

Note: Feedback from profession stakeholders on the first draft of the Entry-Level Massage Education Blueprint indicated that this sub-topic was beyond entry-level or unnecessary for safe and competent practice. The original sub-topic is provided here as a resource for interested parties. Please note that this first-draft sub-topic has not been copyedited.

Subject- Career Development , Topic – Interpersonal Skills

Sub-Topic: Emotional Intelligence		
Level 1	Knowledge: Attain and Comprehend	Skills: Observe and Imitate
Receive Respond	<p><b>Conditions:</b> Having read assigned material, and/or participated in a lecture, and/or participated in a classroom activity, the learner will be able to:</p> <ul style="list-style-type: none"> <li>Define these terms: <i>emotional intelligence, self-awareness, motivation, optimism, impulse control, self-regulation.</i></li> <li>List four key emotional intelligence skills (e.g., perception of emotions in self and others, use of emotion to facilitate thinking, understanding emotion in self and others, management of emotions in self, etc.).</li> <li>Match these emotions to their written descriptions: anger, anxiety, love, criticizing, fear, irritation, restlessness, sadness, excitement, joy, enthusiasm.</li> <li>Identify three emotions that one easily recognizes and feels.</li> <li>Identify three emotions that are difficult for one to recognize and feel.</li> <li>List three benefits of higher emotional intelligence when developing relationships with colleagues and clients.</li> </ul>	<p>Level 1 psychomotor learning objectives related to emotional intelligence are defined in other sub-topics of the ELAP curriculum map (e.g., Professionalism, Communication, The Therapeutic Relationship, etc.), and are not repeated here.</p>
Level 2	Knowledge: Use and Connect	Skills: Practice and Refine
Apply	<p><b>Conditions:</b> Having participated in a class discussion and/or classroom activity, the learner will be able to:</p> <ul style="list-style-type: none"> <li>Discuss examples of the perception of emotion in oneself and others.</li> <li>Discuss examples of the use of emotion to facilitate thinking.</li> </ul>	<p>Level 2 psychomotor learning objectives related to emotional intelligence are defined in other sub-topics of the ELAP curriculum map (e.g., Professionalism, Communication, The Therapeutic Relationship, etc.), and are not repeated included here.</p>

	<ul style="list-style-type: none"> <li>• Discuss examples of an understanding of emotion in oneself and others.</li> <li>• Discuss examples of the management of one’s own emotions.</li> <li>• Compare and contrast the language and behaviors of two therapists (one with higher emotional intelligence and one with lower emotional intelligence) in four scenarios depicting client and therapist interactions.</li> <li>• Discuss daily methods or activities one can use to increase personal emotional intelligence.</li> </ul>	
<b>Level 3</b> <b>Knowledge: Choose and Plan</b> <b>Skills: Naturalize and Adapt</b>		
<b>Problem Solve</b>	<p><b>Conditions:</b> Having completed a self-evaluation on emotional intelligence, the learner will be able to:</p> <ul style="list-style-type: none"> <li>• Determine one’s own strengths and weaknesses related to emotional intelligence and set two goals for improvement.</li> </ul>	<p>Level 3 psychomotor learning objectives related to emotional intelligence are defined in other sub-topics of the ELAP curriculum map (e.g., Professionalism, Communication, The Therapeutic Relationship, etc.), and are not repeated here.</p>