



Emotional Intelligence Learning Program

Terms and Definitions

The following are the terms and definitions for all the Emotional Intelligence learning modules as they appear in the content.

Preview: Emotional Intelligence Learning Program

Caregiver: Family member(s) or friend(s) who take(s) on unpaid caring role

Health care provider: A person who provides home care services

Patient (Client): A person with a physical or cognitive condition who requires medical care and support with activities of daily living

Home Care: Health and supportive care services provided in the home and other community settings

Emotional Cycle of Change: A predictable cycle of emotions when they are faced with a change

Emotional Intelligence: A set of emotional and social skills that influence our perceptions, our relationship, how we cope with challenges and use emotions

Domain: An area of knowledge, influence, or activity

Competency: Having a required skill, knowledge, qualification, or capacity

Behavior: The way an individual conduct themselves involving action and response to stimulation

Module 1: Perceive Emotions and Self Awareness

Self-awareness: The ability to be aware of and understand your feelings and behaviours, and the impact they have on others

Emotional intensity: The extent to which we experience an emotion, such as low or mild intensity, medium or moderate intensity, and high or strong intensity

Emotional triggers: Events that tap into our vulnerable spots and release emotions, usually negative; triggers can include unwanted memories, uncomfortable topics, or someone's unkind words or actions

Mindfulness: State of mind in which you are fully conscious in the present moment and engaged with the demands of the present moment

Module 2: Understand Emotions and Empathy

Empathy: The capacity to understand emotions and appreciate what, how and why people feel the way they do

Sympathy: A feeling of concern for someone, and a sense that they could be happier

Pity: A feeling that recognizes another person is suffering

Cognitive empathy: Ability to understand what another person might be thinking or feeling

Emotional empathy: Ability to share the feelings of another person, and to understand that person on a deeper level

Compassionate empathy: Active form of empathy involving the feeling of wanting to alleviate another person's distress

Body language: Broad term that includes all types of non-verbal communication

Open body language: Non-verbal communication that encourages others to approach you and engage in conversation by conveying a positive attitude and approval

Closed body language: Non-verbal communication that makes people want to keep their distance from you by signaling defensiveness, disapproval, or evasiveness

Mindful listening: The skill of listening fully to really hear what others are observing, feeling, needing, and requesting, which is essential for developing and exhibiting empathy

Reframing: Looking at a situation in a different way to see it in a more positive light

Module 3: Manage Emotions and Flexibility

Flexibility: The ability to adjust to unfamiliar, unpredictable, and dynamic circumstances, and understanding and appreciating different and opposing perspectives on an issue

Cognitive flexibility: The ability to use different thinking strategies and mental frameworks

Emotional flexibility: The ability to change your approach when dealing your own and other's emotions

Dispositional flexibility: The ability to remain both optimistic and realistic at the same time

Adapting: The behaviour that allows us to change (or be changed) to fit changed situations and circumstances

DISC model: A model for identifying types of communication styles, including the dominant, influential, steady, and compliant styles

Module 4: Manage Emotions and Flexibility

Decision-making: The complex cognitive process choosing a particular course of action

Intuition: The gut feelings generated by your perceptions of a situation, your life learnings, and your personal values

Reasoning: The process of gathering all relevant information, studying that information, examining the reality of the situation, and making a decision based on the facts

Problem solving: The complex process of finding solutions to problems that begins with recognizing and defining a problem, generating a solution, and implementing the plan

Reality testing: The practice of remaining objective by seeing things as they really are, and recognizing when emotions or personal bias can get in the way of objectivity

Impulse control: The ability to resist or delay an impulse, drive, or temptation to act and avoiding rash behavior and decision-making

Collaborative thinking: The ability to use emotional intelligence and include multiple points of view to create a holistic solution to often complex challenges

Shared decision-making: A process whereby health and social care providers support individuals in making decisions informed by the best available evidence and what matters most to them

Module 5: Use Emotions and Coaching

Coaching: A process for developing skills and competencies in which a person with experience (the coach) provides instruction and guidance to a learner

Mentoring: A development relationship between an experienced person and someone who needs direction or guidance that differs from coaching in its timing, methods, and goals

Feedback Sandwich: A way of introducing feedback in a positive way by beginning with praise, delivering the opportunity for growth, and closing with praise

GROW model: A simple approach to coaching, which begins with goal setting, reality is assessed, options are identified, and then a way forward is chosen.

Solution-focused coaching: A model of coaching that focuses on solutions over causes and emphasizes the caregiver's role in defining their own goal and creating their own pathway

Guiding: A process of directing a person towards an agreed upon goal through encouragement, advice, and demonstration

Guiding questions: Open-ended, non-judgemental, succinct questions that stimulate conversation and usually lead to a better understanding of what a person believes or thinks

Open-ended question: A question that cannot be answered with a simple yes or no and is design to encourage a person to think about their answer

The **Canadian Home Care Association (CHCA)** is a national non-profit association dedicated to strengthening integrated community-based care. Launched in 2021, the CHCA Learning Centre offers a range of flexible and well-designed courses for home and community care providers. Using a blended learning model that leverages technology and instructional design our micro-training courses maximize participant choice and engagement.

Partners in Restorative Care (PiRC) is an innovative capacity-building initiative for health care providers (regulated and non-regulated) to enhance their abilities to recognize, understand and address challenges experienced by caregivers when they are supporting a loved-one who is receiving care in their home.

CHCA Emotional Intelligence Learning Program increases health care providers emotional intelligence skills through a 3 step process: (1) self-directed e-learning modules, (2) facilitated group learning and (3) practical field application through a structured mentoring process.

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