

OPTIONAL: Complete a free emotional IQ self-report survey while you wait.
Takes about 1-5 minutes to complete. https://memorado.com/emotional_quotient



Emotional IQ Sets Top Performing Teams Apart: The Medical Educator EQ Toolkit Workshop



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*Sponsored by The **Medical College of Wisconsin***

Disclosures

- Susan Franks: Nothing to disclose
- David Farmer: Nothing to disclose
- Cynthia Carroll: Nothing to disclose

Goals and Objectives

The goal of this workshop is to familiarize participants with our “Medical Educator’s Emotional IQ Toolkit” to improve the skills of emotional intelligence.

As a result of participation in workshop activities, participants will:

1. Gain working knowledge of models of emotional intelligence from which to build a targeted curriculum
2. Utilize experiential learning to inform curricular development for emotional intelligence

Workshop Activities

- Activity 1: *Expanding Your Emotional Vocabulary* (15 minutes)
- Activity 2: *Building Emotional & Interpersonal Flexibility* (15 minutes)
- Activity 3: *Self-awareness & Emotional Precision* (15 minutes)
- Activity 4: *Social Awareness & Shared Understanding* (15 minutes)

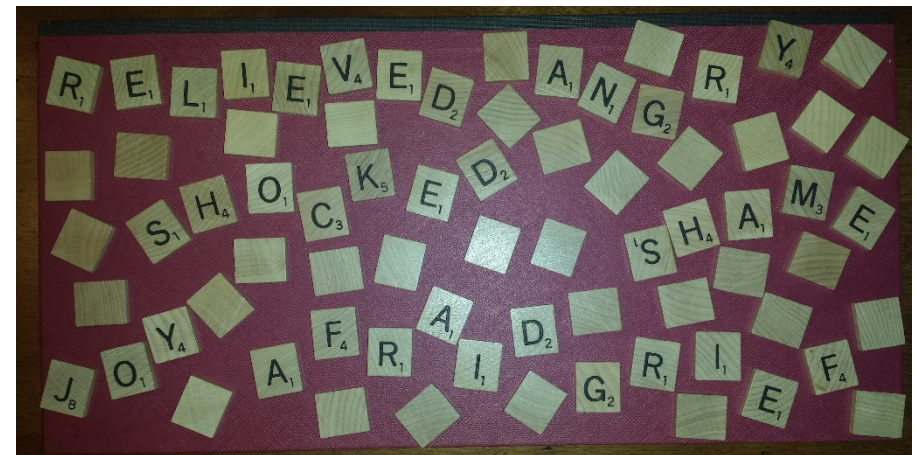
- Brainstorming ideas of how to implement similar activities at your own institution (15 minutes)
- Debrief, Discussion, and Questions (15 minutes)

Emotional Intelligence (EQ) Defined

The capacity to reason about emotions, and of emotions to enhance thinking and includes the abilities to:

- Accurately **perceive** emotions
- To **access and generate** emotions so as to inform cognition

- To **understand** emotions and emotional knowledge
- To **reflectively regulate** emotions so as to promote emotional and intellectual growth



Mayer, J., Salovey, P., and Caruso, D. Emotional Intelligence: Theory, Findings, and Implications. *Psychological Inquiry*. 2004. 15:3; 197-215.

Emotional Intelligence Defined

Emotional intelligence is a set of emotional and social skills that collectively establish how well we:

- Perceive and express ourselves
- Develop and maintain social relationships
- Cope with challenges
- Use emotional information in an effective and meaningful way

High EQ Individuals

- Perceive, use, understand and manage emotions better
- Are less likely to engage in problematic behavior
- Have more positive social interactions; are more open and agreeable
- Have lower perceived stress; and are highly adaptable to their environments.

Mayer, J., Salovey, P., and Caruso, D. Emotional Intelligence: Theory, Findings, and Implications. *Psychological Inquiry*. 2004. 15:3; 197-215.

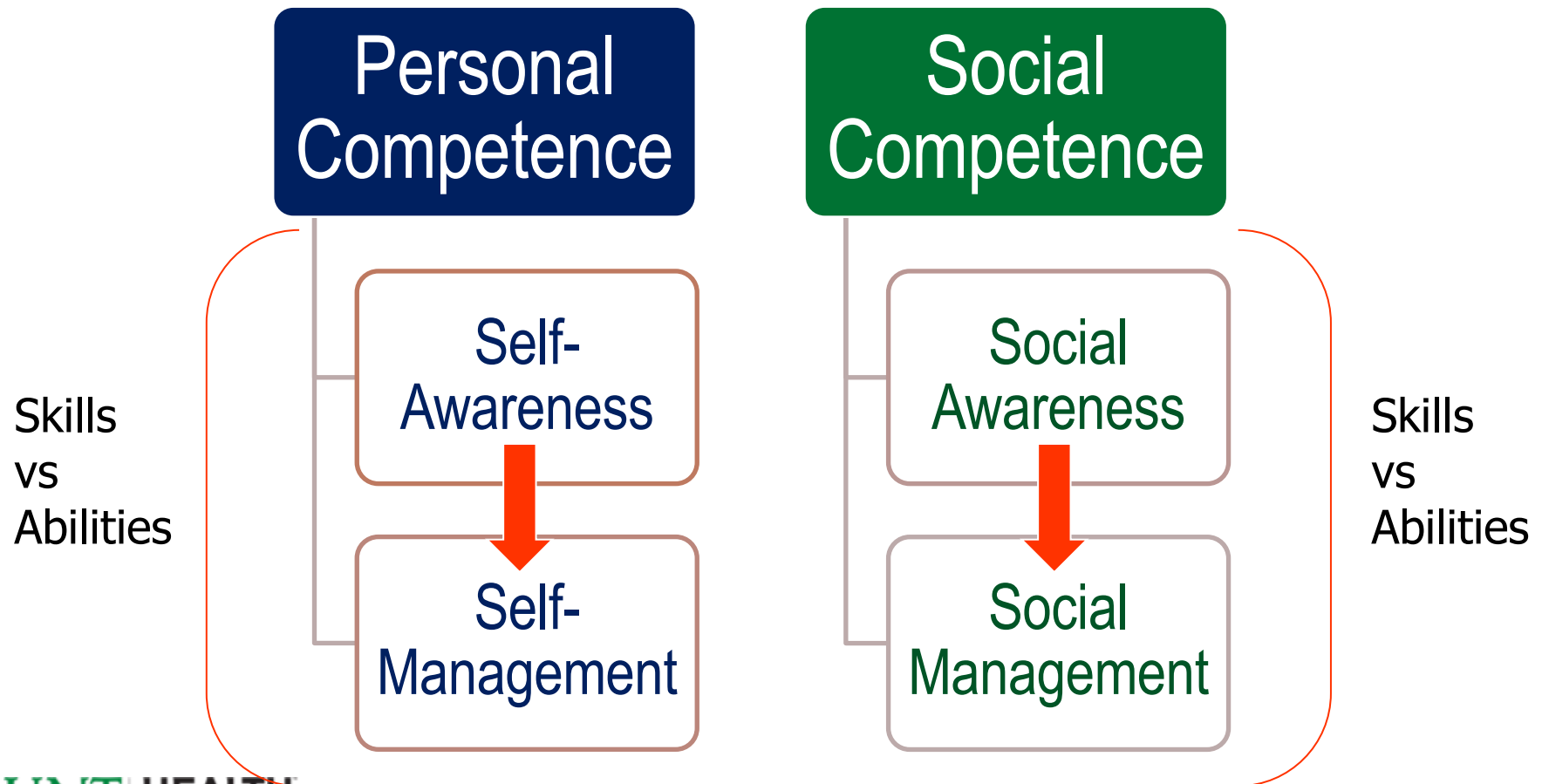
Chun, K. and Park, E. Diversity of Emotional Intelligence Among Nursing and Medical Students. *Korea Centers for Disease Control and Prevention*. 2016. 261-265.

EQ in Medical Education

- EQ curriculum ideal within Learning Communities and Teamwork
 - “safe environment” to self-disclose and practice skills
 - Longitudinal mentorship, Peer accountability
- Small interactive groups in Medical Practice, faculty-facilitated learning
 - Self-awareness, Social Awareness
 - Application to patient care
- Colleges, faculty mentors
 - Identify red-flags
 - Longitudinal coaching
- Clerkship
 - Wellness rounds
 - ePortfolio

Models of Emotional Intelligence

- Core Constructs



The EQ-i^{2.0} Model



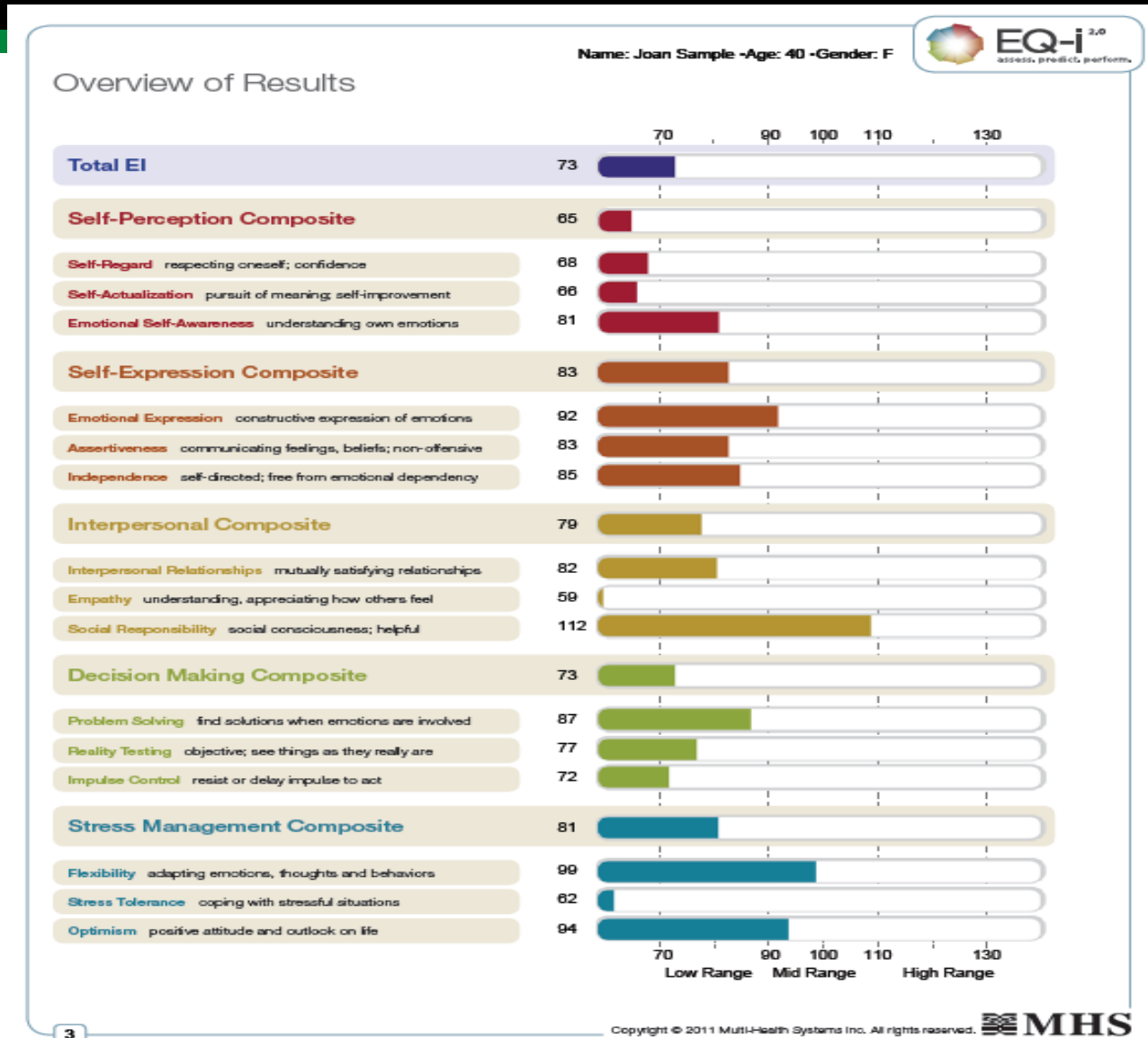
- Total EQ is at the core
- Subscales roll up into composite scales
- Select subscales roll up into overall well being (which includes happiness)
- These all impact Performance and Emotional and Social Functioning

EQ-i^{2.0}
MHS Assessments

assess. predict. perform.

Reliability	Results are consistent and reproducible 2 weeks, 4 weeks, 8 weeks
Validity	It measures what it is designed to measure construct, convergent, divergent, criterion group, predictive
Norms	5000 in North America (90% USA) matched to census Age 18-65+; age and gender norms available Higher Education Norms (18-24)
Research	Results related to real outcomes Based on a theoretical model
Supporting Material	Manual: theory, research, development Training and development resources
Subject Expertise	Credentials, experienced author, peer review

Where to find it on a Report



Self-Reflection Activities

- **Objective: Improve self-awareness of personal EI strengths and liabilities**
- Students receive an automated report of their EI survey
- Students write a brief report answering the following:
 1. **Does this accurately describe me? Why? Why not?**
 2. **Which of the characteristics in the description would be a particular strength in (working with patients, team, etc)?**
 3. **Which of the characteristics in the description would be an area for improvement?**
 4. **List 1 -2 things that you could do start improving in this area.**

Learning Activities

- **Activity 1 – Building Emotional Vocabulary**
 - Expand emotional vocabulary through synonym compare and contrast
- **Activity 2 – Building Emotional Flexibility**
 - Identify contextual and personal factors that may influence perceptions and empathy through evaluation of ambiguous scenes
- **Activity 3 - Self-Awareness & Emotional Accuracy**
 - Identify variations in personal emotions and improve precision through situational recall and self-reflection
- **Activity 4 – Social Awareness & Shared Understanding**
 - Improve ability to identify someone else's emotional state and relate it to the situational context

Emotional Self
Awareness &
Self-Expression

Interpersonal,
Social Awareness

Emotional Self
Awareness &
Self-Expression

Interpersonal,
Social Awareness

EQ Curriculum Development

- Characteristics for EQ Development Program Success
 - A common shared definition of EQ
 - Clear objectives and outcome expectations
 - Clear identification of the educational context in which the training will take place
 - Full integration of the EQ program into the curriculum
 - Training occurs within a context that directly applies to health care
 - Training occurs across the academic year, not just in short segments
 - Students must have multiple opportunities to practice
 - Staff/Faculty EQ development
 - Appropriate program evaluation