**Student Narrative Story: self-assessment advice for managing emotions prior to placement**

There were a number of anxieties apparent with Jack which pre-existed some time before the start of his placement. To provide some context Jack has Asperger’s Syndrome and finds it quite challenging to read emotions and body language when engaging with a social situation. To Jack this is a major hurdle which arguably would be further exacerbated when entering a completely new environment, and faced with starting the construction of new relationships once more. It is believed whilst only a concept, Goleman’s (1998) concept of Emotional Intelligence (EI), would be helpful in identifying and seeking support for specific concerns relating to the managing emotions, which may be present in the nuances between workplace relationships, behaviour and attitudes, which may or may not implicate Jack further in gaining the most out of his placement. During his placement Jack came under pressure for being unable in reading and acknowledging some of the skill elements related to EI such as empathy and self-awareness. The aforesaid obstacle Jack faced in being able to read social situations along with being able to effectively empathise with patients was typified in his first placement, Jack received some constructive criticism in relation to his attitude and behaviour, but this is not to suggest Jack lacked the knowledge, understanding and underlying ability to be successful on placement. Although it meant some of his placements did not receive good assessment marks, as would be possible if he received guidance and help for developing his interpersonal skills relating to, self-awareness, self-regulation, empathy and social skills. Thus, the resource and literature has been developed to help you face similar experiences and environments.

This narrative discusses some of the challenges which you may face, or similar within facilitating the best result for your placement. It is not exhaustive, as there are a multitude of examples which could be discussed in regards to creating a successful placement and experience in a work-based setting. The overarching concept of EI is widely acknowledged and written within academia; it identifies some of the personal issues which might implicate an individual within placement; below is a scoring system for individuals to fill in based on their own understanding of themselves but also with the identification of some examples highlighted within the narrative that may help a student develop themselves further or seek appropriate support and advice.

**You have to tick the boxes you believe is relevant to yourself in black ink.**

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| --- | --- | --- | --- | --- |
| Themes and issues which are identifiable within the book, these are based on the elements relating to emotional intelligence according to Goleman’s (1998) concept | Self-assessed score: (tick the applicable right hand columns) | High | Medium | Low |
| Self-awareness |  |  |  |  |
| Self-regulation |  |  |  |  |
| Motivation |  |  |  |  |
| Empathy |  |  |  |  |
| Social Skills |  |  |  |  |

*‘Please note this checklist is intended to identify areas of concern you may currently experience and does not offer a formal diagnosis of your emotional wellbeing. If using this checklist has identified areas of distress for you in any one or across a number of the sections we would recommend that you speak with someone from the list below to discuss how to access appropriate help. Your personal tutor may be a good starting point’* (Statement take from Coventry University’s Self-Assessment Form n.d.)

**Please use the following URL links to seek further advice and support if necessary:**