communicated distress
- Introduce yourself to your neighbor and describe the situation and try to use emotional terms of what the other person was feeling



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Think, Pair, Share (cont.)



- For individuals with dementia, which emotions do you see most often in your patients? What emotions are most difficult to address?
- Share some ideas with your neighbor.

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Emotion-Focused Communication online workshop

Objectives

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Course Objectives



The course consists of 6 self-paced online lessons (each 15-30 min.) - [Total: 2.5-3 hours]

Lesson 1: Introduction to the course and course pre-assessment
Objectives: To learn how to navigate the course and assess what you know before completing the training

Lesson 2: Taking care of your feelings first – Processing your emotions
Objectives: To learn what Emotional Intelligence (EI) is, how to increase your Emotional Intelligence (EI), how to identify your own feelings in response to an event, and how to identify a feeling a person is displaying based on body posture

Lesson 3: Taking care of your feelings first – Managing your emotions
Objectives: To learn how to replace a negative feeling with a positive feeling (manage your emotions)

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Course Objectives (cont.)

Lesson 4: Taking care of recipients' feelings – Processing their emotions
Objectives: To increase skills in recognizing emotions in others and increase skills in handling emotions in others through active listening

Lesson 5: Taking care of recipients' feelings – Managing their emotions
Objectives: To learn how to use positive communication to handle emotions in others

Lesson 6: Conclusion to the course and course post-assessment
Objectives: To assess what you have learned upon completing the training

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Who would benefit?

- This course is designed to increase your awareness of your own emotions and help you identify emotions in others
- Strategies are provided to manage those emotions – yours and your care recipients’
- Target audience = Direct care workers (formal and informal)
- While the course is relevant to *any person who is a caregiver*, it specifically focuses on providing care to an individual living with dementia

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Expected outcomes

- **Increased Knowledge** in using communication skills by learning what Emotional Intelligence is and how to:
 - Increase your Emotional Intelligence
 - Identify your own feelings in response to an event
 - Recognize a feeling a person is displaying based on body posture
 - Replace a negative feeling with a positive feeling (manage your emotions)
 - Increase skills in recognizing emotions in others and increase skills in handling emotions in others through active listening
 - Use positive communication to handle emotions in others
- **Increased Self-efficacy** in using communication skills
- **Feasibility, acceptability, and appropriateness** of the training

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What we assessed

- Demographics (pre-assessment only)
- Knowledge of emotion-focused communication strategies (both pre and post)
- Self-efficacy for using emotion-focused communication strategies (both pre and post)
- Acceptability of the Course (post only)
- Appropriateness of the Course (post only)
- Satisfaction with Course (quantitative and qualitative; post only)

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Emotion-Focused Communication Online Workshop

Results

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Results

As of 8/5/22 - 502 people have registered for the course. Of these:

- 258 have completed both the pre- and post assessments
- 180 only did the pre-test
- 19 only did the post-test
- 45 registered and have not moved into the course content

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Demographic Characteristic	%(N)/M(SD)
Gender	
Female	90% (232)
Male	9% (22)
Non-Binary	0.4% (1)
Missing	1% (3)
Age (M(SD))	44.07 (15.44) - Range: 18 to 90
Ethnicity	
Hispanic or Latino	5% (12)
Hispanic or Latino	93% (240)
Missing	2% (6)

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Race	
American Indian or Alaskan Native	3% (8)
Asian or Asian American	5% (14)
Black or African American	9% (23)
Native Hawaiian or Other Pacific Islander	0% (0)
White	76% (195)
Mixed Race	5% (12)
Missing	2% (6)

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Education	
Less than high school	0.4% (1)
Some high school	2% (4)
High School graduate	9% (22)
Some College or Trade/Vocational school	28% (72)
College Graduate	41% (106)
Post-college Graduate	19% (50)
Missing	1% (3)

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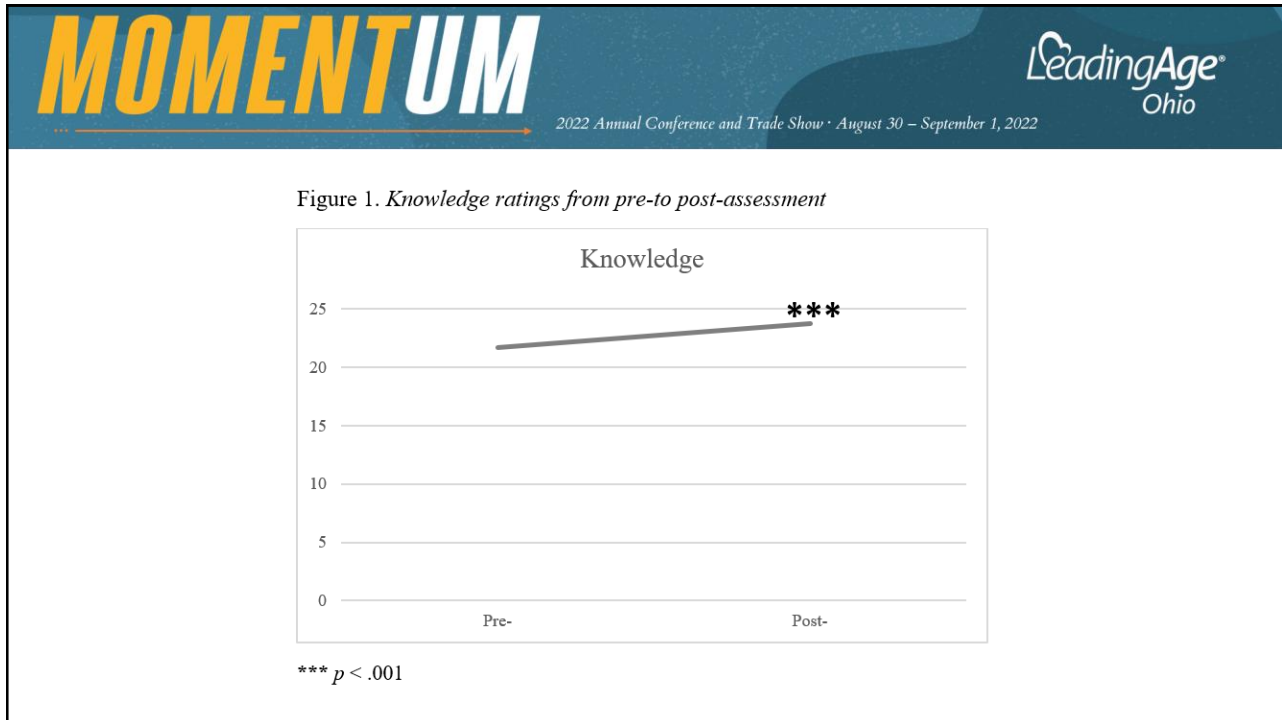
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Role	Percentage	Count
Life enrichment/activities staff, recreational therapist, activities director	16%	(41)
Direct care worker: certified nursing assistant, personal care attendant, companion, STNA, elder community aid	16%	(40)
Health care provider: physician, nurse practitioner, nurse	15%	(39)
Case manager: case coordinator, discharge planner, social worker, social worker, client services coordinator	12%	(32)
Health educator/interventionist (providing training to persons with dementia or caregivers)	11%	(28)
Long-term Supports and Services Administrative role (i.e., Administrator, MDS coordinator)	6%	(15)
Student	5%	(13)
Ombudsman, Advocate	4%	(10)
Dietary, Housekeeping/Custodial, or Maintenance staff	2%	(5)
Human resources, Information technology specialist	1%	(3)
Family care partner	1%	(2)
Other, not specified	7%	(17)
Missing	5%	(13)

Results (cont.)

	Pre- (M(SD))	Post- (M(SD)) ^a	KEY OUTCOME
<u>Knowledge</u> of emotion-focused communication strategies (Max possible score = 27)^a	21.67 (2.52)	23.72 (2.53)	Knowledge <u>significantly</u> increased after training $t(213) = -10.63, p < .001$

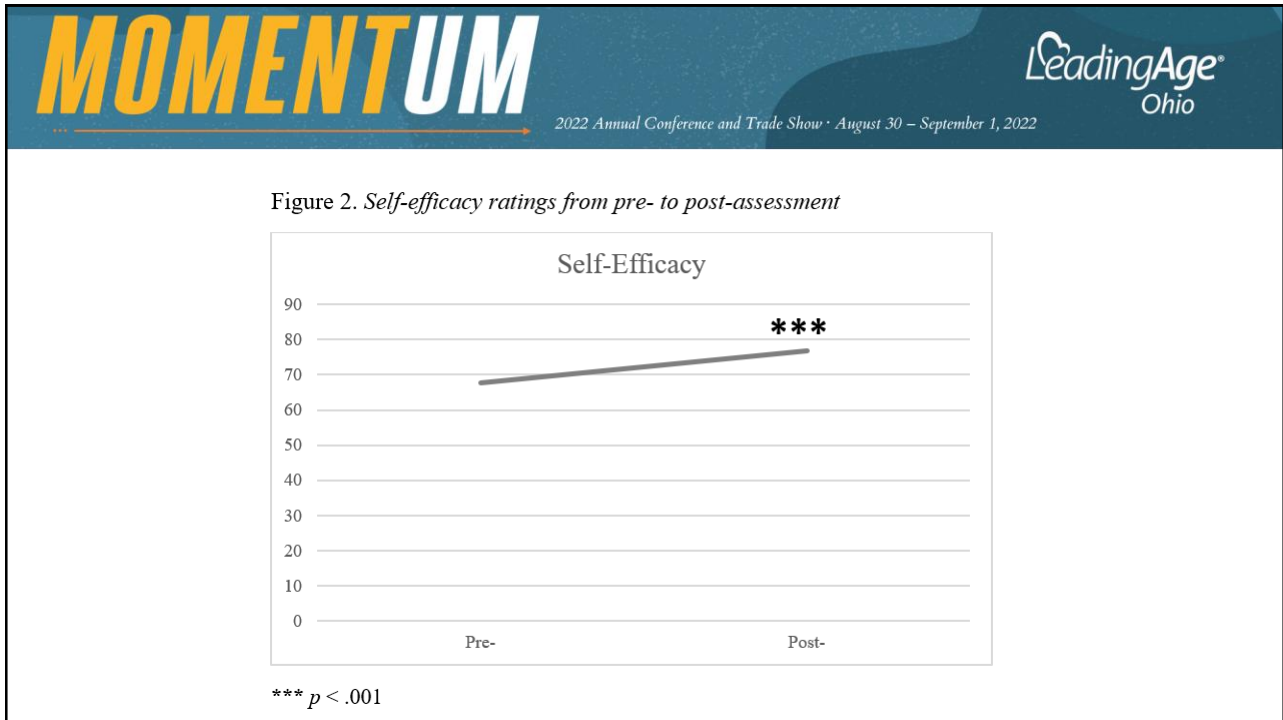


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	Pre- (M(SD))	Post- (M(SD)) ^a	KEY OUTCOME
<u>Self-Efficacy</u> for emotion-focused communication strategies (Max possible score = 90; $\alpha = .92$ at T1/.96 at T2) ^b	67.68 (13.17)	76.72 (12.13)	Self-efficacy <u>significantly</u> increased after training $t(250) = -10.37, p < .001$

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Item ("How confident are you...")	Pre- (M(SD))	Post- (M(SD)) ^a	<i>t(df), p</i>
That you can identify what you are feeling when something negative happens	7.85 (1.91)	8.78 (1.43)	$t(249) = -7.23 p < .001$
That you can identify what you are feeling when something positive happens	8.51 (1.58)	8.89 (1.45)	$t(250) = -3.30 p < .001$
That you can stop and think before you act when you are experiencing negative feelings	6.94 (2.08)	8.23 (1.71)	$t(249) = -8.62 p < .001$

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Item ("How confident are you...")	Pre- (M(SD))	Post- (M(SD)) ^a	<i>t(df), p</i>
In your ability to calm yourself down when you are experiencing negative feelings	6.86 (2.09)	8.16 (1.78)	$t(249) = -8.83 \, p < .001$
That you can replace a negative feeling with a positive feeling	6.72 (2.24)	8.23 (1.77)	$t(249) = -10.91 \, p < .001$
That you can identify how someone else is feeling when something negative happens	7.46 (1.70)	8.56 (1.40)	$t(246) = -10.08 \, p < .001$

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Item ("How confident are you...")	Pre- (M(SD))	Post- (M(SD)) ^a	<i>t(df), p</i>
That you can identify how someone else is feeling when something positive happens	8.09 (1.52)	8.69 (1.52)	$t(250) = -5.12 \, p < .001$
That you can use active listening skills when a person experiences negative emotions	7.95 (1.63)	8.74 (1.32)	$t(248) = -7.46 \, p < .001$
That you can help someone else replace a negative feeling with a positive feeling	7.26 (1.97)	8.44 (1.53)	$t(249) = -9.81 \, p < .001$

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	Pre- (M(SD))	Post- (M(SD)) ^a	KEY OUTCOME
Acceptability of Intervention Measure (AIM; Max possible score = 20; α = .92)	--	17.87 (2.48)	High levels of AIM were reported
Intervention Appropriateness Measure (IAM; Max possible score = 20; α = .94)	--	17.96 (2.48)	High levels of IAM were reported
Satisfaction with Program (Max possible score = 25; α = .92)	--	20.97 (3.23)	High levels of satisfaction with training were reported; 61% (n = 157) responded agree or completely agree when asked if that they were "Satisfied with this training"

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Qualitative Comments

1. What did you like best about the course?
2. How can we make the course better?

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1. What did you like best about the course?


- The videos and case examples:**

“What I liked best about the training was all of the videos acting out the material. I am a very visual learner so seeing theories/strategies as more than just words from a training will stay with my longer. Videos showing me how to respond have been really helpful.”

“I enjoyed the videos to help me see the actions as opposed to just reading them.”

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1. What did you like best about the course? (cont.)

- The content:**

“This training made it very clear about the emotional importance in creating a good quality of life for the care recipient.”

“Reassurance I have proper training/ Identified EI learned what EI actually is”

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1. What did you like best about the course? (cont.)

- The Interactive exercises/activities
- The training organization and presentation style
- The real-life applicability of the content to work life and/or personal life
- It was self-paced, online
- The length
- That it was free

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2. How can we make the training better?

- No Changes:
 - “Nothing, it was great!”*
 - “It was easy to use and follow - no changes necessary”*
 - “It is very good, broken down into manageable chunks:”*
 - “It instilled happiness in me.”*

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2. How can we make the training better? (cont.)

- **Make it shorter and/or less repetitive**

“The amount of time that any professional or care giver has is limited. Shorter is better.”

“Reduce the amount of follow up questions.”

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2. How can we make the training better? (cont.)

- **Improve access and technical issues**


“Mobile version of the browser had problems especially with the text boxes and unable to zoom out afterwards.”


“The videos could not be enlarged and that might have engaged more.”

- **Add more examples or more content**

“A few more examples identifying other people’s feelings.”

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2. How can we make the training better? (cont.)

- Adjustments to specific activities or questions offered
- Speed up the audio or allow user to advance before audio is complete
- Increase or target access
- Better quality videos
- Text accessibility (i.e., subtitles)
- Provide access to handouts
- Provide time for completions (i.e., employer time)
- Make it in-person
- Provide continuing education credits for completion

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Additional Open-ended comments


“Overall, I thoroughly enjoyed this training and think it will provide myself with useful tools in the future!”

“I very much appreciated the careful detailed explanations and illustrations contained in this course. It is the best online communication skills training I have seen.”

“This is an excellent course and a fantastic resource for all people, not just residents and care partners!!!!”

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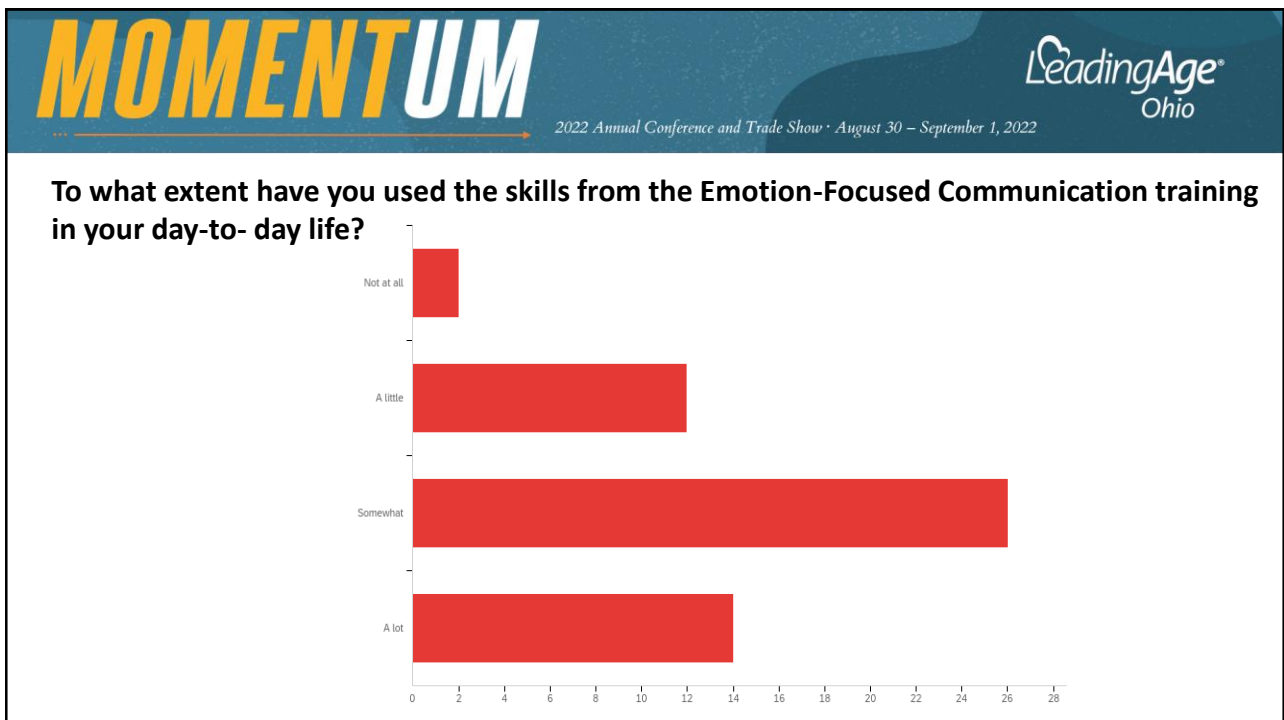


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Longer-term follow up

- We also sent out a 4-question online, anonymous questionnaire to individuals who completed the course asking:
 - To what extent have you used the skills from the emotion-focused communication training in your day-to-day life?
 - Tell us about a specific instance when you used skills from the EFCT in your day-to-day life. What happened? What did you do? How did the other individual respond?
 - What are the barriers you face in utilizing the concepts from the Emotion- Focused Communication training?
 - Is there anything else you think we should know about the course or how you have utilized the course content?

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Tell us about a specific instance when you used skills from the Emotion-Focused Communication training in your day-to-day life. What happened? What did you do? How did the other individual respond?

“A resident was very agitated, and I used the skills from this training and my resident calmed down.”

“I have a client who has trouble sleeping as she thinks a lot about her grown kids (how they don't help her much) about a tree outside that needs cutting down, what to do during the day, about going through stuff she has at the house, etc. She states she even lays down and thinks about not sleeping. I sat and listened to her talk and when I gave her feedback, I mentioned things she had said, so she knew I had listened and I came up with some things for her to try. And not only did she feel a little better after my visit, but I did too.”

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What are the barriers you face in utilizing the concepts from the Emotion-Focused Communication training?

“I forgot about it.”

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Emotion-Focused Communication Online Workshop

Accessing the Course

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How to access the online course

- Go to:
<https://www.preferencebasedliving.com/emotion-focused-communication-training/>
- Scroll down to find the link to the Miami University Learning Management Site

Emotion-Focused Communication Training

Caring for a person living with dementia requires a unique set of psychosocial skills that are not often taught to caregivers. Without basic skills in listening actively or recognizing emotions in persons living with dementia, caregivers can find their work especially challenging.

The Emotion-Focused Communication Professional Certificate teaches strategies that enable caregivers to better manage their own feelings and those of their care recipients. These strategies are designed to build a stronger relationship and more positive care experience for caregivers and care recipients alike.

The course is designed for direct care workers and other caregivers. The focus is on providing care to an individual living with dementia but the course is relevant to any caregiving situation.


Benefits include:

- Flexibility** — the course is divided into 6 lessons (each 15-30 minutes) which you can complete at your own pace. The course does not need to be completed in one sitting.
- Interactive exercises built in to enhance learning** — video clips show caregivers and older adults in everyday situations so you can see skills in action.
- Specific strategies to strengthen skills in active listening and communication** — that lead to more satisfying relationships between caregivers and older adults.
- Certificate upon course completion**
- Offered at no cost** — thanks to funding from the Ohio Department of Medicaid.

Emotion-Focused Communication Training is free. To sign up, visit the Emotion-Focused Communication Training course hosted by Miami University, add the course to your cart (\$0.00) and check out.

[Visit the Course Website](#)

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How to access the online course

- Register and set up a username and password
- Log in to start course
- Each module must be completed before you will be allowed to move to the next module
- Professional narrator provides audio

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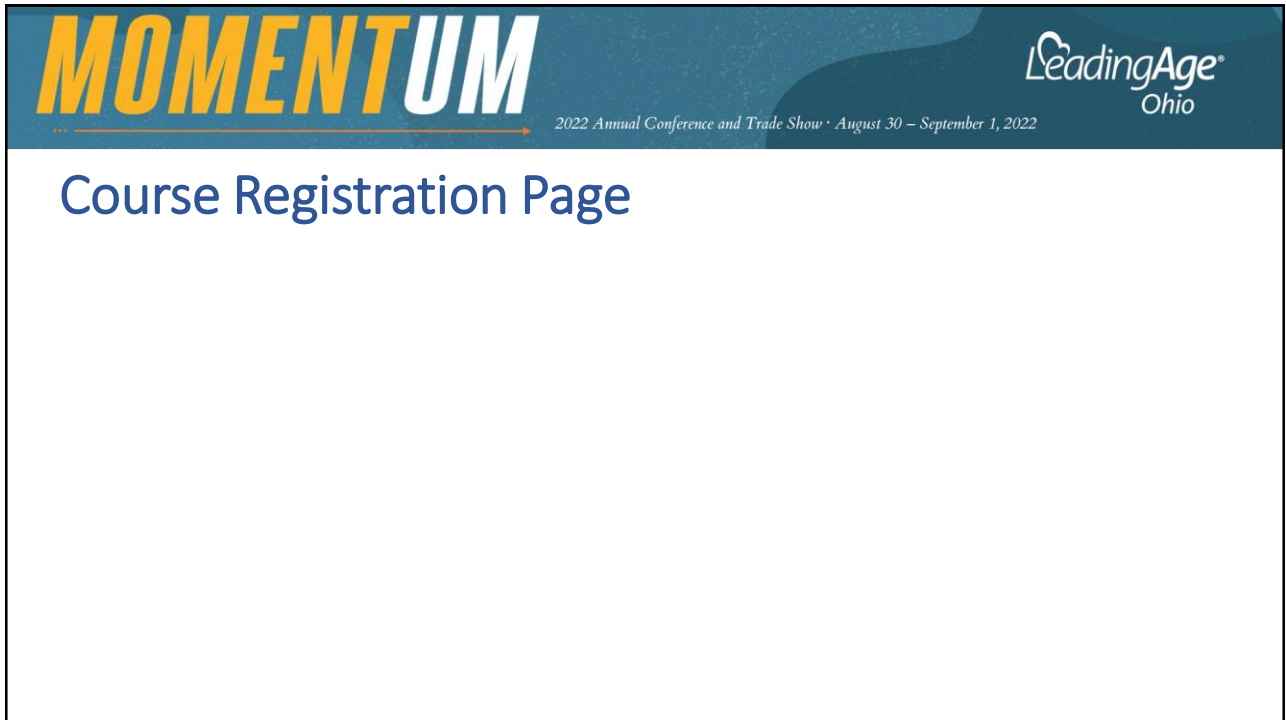
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Cost

- For the next few months the course will be available at no cost.
- Then there will be a charge of \$11.00 per person as an operational cost that goes to Miami University for hosting the course

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Navigation

The screenshot displays the Momentum course interface. On the left, a sidebar menu is visible with the 'Menu' tab selected. A red box highlights the 'Menu' tab, and a red arrow points to it with the text 'Menu of content'. The main content area shows a video player with the title 'Taking Care of Your Feelings First' and a text box that says 'This is how to interact and navigate through the course.'

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If unable to listen to audio can read via the Notes tab

The screenshot displays the Momentum course interface. On the left, a sidebar menu is visible with the 'Notes' tab selected. A red box highlights the 'Notes' tab, and a red arrow points to it with the text 'Click Notes for audio script'. The main content area shows a video player with the title 'Taking Care of Your Feelings First' and a text box that says 'This is how to interact and navigate through the course.'

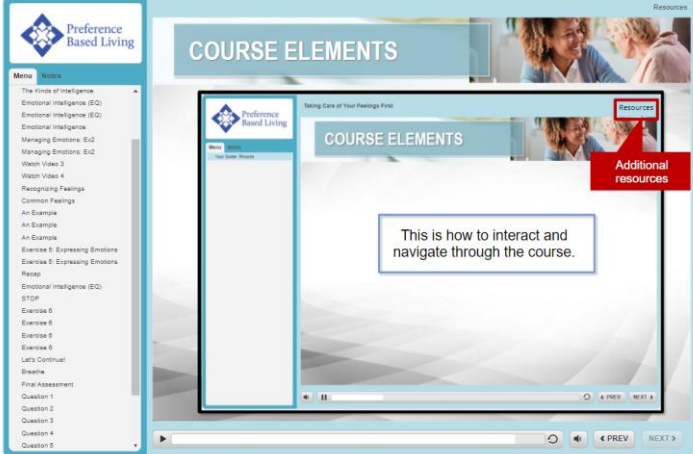
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Resources – Glossary of key terms in both English and Spanish



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Interactive content




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Interactive content (cont.)

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Interactive content (cont.)

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Interactive Content (cont.)

Menu Notes

Common Feelings

Now refer to the full list of feelings below by clicking on the blue button. See if you can fill in the following statements with a feeling for each.

COMMON FEELINGS: EXERCISE 4

Refer to the **FULL LIST** below and see if you can fill in the following statements with a feeling.

Name your most common feeling when someone is home with you.

Name your most common feeling when you are home alone.

Think of a person who brings out negative feelings in you. Name the feeling.

Think of a person who brings out positive feelings in you. Name the feeling.

[Full List of Feelings](#)

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Managing your own emotions

Menu Notes

Right now, how do you feel? Do you clench your fists? Grind your teeth? Everyone is unique, but different places in the body sometimes are tied to different feelings.

Step 2. Stop!

After you recognize what emotion you're feeling the next step is to Stop! Stop and take a moment to think about what you should do next, before you do anything. For many people this is the hardest step.

Step 3. Use strategies to manage your emotions to increase your quality of life.

The goal of Step 3 is to manage your emotions. This takes strategies - which we all can learn - that help you calm down and feel better about yourself as a parent, a partner, an employee, and a person.

EMOTIONAL INTELLIGENCE (EQ)

STEP 1

Being able to name your feelings.

STEP 2

Stop! Taking a moment to think about what to do before doing anything.

STEP 3

Finding ways to calm yourself and choosing a positive feeling to replace a negative one.

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Video components

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Menu

Notes

Managing Emotions: Ex2

Something happens - an event. ... The event can be minor, such as not being able to find a parking space, you spill coffee on your shirt, you forget your lunch or the following example, your sister-in-law asks you to call your mother to check in on her for the tenth time. Imagine you are the sister that is being asked to check in on her mother in the following video. You feel frustrated. You need to first identify the feeling you are having. Emotions are elicited and generated by this event.

Play the video to learn more.

MANAGING EMOTIONS: EXERCISE 2

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Video showing older adults displaying different emotions

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Menu

Notes

Exercise 5: Expressing Emotions

Click on each word to see the feeling demonstrated.

Confidence is often noticeable by one's erect body stance – a person's shoulders are back, balance is in the center or slightly leaning back, and tone of voice is calm and firm.

Happiness can be detected when we see a person laughing, singing, smiling, kissing, stroking or gently touching another or reaching out warmly to another. One's tone of voice is usually comforting and relaxing when one is happy.

When a person is showing interest the person typically maintains eye contact, participates in a task. One's eyes follow an object or person and

EXPRESSING EMOTIONS: EXERCISE 5

Click on each word to see the feeling demonstrated.

Confident

Happy

Interest

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Question check-ins

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Menu Notes

Watch Video 3

Here, try this on your own. Your boss invites you into his office and shares some difficult feedback. Watch the following video and see how you feel. Once you select your answer, click the 'submit' button in the lower right hand corner.

MANAGING EMOTIONS: EXERCISE 2

Your boss invites you into his office and shares some difficult feedback.

Watch the video.

How does it make you feel?

☐ Scared
☐ Combination of feelings
☐ Mad
☐ Glad
☐ Sad

Resources

Submit

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Watch Video 3

Here, try this on your own. Your boss invites you into his office and shares some difficult feedback. Watch the following video and see how you feel. Once you select your answer, click the 'submit' button in the lower right hand corner.

MANAGING EMOTIONS: EXERCISE 2

Your boss invites you into his office and shares some difficult feedback.

Watch the video.

How does it make you feel?

☐ Scared
☒ Combination of feelings
☐ Mad
☐ Glad
☐ Sad

Resources

Continue

Correct

That's right! There is no correct way to feel. However, you likely feel a negative emotion in response to this event. Perhaps you feel mad or scared or a combination of feelings.

Submit

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Terms

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Menu Notes

Recognizing Feelings

So when an event happens, we feel an emotion. Let's take a closer look at Step 1- which is to recognize that a feeling is happening, and name it.

To help you recognize a feeling, pay attention to your body (e.g., do you feel something in your stomach? your neck? etc.). The following list of emotion words can help you better identify your feelings in an open and honest way.

What are you feeling right now? Type your answer into the box.

RECOGNIZING FEELINGS: EXERCISE 3

The following list of emotion words can help you better identify your feelings in an open and honest way. We can be **Mad, Sad, Glad, Scared, or a Combination of these emotions.**

MAD	SAD	GLAD	SCARED	COMBO
Irritated	Unhappy	Pleased	Anxious	Guilty
Annoyed	Despondent	Adequate	Worried	Jealous
Angry	Blue	Delighted	Concerned	Embarrassed
Furious	Hurt	Cheerful	Nervous	Confused
Upset	Lonely	Eager	Fearful	Frustrated
Irate	Downcast	Thrilled	Shocked	Envious
Fed up	Dejected	Tickled	Dismayed	Uncomfortable
Hysterical	Low	Jubilant	Alarmed	Bored
Cheated	Abandoned	Bold	Burdened	Greedy
Exasperated	Bad	Brave	Confused	Obnoxious
Hateful	Betrayed	Capable	Panicked	Pressured
Homesick	Bitter	Clever	Dominated	
Violent	Diminished	Groovy		

Continue

SUBMIT

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Exercises

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Menu Notes

Breathe

Two paths of information lead to the brain. One is a feeling path, the other is a thinking path. When something happens to us, such as getting cut off in traffic, the first path to respond is the feeling path. Feelings rush up to our brain and flood through it. If we take a moment to take a breath and wait for the thinking part of our brain to catch up, we lessen the chance that we will act impulsively on the feeling by screaming at the person or cutting them off.

So our next exercise is to breathe together. Although we take breaths all the time, some breaths are better than others for getting oxygen to our brain and slowing ourselves down. For the best kind of breath to help you Stop, put your hand on your

BREATHE: EXERCISE 7

1 2 3
Breathe.

Feeling Path

Thinking Path

PREV NEXT

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Activity – Questions and Pre-Mortem

- Image you were going to implement this training in your community.
What would be the barriers? Facilitators?

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About Us

- Collaborative and multidisciplinary team know collectively as **Preference Based Living**
- We seek to assist providers in practicing preference-based, person-centered care through:
 - Developing an action plan
 - Developing procedures and policies
 - Formalizing how preferences are assessed
 - Utilizing preference information collected to enhance care

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Please connect with us on Social Media

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- Facebook: Preference Based Living

Sign Up for Our Monthly Newsletter

- bit.ly/PELleNews
- Updates on webinars and new resources
- We won't share your contact info!

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Thank you!

<https://www.preferencebasedliving.com>

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