

Emotional Intelligence (EQ)



Humanism Studies at Western University Panel Discussion

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Faculty Development Week

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Background

- Faculty concerns about getting more “qualitative” information during admissions interviewing
- Presented to Admissions Committee
 - Received recommendation to try it on the 1st year class
 - AMT & Dept. of Social Medicine Faculty concurred
- Researched topic

What is “EQ/EI” ???

- “Emotional intelligence is the **unique repertoire of emotional skills that a person uses to navigate the everyday challenges of life.**”
- In his book *Emotional Intelligence: Why It Can Matter More Than IQ*, Daniel Goleman defines EI as the **“capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and our relationships.”**
- The term Emotional Intelligence was conceived by Drs. Peter Salovey and John Mayer in 1990 as an identifier for the **“human capacity to understand and engage in meaningful social interactions.”**

Research

Business: Higher EQ correlated with productivity, consumer satisfaction, leadership

Healthcare: Higher EQ correlated with reduced stress and burnout, patient trust and follow up, improved outcomes, increased empathy and teamwork

Health Science Students: Higher EQ correlated with GPA, academic persistence, retention, graduation, and health habits

Effective Performance in Higher Education

- “Success at the post-secondary level is a complex mix of academic, emotional, and social skills. Student success is thus more than just a high GPA as it also relates to (a) forming new relationships, (b) modifying existing relationships, [c] learning new study habits, (d) adjusting to increased academic demands, and (e) learning to live with increased independence.”

Bar-On Emotional Quotient Inventory (The “EQ”)

- 125 item online assessment, Self-Report, Likert Scale, 15 minutes
- Heavily utilized and researched over many years; considered a valid and reliable instrument
- Used in resident training as part of communication skills development
- Receive individual student, counselor reports and group summary – students immediately receive summary
 - Looking at individual areas may be more helpful than overall score
- For additional information:
 - <http://www.mhs.com/eihe.aspx>

Bar-On Model of Emotional Intelligence

<http://www.mhs.com/eihe.aspx>

Intrapersonal

Self-Regard
Emotional Self-Aware
Assertiveness
Independence
Self-Actualization

Interpersonal

Empathy
Social Responsibility
Relationships

Stress Management

Stress Tolerance
Impulse Control

Adaptability

Reality Testing
Flexibility
Problem Solving

General Mood

Optimism
Happiness

Use of Information (Students)

- You will be able to use your results to increase your self-awareness in your continued development as a lifelong learner.
- Individual results will be used for academic advisement purposes only as needed to support your success.
- Overall class results and patterns will be used for educational research purposes for our continued curricular evolution in support your professional development. However, your personal information will never be identified in any documents, presentations, or publications related to these surveys.

How can it help students?

- To encourage mindfulness and self-reflection
- To encourage self-responsibility
- To assist in making the shift from undergraduate to graduate education, and more specifically to becoming a clinician
- A starting point for **LIFELONG LEARNING!**

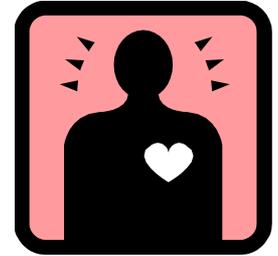
Faculty Use & Guidelines

- No single assessment should be used alone
- **CONFIDENTIAL** information to inform/support – not to be used in a punitive capacity (student safety)
 - **For use to support student success!**
- To be administered again, APP analyses, still in determination of information use due to large areas for potential
 - APP – preliminary screening suggests mild INVERSE relationship with MCATs
 - Admissions Committee & SPC Reports; OMS I Repeaters

Student Class Summary

- Relatively higher scores on
 - Empathy
 - Social Responsibility
 - Self-Actualization
- Relatively lower scores on
 - Independence
 - Reality Testing
 - Assertiveness

EQ at WesternU!



- Promotion of humanistic values for student wellness and patient centered care
- Promotion of self-awareness, allowing self-responsibility for lifelong learning and success
- Promotes the development of effective practitioners, team players, and leaders
- Interested Collaborators?