PART 1: TAKING CARE OF YOUR FEELINGS FIRST

Session 1

Ø Introduce the workshop.

A few years ago, after conducting a workshop on communication skills to improve the well-being of people with dementia, we realized that we had left out a critical piece – the staff members' own well-being. We then developed this workshop to help staff take care of their *own* emotions, so that they would feel better able to manage residents and residents' emotions. Of course, no single workshop will be able to solve all the problems in your job (or your life), especially in a nursing home where your job is very challenging. Still, when your days are very difficult, even a small or a brief improvement can make a big difference. Our goal is to help you improve your life and the residents' lives by just 1%.

This workshop will be interactive – your input will be the most important part. You're encouraged to speak up and share your thoughts and feelings. However, you shouldn't feel pressured to share – only do so if you feel comfortable. I'd like to start by telling you a little about myself – my training, my job - and then hearing a little from each of you.

Ø Introduce yourself, then go around the room and solicit brief introductions from participants.

Ø Ask the following questions of the group and solicit participation.

- Would you like to feel better at work? At home?
- What in your life right now makes you happy? Sad?
- How much of the time do you think you spend every day having emotions? Any guesses? 50% of the time? 75% of the time? 25% of the time? (answer = all)
- Have you ever had the experience of not realizing you were really angry about something until much later? Or, you didn't realize you were angry until someone said something to you like, "Boy you sure look ticked off about something!"

Emotions, or feelings, are part of our every waking moment. How our job is going, how our marriage is going, how our friendships are going - all these come down to how we are feeling. Are we feeling challenged at work? Proud? Confident? Disrespected? Do we feel loved in our marriage? Resentful? Content? When we talk about just about anything, we are talking about feelings.

On an average day at your job, you're likely to may feel any number of emotions – the full range is possible. That's because, unlike someone who sits at a desk or in front of a computer all day, everything about your job involves people. Working with people is a double-edged sword: it can be incredibly rewarding, but people also can bring out all of our negative emotions – frustration, disappointment, anger, shame, resentment, and others. Yours is a very hard job.

An important first step in improving your daily life by 1% is becoming more aware of how you are feeling and learning ways to change negative feelings into positive ones. People who know how they are feeling and have the ability to change their bad moods into good ones are said to have "emotional intelligence." Normally, when we think of intelligence, we think of "IQ" or the Intelligence Quotient. But there actually are many kinds of intelligence, and we'll start by looking at five different kinds.

Exercise 1: Review the five kinds of intelligence.

Ø As you review the five types of intelligence, ask participants to raise their hand if they are particularly strong in a given type.

[ ] IQ = Academic Intelligence

People who score high on IQ tests usually get good grades in school.

[ ] Spatial = Artists and Architects

People with high spatial intelligence draw well, don't get lost, and have a knack for fixing things.

[ ] Physical = Athletes and Dancers

People with high physical intelligence are strong and move gracefully.

[ ] Musical = Musicians and Singers

People with musical intelligence can carry a tune and keep the beat.

[ ] EQ = Emotional Intelligence

People with high emotional intelligence know what they are feeling, stop to think before they act, and have strategies for changing negative feelings into positive ones. These skills allow them to manage themselves and other people to improve their day by 1%.

I remember when I used to live in New York City; I used to take a bus down Madison Avenue every day to get to my job. A lot of times I had the same bus driver – a man in his fifties who looked like anyone else but who had one special quality – very high emotional intelligence. He would greet every passenger and, as the bus made its way through traffic, he would keep up a running commentary about things on the street – good places to get a bagel, someone famous spotted there recently, whatever. People would get on the bus with a scowl and leave with a smile, thanks to his clever words and friendliness. Do any of you know someone like that? Maybe it's you. A person who gets along great in this world not because of book smarts, but because he or she knows how to make people feel good, who has amazing social skills? Some of our best politicians may be people who aren't necessarily high in IQ, but whose emotional intelligence is very well developed.

People who enjoy working with people all have some level of emotional intelligence. The good news is that we can all get even better at it. We can't do much to change our IQs, but we all can increase our EQs by working on emotional intelligence skills. We'll look at the three steps to take to raise your EQ and learn how to apply these steps in our own lives to create more positive feelings at home and at work.

The three steps of EQ are: 1) being able to name your feelings; 2) taking a moment to think about what to do before doing anything; and 3) finding ways to calm yourself and choose a positive feeling to replace a negative one. You probably do these to some degree in your life already - now we'll talk about ways to help you do them even better.

Raise Your EQ in 3 Steps: Overview

Step 1. Recognize that a feeling is happening, and name it.

The first step is to become aware of how you are feeling and to decide what to call that feeling. Sounds simple? It isn't! Emotions are sometimes hard to name, especially if you are in a stressful situation. It's not enough to know that you simply feel "bad" – it's important to be as specific as you can because what you'll need to do to feel better will be very different when you're feeling angry compared to when you're feeling sad. One hint to how you're feeling comes from noting where the feeling is registering in your body. Do you feel tightness in your face, your shoulders? 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 - which help you calm down and feel better about yourself as a parent, a partner, an employee, and a person. To help understand this process we can create a flow chart that puts the three steps of EQ together [see below]: Something happens - an event. For example, your child asks for ice cream before dinner for the tenth time. You feel frustrated [what else?]. You need to STOP, take a breath, and figure out a strategy to feel better.

Ø Emphasize that something happens (an *event*, which can be minor, e.g., can't find a parking space, spill coffee on your shirt, forget your lunch), which elicits the feeling. Only use examples that include the experience of NEGATIVE feelings. You can explain that, for children, it might be important to learn how to manage *positive* feelings – just picture a kid dancing all over the classroom when he gets excited. But for most of us, positive feelings are not a management problem.

Your child asks for ice cream before dinner for the 10th time	à	Frustrated	à	Step 2: STOP	à	Take several deep breaths
EVENT		Step 1: NAME THE FEELING				Step 3: USE A STRATEGY
You learn that a favorite resident has died	à	Sadness	à	Step 2: STOP	à	Share memories with your co-workers
EVENT		Step 1: NAME THE FEELING				Step 3: USE A STRATEGY

Exercise 2: Solicit two personal and two work scenarios that follow this pattern.

Now we'll take a closer look at Step 1.

Step 1. **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.

Exercise 3: How are you feeling right now?

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	anxious
cheated	abandoned	bold	burdened	bored
exasperated	bad	brave	confused	greedy
hateful	betrayed	capable	panicked	obnoxious
homesick	bitter	clever	dominated	pressured
violent	diminished	groovy	frantic	shocked

Exercise 4: Refer to the list above if you like, and…

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 _____.

The other day I was driving home from work after a really stressful day (elaborate), and I glanced in my rear view mirror so that I could change lanes. I caught sight of myself, and

was shocked to see that my forehead had a giant wrinkle running down the middle of it, like this (demonstrate). We call a line like that a "thinkle," because it often shows up when you're worried or thinking too hard about something. Well, seeing that thinkle made me realize how tense and anxious I felt, from all the stresses at work. I didn't even realize it until I saw it in my face. So, our bodies can help us figure out how we are feeling.

Body language is how we use our face, body, and voice to express emotions, whether we are aware of how we are feeling or not! Body language and tone of voice make up 80% of all communication because they leak our true feelings. Often we can tell when people are trying to cover up a feeling because we can see it in their bodies and hear it in their voices. [solicit examples]

What do emotions look and sound like?

Exercise 5: Express the following emotions:

Ø Have the participants stand and express the following emotions. First do "Confident" by following the criteria as they are described. Then have the group switch to "Anger," "Anxiety/ Fear," "Sadness," and then "Confident" again. Ask the participants to feel sad without changing the [confident] position of their bodies. People will inevitably switch into some of the signs of sadness, e.g., sagging shoulders, head down. Point this out to the group and suggest that it is difficult to feel sad while you are standing confidently – i.e., smiling can actually make you *feel* happier.

*insert Peanuts cartoon from JCC

The Feeling	The Body and Voice Language

Confident	Erect body stance, shoulders back, balance in the center or slightly leaning back, tone of voice is calm and firm.
Happy	Laughing, singing, smiling, kissing, stroking or gently touching another, reaching out warmly to other, tone of voice is comforting and relaxing.
Interest	Maintaining eye contact, participating in a task, eyes follow an object or person, turning your body or moving toward a person or an object.
Anger	Shaking your fist, clenching your teeth, drawing your eyebrows together, pursing your lips, narrowing the eyes, yelling, cursing, menacing, sharp, low voice tone, snappish.
Anxiety/Fear	Tight facial muscles, hand wringing, eyes wide, line between the eyebrows and across the forehead, trembling or shaking of body, shaky tone of voice.
Sadness	Shoulders sagging, eyes or head turned down, eyes drooping at the corners, frowning, crying, frowning, eyes drooping, moaning, sighing, head in hand. Voice is slow, catches.

Exercise 6: Pair up with a partner.

Think of a feeling. Without telling what it is, demonstrate the feeling, and have your partner try to guess what it is. Each partner should do this twice.

Exercise 7: List the feelings and body language observed in your partner.

I could tell my partner was feeling _____ because his/her **face** looked like _____, his/her **body** looked like _____, and his/her **voice** sounded like _____.

Once you've recognized that you're having a feeling, the next thing you have to do is…

Step 2. Stop! Put your brain in gear! Use your emotional intelligence to become calm and get some perspective before doing *anything*.

We feel hundreds of feelings every day but we don't act on all of them. Some flit by, some seem to stick. When we act on a feeling without using our brain to decide what to do we are acting on impulse. Impulse control is a crucial skill in emotional intelligence. People high in emotional intelligence have learned to take a breath before acting on impulse. This is how you use both the thinking and feeling parts of the brain.

Two paths of information lead to the brain [draw a picture of a brain with two pathways up to it, like a double spinal cord]. One is a feeling path, the other is a thinking path. When something happens to us (e.g., 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 (e.g., scream at the person, cut him/her off).

Exercise 7: Breathe

Ø Remember, this exercise is part of "Stop." It should not be presented as a relaxation strategy - participants have not yet learned about those.

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 belly. The idea is to make your belly expand - your hand should move out as you breathe. Now, slowly breathe in through your nose, to the count of 1--2--3. Now, breathe out through your mouth to the count of 1--2--3. (Repeat 2-3 times)

Gem: What do you think is the most useful thing we have discussed so far? How will you use this information in real life at home? At work?

Homework for Session One

Over the next week write down two events that happen at work or at home that produc a negative feeling in you. Describe the event in just a few words, then write down the feeling word that best describes how it made you feel. (You can look on page 5 for suggestions of feeling words.)

For example:

You bounce your rent check. Embarrassed, scared, helpless

_____à _____ à STOP!

EVENT NAME THE FEELING

Your supervisor blames you for someone else's mistake. Mad, cheated

_____ à _____ à STOP!

EVENT NAME THE FEELING

Please bring this booklet back with you for the next session on:

Date: _____

Time: _____

Place: _____

PART 1: TAKING CARE OF YOUR FEELINGS FIRST

Session 2

Ø Remind the participants about the importance of emotions, review the overall goal.

How are you feeling today? What emotions have you had since we last met? Remember, everything comes down to how we feel. Just think about television soap operas - they're a bit exaggerated, but they show us how life is full of emotions. We'll continue to talk today about how you can learn to manage your feelings better, to make your life 1% better at home and at work.

Raise Your E.Q. in 3 Steps

Last week we learned that there are three steps to enhancing EQ, or emotional intelligence. We covered two out of the three steps. What was the first step? [naming your feeling] What was the second step? [stopping, taking a moment to breathe and think before doing anything. Instruct the group to open to page 7, the homework for last session.]

Last week I asked you to record two events, at work or at home, that brought out negative feelings in you. Would anyone like to share their example and how they felt?

Ø Review the examples, stopping before discussing a strategy. You should be prepared with two examples of what happened in your life and how you felt in case the group does not spontaneously give an example. Either way, conclude with one of your examples (e.g., co-worker not doing task – feel frustrated, resentful).

Step 3. Learn new strategies to manage your emotions

During the rest of this session, we will talk about the third step in enhancing your emotional intelligence in order to create a better life for yourself. This step involves managing

your emotions and finding ways to replace a negative feeling with a more positive feeling. So, let's go back to the example I just mentioned. After the event occurred and I experienced a bad feeling (frustration, resentment), I needed to use a strategy to feel better. Unfortunately, I didn't Stop! long enough to think of anything good, so I ended up snapping at my colleague, and feeling even worse.

As you can see, we often have little control over *when* we are swept with emotion. But we *can* have some say in how *long* that emotion will last. Researchers have done studies in which they asked hundreds of men and women about their strategies for getting out of a foul mood. They've uncovered hundreds of ideas that essentially come down to four basic ways to change a bad mood. The particular strategy you use will depend on the *specific* bad mood you are having (e.g., feeling sad, mad, scared – remember, it's not enough just to know that you're feeling "bad") and what works best for you personally. We'll talk about four strategies, which you can use alone or in combination:

1) **Distract yourself**: Take a short walk, remove yourself from the situation, do something to take your mind off of what's bothering you. This may only be a temporary fix, enough to get you through the feeling so that you can go about your day. That's all right, as long as you get back to it later and deal with the feeling.

2) **Relax**: Breathe deeply, meditate, pray, imagine yourself somewhere soothing (another relatively quick fix).

The next two strategies are a likely to be a bit more long-lasting.

3) **Put a different spin on the problem**: Look for alternative explanations for why someone did something or why something happened.

4) **Seek social support**: Find someone to share your feelings with.

Now let's go through some examples of how to use these four strategies. We'll put all three steps of enhancing emotional intelligence together as we go through these exercises: Step 1, Naming the feeling, Step 2, Stopping to breathe before acting, and Step 3, Managing the feeling.

Examples of How to Use the Four Strategies to Manage Emotions

1. Let's start with our first strategy: distracting yourself (take a short walk, remove yourself from the situation, do something that takes your mind off of the problem).

I'm having minor surgery on my elbow tomorrow

_____ à _____à Step 2: STOPà _____

EVENT Step 1: NAME THE FEELING Step 3: USE A STRATEGY (Distraction)

When else might you use this strategy?

_____ à _____à Step 2: STOPà _____

EVENT Step 1: NAME THE FEELING Step 3: USE A STRATEGY (Distraction)

_____ à _____à Step 2: STOPà _____

EVENT Step 1: NAME THE FEELING Step 3: USE A STRATEGY (Distraction)

2. The next strategy is relaxation: breathe deeply, meditate, use prayer, imagine yourself somewhere soothing.

My neighbor called to say my mother was

in an accident

_____ à _____à **Step 2**: STOPà _____

EVENT **Step 1**: NAME THE FEELING **Step 3**: USE A STRATEGY (Relaxation)

When else might you use this strategy?

_____ à _____à **Step 2**: STOPà _____

EVENT **Step 1**: NAME THE FEELING **Step 3**: USE A STRATEGY (Relaxation)

_____ à _____à **Step 2**: STOPà _____

EVENT **Step 1**: NAME THE FEELING **Step 3**: USE A STRATEGY (Relaxation)

3. The third strategy is putting a different spin on the problem: look for alternative explanations for why someone did something or why it happened.

A car nearly misses your fender on the way to work

_____ à _____à **Step 2**: STOPà _____

EVENT **Step 1**: NAME THE FEELING **Step 3**: USE A STRATEGY (Reframing)

When else might you use this strategy?

_____ à _____à **Step 2**: STOPà _____

EVENT **Step 1**: NAME THE FEELING **Step 3**: USE A STRATEGY (Reframing)

_____ à _____à **Step 2**: STOPà _____

EVENT **Step 1**: NAME THE FEELING **Step 3**: USE A STRATEGY (Reframing)

4. The final strategy is seeking out support from friends or family: find someone to share your feelings with.

You lose your cat. Sad Cry on your sister's shoulder

_____ à _____à **Step 2**: STOPà _____

EVENT **Step 1**: NAME THE FEELING **Step 3**: USE A STRATEGY (Social Support)

When else might you use this strategy?

Your boss yells at you

_____ à _____à **Step 2**: STOPà _____

EVENT **Step 1**: NAME THE FEELING **Step 3**: USE A STRATEGY (Social Support)

_____ à _____à **Step 2**: STOPà _____

EVENT **Step 1**: NAME THE FEELING **Step 3**: USE A STRATEGY (Social Support)

Review: How to raise your E.Q. in 3 steps

Step 1. Recognize a feeling is happening, and name it.

Step 2. Stop! Think before you act.

Step 3. Manage your emotions

1) **Distract yourself**: Take a short walk, remove yourself from the situation, do something to take your mind off of what's bothering you.

2) **Relax**: Breathe deeply, meditate, pray, imagine yourself somewhere soothing.

3) **Put a different spin on the problem**: Look for alternative explanations for why someone did something or why something happened.

4) **Seek out support**: Find someone to share your feelings with.

Gem: What do you think is the most useful thing we have discussed so far? Of the things we talked about, what did you already know?

Ø Read together:

I have come to the frightening conclusion that I am the decisive element in my world. It's my attitude that creates the climate. It's my daily mood that makes the weather. As a caregiver, I possess a tremendous power to make a person's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a person humanized or dehumanized.

-Paraphrased from Haim Ginott, teacher and psychologist

PART II: TAKING CARE OF RESIDENTS' FEELINGS

Session 1

As we've talked about over the past few weeks, emotions are part of our every waking moment. How our job is going, how our marriage is going, how our friendships are going - all these come down to how we are feeling. Are we feeling appreciated at work? Challenged? Blamed? Do we feel content in our marriage? Angry? Loved? When we talk about just about anything, we are talking about feelings.

Things are no different for the residents you work with. In fact, if anything, feelings are even more central to their lives because they've lost much of their cognitive, or thinking, capacity. People who work in long-term care settings are recognizing that their job is not just to take care of residents' *physical* needs; rather, it is to take care of the *whole person* - body, mind, and soul. You've probably heard people talk a lot about improving "quality of life" for nursing home residents. Improving quality of life means being concerned about the whole person, in particular, their *emotional* well-being. We can learn how we're doing with residents, that is, how well we're taking care of them, by tuning in to their feelings.

Another reason emotions are important in the lives of nursing home residents is because feelings drive what residents do. Think of things residents do that bother you [solicit examples] - like asking you the same question three hundred times, insisting on going into someone else's room, refusing to participate in leisure or personal care activities, picking fights with anyone who tries to sit near them, or - worse yet - who tries to sit in their seat. All of these things, which can make you crazy at work, start to make sense when we think of them in terms of feelings. Not only that, thinking of them in terms of feelings is the first step to actually being able to do something about them. Let me explain by giving an example.

Mrs. Johnson spends most of her day sitting by the nurses' station, approaching whomever she can find and asking, "When can I go home? My mother will be worried about me if I'm not home soon!" Clearly, Mrs. Johnson is confused and doesn't know that her mother has long since passed away. She probably doesn't even understand that she is in a nursing home. One thing is clear, though, through all her confusion: Mrs. Johnson is upset. Anxious, to be exact. Even though her words don't really make sense, what might they be saying? [solicit answers] They still tell us loud and clear that she is worried about something, that she feels uncertain and maybe wishes for the comfort of her mother. So, paying attention to the emotions that drive her repeated questions helps to make sense of what *looks* like senseless behavior.

But even more than that, figuring out how Mrs. Johnson is feeling gives you some clues as to how to make things better. [What would you do in this situation?] It's possible that responding to her anxiety (reassuring her that she will be well taken care of, that her mother is fine, that you are there for her, pointing out her room and other possessions) might help her to feel enough better that she won't need to keep approaching you - at least for a little while, or long enough for you to be able to distract her attention to something else. Of course, to respond in a caring way to Mrs. Johnson's anxiety, you will need to be able to recognize it in the first place. That is what we will talk about today.

But before we begin, there is one important thing we have to mention: remember how I said hearing those questions from Mrs. Johnson might make you crazy? Well, you can't very well go about your day feeling crazy. The absolute first thing to take care of is the way *you* are feeling. You won't be any good to anyone else if you are feeling frustrated, angry, tense, or any other negative feeling. As we've talked about, we need to recognize what we're feeling, Stop!, and use strategies to manage our negative feelings. Then, and only then, are we ready

to look at the resident. The next two steps of emotional intelligence are: 4) recognize emotions in others, and 5) handle relationships.

Step 4. Recognize emotions in others

Recognizing emotions means reading body language. Body language is how we use the face, body, and voice to express emotions. Body language accounts for 80% of all communication because it leaks our true feelings. They may have lost the ability to understand and express themselves in words, but even people with dementia are sensitive – maybe even extra sensitive - to the emotional signals we send through our body language.

Emotions look the same way in the residents as they do in you. The only differences are the lines and wrinkles of age and the fact that the residents' words may not be as helpful for determining what they are feeling. Let's try the exercise we did before for a second time, with a slight modification. [You can recommend the video, "Recognizing Emotion in Persons with Dementia," for further training.]

Exercise 1: Pair up and role-play a resident and a caregiver.

The "resident" should pick an emotion to show, nonverbally. The caregiver should make conversation with the resident.

Exercise 2: List the feelings and body language observed in the resident.

I could tell the resident was feeling _____ because his/her **face** looked like _____, his/her **body** looked like _____, and his/her **voice** sounded like _____.

Ø Review one example for each person.

Gem: What do you think is the most useful thing we have discussed so far? Of the things we talked about, what did you already know?

Step 5. Handle relationships

This is the skill of handling emotions in others. We do this by looking (at body language - we talked about that already) and listening (what we call "active listening") to people with dementia.

With active listening the listener shows the speaker that he or she is concerned and wants to be helpful**.** Did you know that you can listen at a rate of about 600 words per minute? But most speakers talk at a rate of less than 150 words per minute. Most of us seem to use this extra listening time to prepare our answer. We just can't wait for the speaker to finish talking so that we can straighten things out and tell him/her what *we* think.

Active listening means using that extra listening time to *focus* on the other person to try to understand the MEANING of what they are saying. Meaning is more than just the words. In dementia, words often don't come out right. So understanding what the person really means involves paying close attention to the *feelings* they are expressing as well as the words. It comes down to five basic skills: 1) Paying attention, 2) Starting a conversation, 3) Encouraging conversation, 4) Reflecting meaning back, and 5) Giving positive feedback. We'll talk about each of these skills today.

1. Pay attention: Focus on the resident through your posture, body motion, tone of voice, eye contact, and energy. This is how you establish a connection with the resident.

2. Initiate conversation: Use "door openers" to get the ball rolling.

- Describe the resident's body language and/or tone of voice (tuning into emotions pays off here)
  - "You look so sad (happy, worried, uncomfortable)..."
- Mirror
  - Make your facial expression match the resident's. Don't worry that doing so will escalate a negative emotion.
- Prompt: Ask the resident questions to get the conversation going (it's good to have some stock questions ready)
  - "What did you have for lunch?"
  - What else have you used?

3. Encourage conversation: Follow.

Ø As you introduce this point, try to stretch out the conversation as an illustration of the use of minimal encouragers – keep talking until at least one participant demonstrates some minimal encouragers to you.

- Use minimal encouragers
  - "Uh huh, Hmm-mm, gosh…"
- Pause to allow processing
  - You sometimes can calm residents by reminding them that there is plenty of time, they don't need to rush to try to answer
  - When you give residents a minute to "get it out," they may able to tell you more about how they're feeling than you thought they could

4. Reflect meaning back (Meaning = Facts + Feelings); empathize

- Paraphrase: Tell them what they said in another form
  - Resident: (with tears in her eyes) "She said no she but can't why not can't I she?"

= "When you heard that your daughter couldn't come today, you felt disappointed," or

"It seems like you really miss your daughter."

How do you know if you've "read" the resident correctly? [you see some relief in their face, they stop repeating the question, what else?] If you're wrong, you can always try another paraphrase – that's why it is important to be a bit tentative when you paraphrase.

- ♦ Resident: (with eyebrows drawn in) "Where how dare he never gets to me later"

= "It seems you feel angry because he's always late."

- ♦ Resident: (with eyes wide) "Can you help someone where someone tell show over bed where"

= "You're feeling frustrated and frightened because you can't find your room."

- Repeat: Repeat facts, key words, or last words spoken – helps the resident to feel heard, that someone is paying attention, and may even help clarify what they mean.
  - ♦ Resident says, "I have to get home, my mother is waiting."

    You say, "Your mother's waiting?"
  - ♦ Resident says, "I'm scared of him."

    You say, "You're scared."
  - ♦ Resident says, "Key over the boo, voo"

    You say, "Boo voo?"
- Accept: Don't argue, correct, or scold when the resident is confused about something (e.g., "I have to get home, my mother is waiting"). *Accept* the resident's alternative view of reality, without encouraging it (this is a critical point).
  - ♦ Care providers used to be encouraged to get residents to see "reality." In an approach called reality orientation, the goal was to have residents know basic facts about themselves and their environment (e.g., the day of the week, where they were living, etc.)
  - § More recently, people have realized that this isn't very important – especially given the brain changes of a disease like dementia. More important is improving

the well-being of the resident, which we can do better by understanding *their* reality and responding to their needs.

- First reflect (acknowledge the feeling), then distract the resident

Session 2

Step 5. Handle relationships, continued

1. Pay attention
2. Initiate conversation
3. Encourage conversation
4. Reflect meaning back

5. Give positive feedback (this is good for everyone, not just nursing home residents)

- Praise and Encourage: Tell someone when you see something you like, even small things.
  - "You have a nice smile."
  - "You look nice today."
  - "Nice job buttoning that button."
  - "You held yourself up well in the bath today."
  - "I could tell you were really paying attention."
- Courtesies and Kindnesses: This is what elders say matters most to them - the little things that show you acknowledge them as *real* people, not just bodies.
  - smiling
  - touching warmly
  - giving a pleasant greeting
  - offering your name
  - calling them by name
  - announcing what you're going to do with them before you do it

Let's say a resident is having a bad day - maybe they didn't get a good night's sleep or their daughter didn't come to visit. You can read that in how they look when you first walk on the unit. The emotional intelligence skill comes in recognizing their feelings and helping them to manage those feelings by how you relate to them that day. They might need a hug or a few minutes of your time to listen to their distress (i.e., giving support) before they can calm down. They need your help to manage their emotions – in this case, to *offer* the support - since they can't necessarily strategize or seek it out on their own anymore.

Exercise 1: Practice active listening

Ø Have the participants form triads; one person should play a resident, one should "play" a CNA, and the third should observe each one closely.

Exercise 2: What did you do?

Ø List the active listening skills on the board. Have the third person describe what s/he observed in the interaction, in terms of active listening. Ask the resident and CNA for their impressions, as well.

Skills: 1. _____

2. _____

3. _____

Ø Also, what "tactics" did the CNA use to engage the resident?

Possible tactics: 1. be enthusiastic for both of you

2. pick up on the smallest response

3. model the behavior you want to see and hear

4. after a reasonable pause, cue a response

5. _____

6. _____

7. _____

What active listening skill are you going to work on first? _____

Gem: What do you think is the most useful thing we have discussed so far? Of the things we talked about, what did you already know?

Shifting your Focus

Now that we have talked about how to improve your emotional intelligence, we'll move on to talk about how it can improve the day for you and the residents.

Task Focused

Exercise 1: List 10 daily job tasks
(in column 1 on board, as they're called out).

When you do these tasks, you have a clear goal in mind, something that has to be accomplished. What we're proposing is that you not only can get the job done, but, at the same time, you also can enhance the positive feelings that both you and the resident experience. You do this by shifting your focus from the *task* to the *resident* and using all of your emotional intelligence skills. So, what can you do during the course of your normal tasks with the residents to make the experience more pleasant for both of you?

Exercise 2: List communication skills that make residents happy (in column 2).

Ø Reframe participants' input in terms of the Top 10 list (make eye contact, give a limited number of acceptable choices to help make a decision, smile, etc.).

Next we'll look at a Top 10 list of resident-focused communication skills supported by research - look how many of these you've come up with already.

Exercise 3: Review the list.

Top 10 Resident-Focused Communication Skills

1. **Choose your attitude and behaviors to create positive feelings.** How you feel is up to you – if you choose a positive attitude and behaviors, you can create a positive mood.
2. **Be aware of your emotions and how you express them through your face, body, and voice.** Note that how you say or do something is more important than what you say or do.

    Ø Model "Come with me, Mrs. Taylor" with different voice tones.

3. **Think before you act.** The "Stop!" thing - take a breath to think before you do anything.
4. **Help the resident feel safe and in control.** Announce what you are about to do; use a warm and supportive tone of voice and touch; give the resident a limited number of acceptable choices to help him or her make a decision**.** Too many choices can be overwhelming, but having no choices can make a resident feel helpless. Respect personal space so agitated residents don't feel threatened**.** Personal space is generally

considered to be about 2-3 feet. If a resident is agitated they will feel threatened if their personal space is invaded.

5. **Be aware of the residents' emotions and how they express them through their face, body, and voice.** Demented residents may not be able to tell you with words how they are feeling or what they need. Notice physiological responses and consider them cues to emotional states**.** These might be blushing, holding one's breath, body stiffening, hands shaking, sweating, etc.
6. **Pay attention.** Make eye contact, use attentive body language.
7. **Initiate conversation.** Door openers: describe what you see (e.g., "You look so worried"), mirror, prompt with questions.
8. **Encourage conversation***.* Follow: use minimal encouragers (i.e., nod, and say "hmm-mm" in response to the resident), pause to allow processing.
9. **Reflect meaning back.** Paraphrase, repeat, accept.
10. **Give positive feedback.** Praise, encourage, be kind.

The first communication skill I will focus on improving is _____.

Taking Care of Residents' Feelings: Summary

1. Emotions are the key to quality of life.
2. Emotions are the key to most behavioral symptoms.
3. Take care of your feelings first: name them, stop to think before you act, and manage them.
4. Recognize emotions in others.
5. Handle relationships - practice active listening.

6. Shift your focus from the task to the resident.

7. Use the *Top 10 Resident-Focused Communication Skills.*

Exercise 1: Have participants report what they have learned from the entire workshop.

What is one thing you got out of this that you will definitely use with the residents?

Exercise 3: Read the quote out loud, together.

I have come to the frightening conclusion that I am the decisive element in my world. It's my attitude that creates the climate. It's my daily mood that makes the weather. As a caregiver, I possess a tremendous power to make a person's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a person humanized or dehumanized.

-- Haim Ginott

The End