

EMOTIONAL INTELLIGENCE (EI) ASSESSMENT AND DEVELOPMENT IN STUDENTS AND RESIDENTS -- THE NEW IMPERATIVE FOR IMPROVING HEALTH CARE OUTCOMES AND PHYSICIAN WELLNESS

John D. Mahan, MD, Nationwide Children's/OSU₁

Heather A. McPhillips, MD, Seattle Children's/UW₂

Scott Holliday, MD₁

Suzanne Reed, MD₁

Rajesh Donthi, MD₁

Richard P. Shugerman, MD₂

Objectives

- Understand the conceptual framework of Emotional Intelligence (EI).
- Understand how EI can be assessed in students and trainees.
- Relate the evidence that EI strengths predict success in medical education activities to your own area of education.
- Describe 3 methods for developing EI skills in students and trainees.
- Define methods that can be explored at your home institution to assess and/or develop EI skills in your students and trainees.

Session Overview

9:30-9:40	Introduction; audience completes Question Card Collect and read few Question Cards [What is EI?; What Q about EI do I have?]	J Mahan
9:40-10:10	Do Hay Self EI; Goleman EI Video Score, debrief	J Mahan
10:10-10:30	EI Basics/Hay Group methods/EI in Medicine Data	J Mahan/H McPhillips
10:30-10:45	Small Group Work (10 min): EI Challenges in students/trainees – generate list	All Preceptors - R Donthi debrief
10:45-11:00	EI Education Methods: Examples	S Reed
11:00-11:20	Small Group Work: In clusters of interest (15 min) – How would you incorporate some aspect of EI assessment/education/intervention into your program, your learner's education?	All Preceptors - R Shugerman debrief
11:20-11:30	Debrief/Wrap up	J Mahan

Conflict of Interest Statement

- The presenters have no financial stake in or corporate affiliation with any of the tools utilized for this workshop or with any associated publishing group.

Introduction

- **Complete your card:**

FRONT:

Provide your
definition of EI.

BACK:

What Questions do I
have about EI?

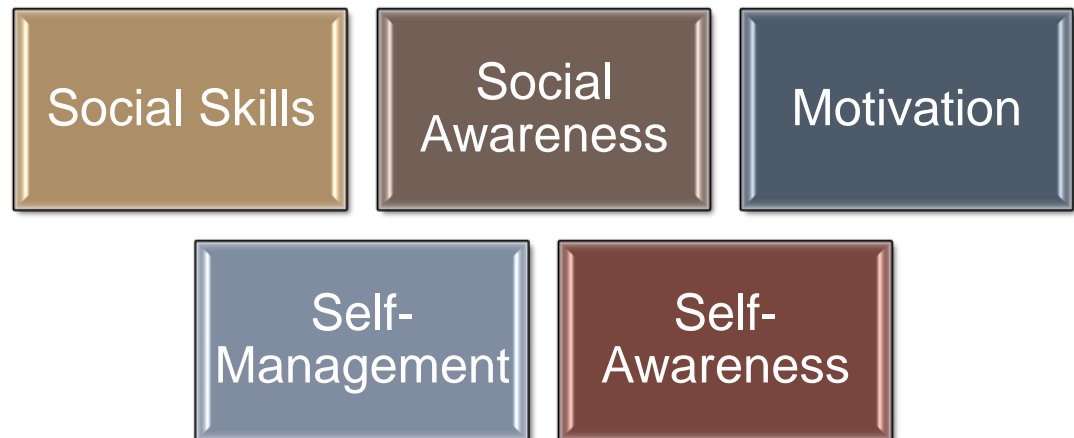
- *Sampling of audience comments.....*

Complete Own Hay EI Self-Assessment

Goleman on EI:

<http://www.youtube.com/watch?v=NeJ3FF1yFyc>

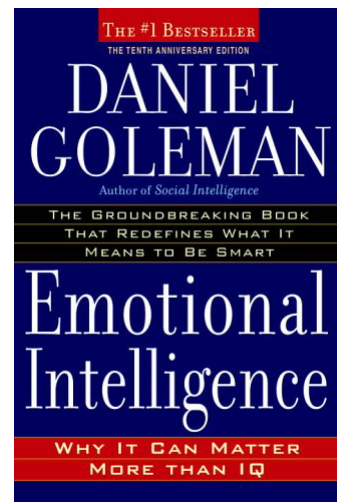
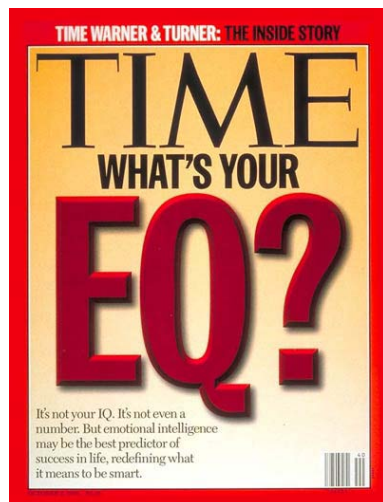
- Score Your Hay EI Assessment
- What does it all mean?



Emotional Intelligence Basics: EI Defined

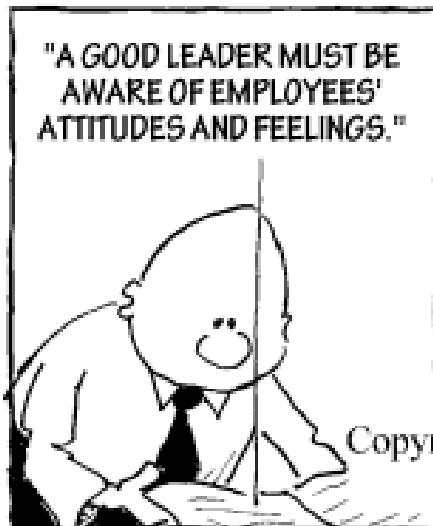
“The capacity for recognizing our own feelings and those of others, for motivating ourselves, for managing emotions well in ourselves and in our relationships.”

Daniel Goleman

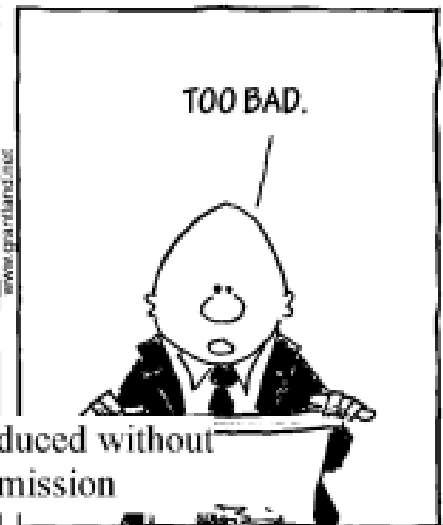
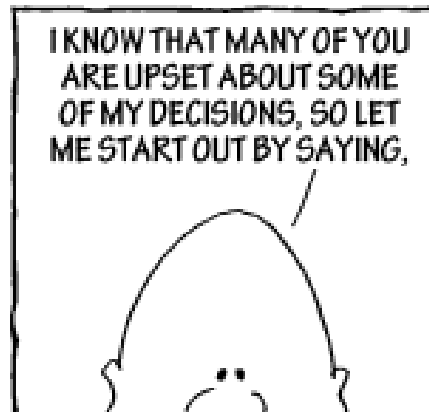
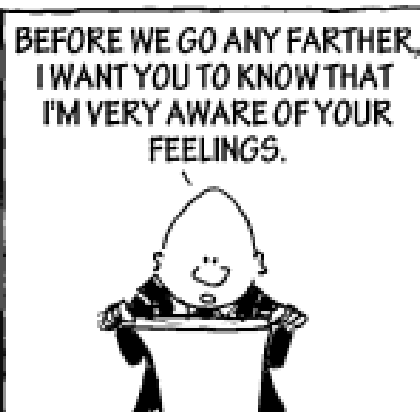


EI?

GRANTLAND®



Copyright Grantland Enterprises. All rights reserved.



3296

Copyright Grantland Enterprises;
www.grantland.net

3296

May not be reproduced without
written permission

What Emotional Intelligence Is Not?

- It's **not**...
- about being nice all the time
 - It's about being honest
- about being “touchy-feely”
 - It's about being aware of your feelings & those of others
- about being emotional
 - It's about being smart with your emotions.



Can You Improve EI?

- Absolutely, but not with traditional training programs that target the rational brain.
- Essential methods:
 - **Insight/Motivation**
 - **Extended practice –**
 - **skill acquisition**
 - **Feedback from colleagues**
 - **Also improves with age!**



Emotional Intelligence Competencies



Emotional Intelligence Sub-Competencies

Social Skills

- Vision
- Influence
- Communication
- Conflict management
- Teamwork

Social Awareness

- Empathy
- Organizational awareness
- Service orientation

Motivation

Self-Management

- Self-control
- Trustworthiness
- Conscientiousness
- Adaptability
- Achievement orientation
- Initiative

Self-Awareness

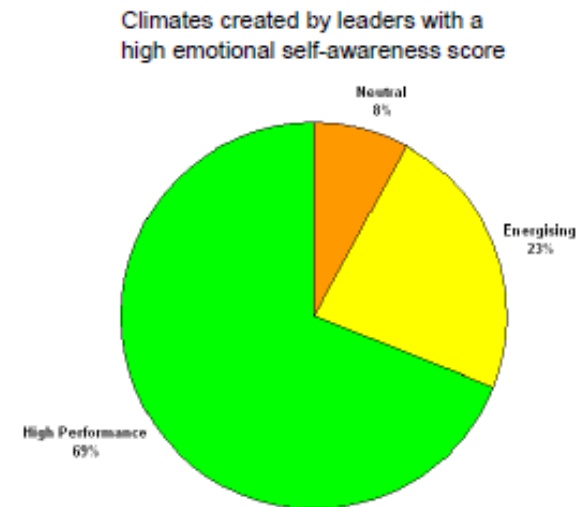
- Emotional self-awareness
- Accurate self-assessment
- Self-confidence

The Case for EI: Business

Of the competencies that distinguish an outstanding leader from an average leader, only a *small percentage are cognitive or intellectual abilities*

“181 different positions from 121 organizations worldwide ... 67% of the abilities deemed essential for effective performance were emotional competencies” (Rosier, 1994)

How does EI influence leadership impact?



The Case for EI: Business

ATT: Case Study

AT&T large, cross-industry study

- in all levels of management (from line supervisors to senior executives) increased EI (EI Appraisal®), accounted for 20% more productivity than low EQ leaders.
- 91% of top performers were high in EQ, while only 26% of low performers were high in EQ.
- Emotional intelligence explained nearly 60% of job performance across companies in the study (Bradberry, 2002)

EI and Performance in Medicine

Satterfield Ann Beh Med 09

- Significant relationship between EI and resident performance in cross sectional study of medicine residents (Satterfield, Swenson 2009)
- Higher EI scores at time 2 (one year later) correlated with improved overall performance, interviewing skills, and ***decreased resident burnout***
- EI changed over time

24/34 primary care IM residents (2nd/3rd year) + 4 categorical IM residents
No gender differences



EI and Teamwork

Borges NJ. Med Teacher 2012

- TBL activities in 12 week IM block were basis for exploration, instruction and practice on EI skills
- Team Based Learning activities associated with improved EI (self rated) skills:
 - Self awareness
 - Awareness of others
 - Managing other's emotions

Table 1. The four general domains of emotional intelligence and their relation to team performance.

Domain	Contribution to team performance
<i>Awareness of own emotions</i>	Abilities subserve appropriate emotional responses to intense emotional triggers and thereby allow for more effective communication with team members (Lane et al. 1998; Wolff et al. 2002).
<i>Recognizing emotions in others</i>	Abilities are fundamental to accurately assess other's emotions and are important in overcoming one's own negative responses to other's emotions such that one deals effectively with other team members effectively (Mayer & Salovey 1997; Mischel & DeSmet 2000; Jordan et al. 2006).
<i>Managing others' emotions</i>	Abilities allow one to encourage positive emotions in teams, and thereby promote positive interaction among team members (Barsade 2002).
<i>Control of Emotions</i>	Abilities underlying self-regulation and are important for conflict resolution as well as for maintaining high cognitive function during emotion evoking situation (Jordan & Troth 2004; Drevets & Raichle 1998).

Adapted from Jordan and Lawrence (2009)

NCH Program: Exploring the Emotional/Social Competencies of Pediatric and Medicine-Pediatric Residents (N = 40)

Average Competency Score from Self and Other Raters			
	Competencies	Average Other (non-self)	Average Self
Self Awareness	Emotional Self Awareness	4.47	4.22
	Achievement Orientation	4.7	4.42
Self Management	Adaptability	4.47	4.09
	Emotional Self Control	4.49	4.11
	Positive Outlook	4.53	4.2
	Empathy	4.48	4.22
Self Awareness	Organizational Awareness	4.72	4.42
	Conflict Management	4.4	4.04
Relationship Management	Coach and Mentor	4.57	3.44
	Influence	4.45	4.15
	Inspirational Leadership	4.46	3.94
	Teamwork	4.71	4.53

For all competencies the others rated the residents higher than the residents rated themselves.

<http://www.eiconsortium.org/measures>

ESCI Associations – Significant Positive...

Performance: ESCI non-self score and

- patient communication
- overall performance
- team work

Burnout:

ESCI self score and

- personal accomplishment scale
- better emotional exhaustion scale
- better depersonalization scale

ESCI non-self score and

- better emotional exhaustion scale

ESCI by peers: only statistically significant predictor of overall performance

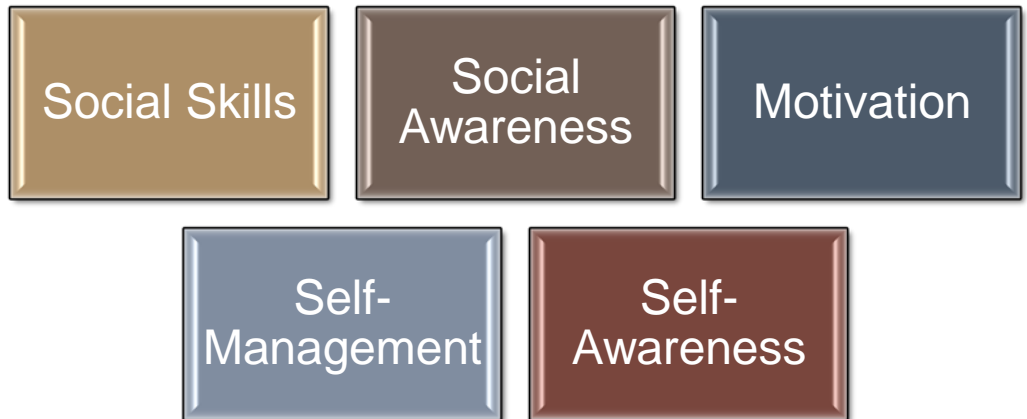
(22% of variance in overall performance)

Best predictor of team work was ESCI supervisor's rating (12.6% of variance in team work)

Best predictor of communication skills was ESCI ratings by supervisors and peers

Small Group Session - 1

- What are the greatest EI challenges you see in students and/or trainees?



- List

EI Education Methods: Examples

- Examples
 - Literature
 - Business world
 - Presenters' personal experience and programs

What impact do structured educational sessions to increase emotional intelligence have on medical students? BEME Guide No. 17

Cherry MG. Med Teacher 2012

- Simulated patients - beneficial in improving EI when introduced in interventions later rather than earlier in medical education.
- Interventions most effective when delivered:
 - (1) over a short space of time;
 - (2) to students later in their undergraduate education and;
 - (3) to female students.
- Emphasizing the importance of *empathetic qualities*, such as empathetic communication style, should be made explicit during teaching.

EI Workshop Effect

- **The effect of an educational intervention on the level of codependency and emotional intelligence among graduate counseling students**
 - Substance abuse workshops (2 weekends a month apart) devoted to focus and development of empathy and codependency
 - EI measured pre and post workshop: No change!
- **Dose response for EI interventions not well defined!**

EI Efforts: Business World

EI Coach

Training Elements

Maximize Self-Directed Change

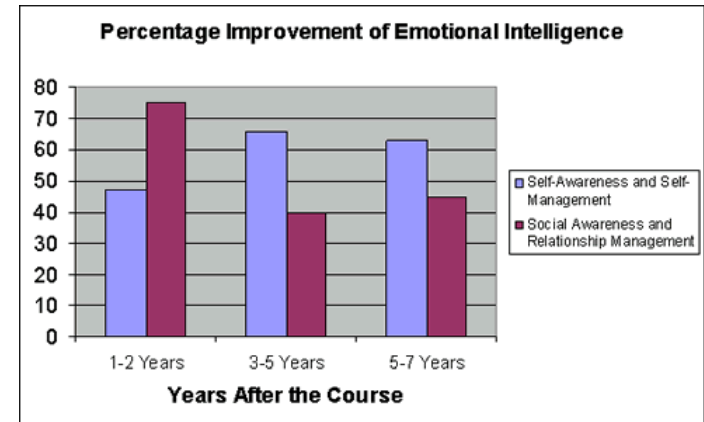
trainer adapts efforts to individual's needs

Set Clear Goals

often one at a time;

self-assess; provide feedback

Emmerling Case U studies 1995



The Consortium for Research on Emotional Intelligence in Organizations
(www.eiconsortium.org)

EI Efforts: Business World

How to Improve your Emotional Intelligence

- **A daily journal** (improve your self-awareness)
- **Calm!**
- **Understand your values**
- **Be Accountable for your actions**
- **Re-examine why you're a Leader**
- **Goals**
- **Turn negative situations into positives**
- **Learn and understand conflict resolution**
- **Learn how to praise others**

Workshops, study materials; <http://www.educational-business-articles.com/emotional-intelligence-theory.html>

Methods to Develop EI: Summary

Personal work

mentors, books, seminars

Group/Program work

NCH TEAM Project (EI skills workshops)

Mindfulness Based Stress Reduction programs

EI Skills workshops; EI Course

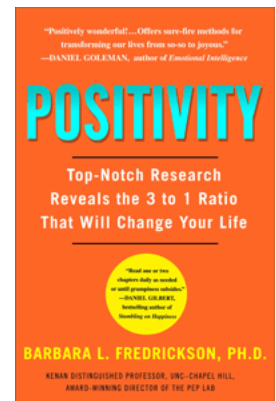
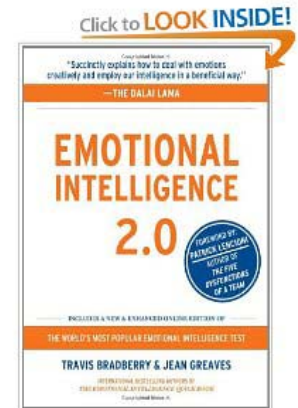
Self-determined learning and improvement

(SDLI) curriculum (U Rochester):

self-directed learning/autonomy

Personal coach

Focus on specific EI skills, feedback, exercises, building resilience



Small Group Session - 2

- How would you incorporate some aspect of EI assessment/education/intervention into your program, your learner's education?
- Report Out

Wrap Up

References

- Satterfield J, Swenson S, Rabow M. Emotional Intelligence in Internal Medicine Residents: Educational Implications for Clinical Performance and Burnout. *Ann Behav Sci Med Educ*. 2009; 14:65–68.
- Webb AR, Young RA, Baumer JG. Emotional Intelligence and the ACGME Competencies. *Journal of Graduate Medical Education*. 2010; 3: 508-512.
- Cherry MG, Fletcher I, O'Sullivan H, Shaw N. What impact do structured educational sessions to increase emotional intelligence have on medical students? BEME Guide No. 17. *Med Teach* 2012; 34:11–19.
- Borges NJ, Kirkham K, Deardorff AS, Moore JA. Development of emotional intelligence in a team-based learning internal medicine Clerkship. *Med Teach* 2012; 34:802–806.
- Carr SE. Emotional intelligence in medical students: does it correlate with selection measures? *Medical Education* 2009; 43:1069–1077.
- Brannick MT, Wahl MM, Arce M, Johnson HA, Nazian S, Goldin SB. Comparison of trait and ability measures of emotional intelligence in medical students. *Medical Education* 2009; 43:1062–1068.

Websites

- Eiconsortium.org
- Talentsmart.com
- 6seconds.org