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Fostering the Development of Emotional Intelligence among Health Science Students: Empowering Students to Impact Institutional Culture

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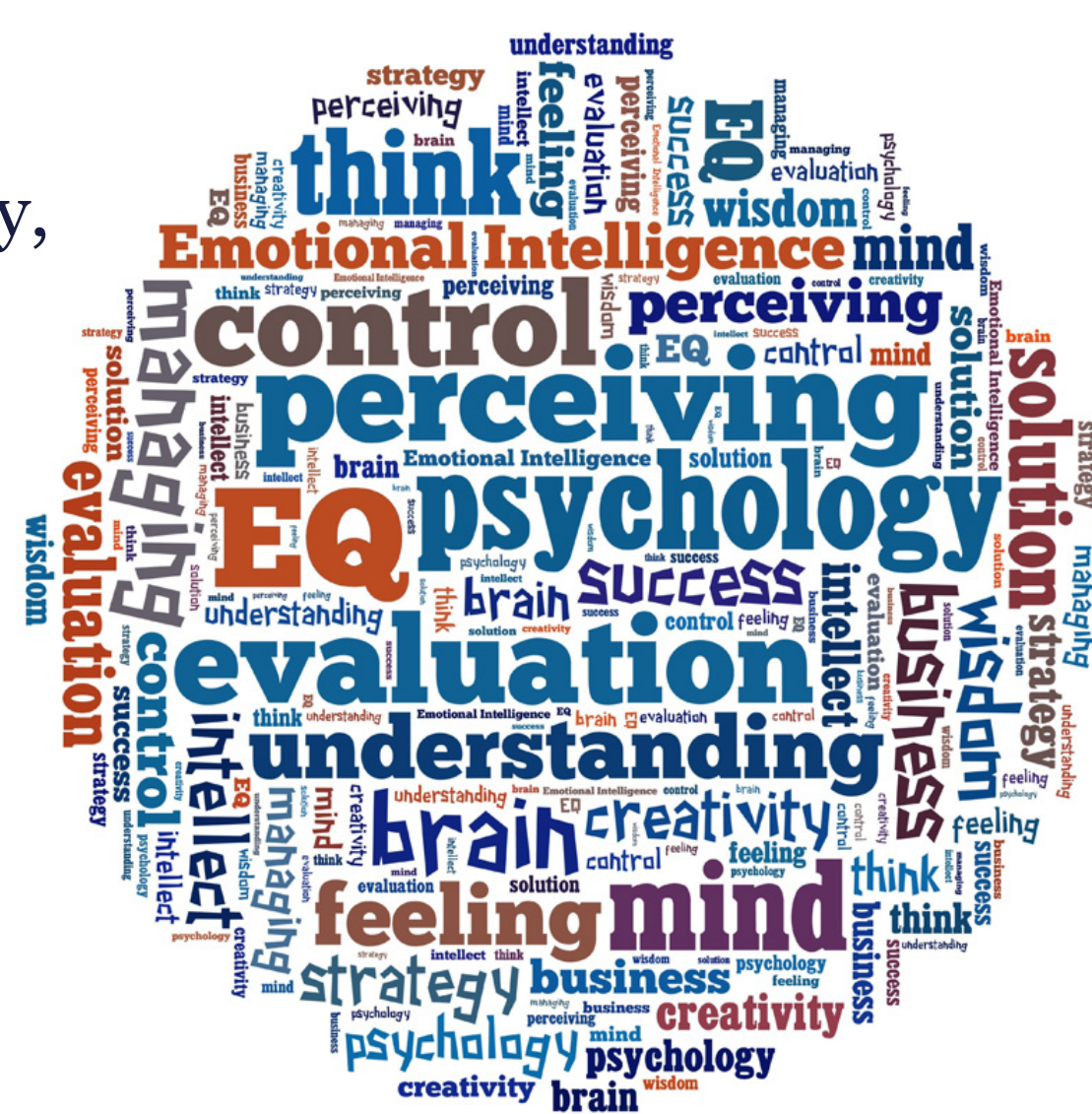
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OBJECTIVES

- Identify challenges of navigating institutional culture for students interacting in a variety of clinical settings.
- Discuss the importance of integrating concepts of emotional intelligence throughout curricular plans of study.
- Consider contemporary research findings in the health science literature regarding emotional intelligence among students.

WHAT IS EMOTIONAL INTELLIGENCE?

- The “ability to monitor one’s own and other people’s emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behaviour” (Coleman, 2001, p. 241)
- A phenomenon extensively studied in the corporate world as it relates to leadership and success.
- A concept that includes elements of both neuroscience and psychology as a means to describe the influence of emotions on human thoughts, behaviors and interactions.



BACKGROUND

- Faculty members of the student leadership development program, Leadership LIVE, were asked to present a topic for the 2013-2014 program. Faculty from radiologic sciences and nursing education collaborated to develop and present the session titled “Let’s Create a Culture of Emotional Intelligence”
- Discussion of the power of institutional culture and opportunities to shape culture through the use of emotionally intelligent behaviors prompted consideration of additional areas of interprofessional research on this topic.



EDUCATIONAL SESSION OBJECTIVES

- Describe how emotionally intelligent behaviors can shape institutional culture
- Engage in dialogue regarding the characteristics of emotional intelligence as they relate to the cultural norms of health professional subgroups
- Explain the power of emotional intelligence to support patient-centered care delivered by high functioning healthcare teams



EDUCATIONAL SESSION DESIGN

- Two educational sessions were delivered to students matriculated across health professions during an optional leadership development program conducted in the Spring of 2014 known as Leadership LIVE.
- The session addressed the leadership foundations of integrity and personal and professional development.
- Through group discussion, “real life” examples, case scenarios, and interactive videos, participants were able to identify the value of exercising emotional intelligence characteristics to create culture.

PARTICIPANT RESPONSES

“I learned the importance of connecting with others and how my emotions impact others; introspection and motivation.”

“Mood matters - it is worth it to take 5 minutes to realign myself before entering work, school or home so that I can bring my best self.”

“Being emotionally intelligent is one of the most important things in your job and even in life. It makes your employees, patients, and people around you happier and more optimistic. Emotional intelligence can make you a good role model and empower others around you.”

“Emotional intelligence and culture, along with self awareness, self regulation, motivation, empathy, and social skills all reflect leadership and influence fellowship.”

PROGRAM EVALUATION

Discussion of institutional culture and opportunities to shape culture through the use of emotionally intelligent behaviors prompted consideration of additional areas of interprofessional research on this topic among pharmacy, radiology and nursing faculty



Fundamental Premises:

- Emotional Intelligence is a hallmark of leadership
- Emotional Intelligence is critical to the function of interprofessional healthcare teams

RESEARCH QUESTIONS

- What is the level of emotional intelligence of students entering the health professions?
- Does the emotional intelligence level of a student change over time once matriculated?
- What activities or teaching/learning strategies do students report as having an impact on their emotional intelligence level?

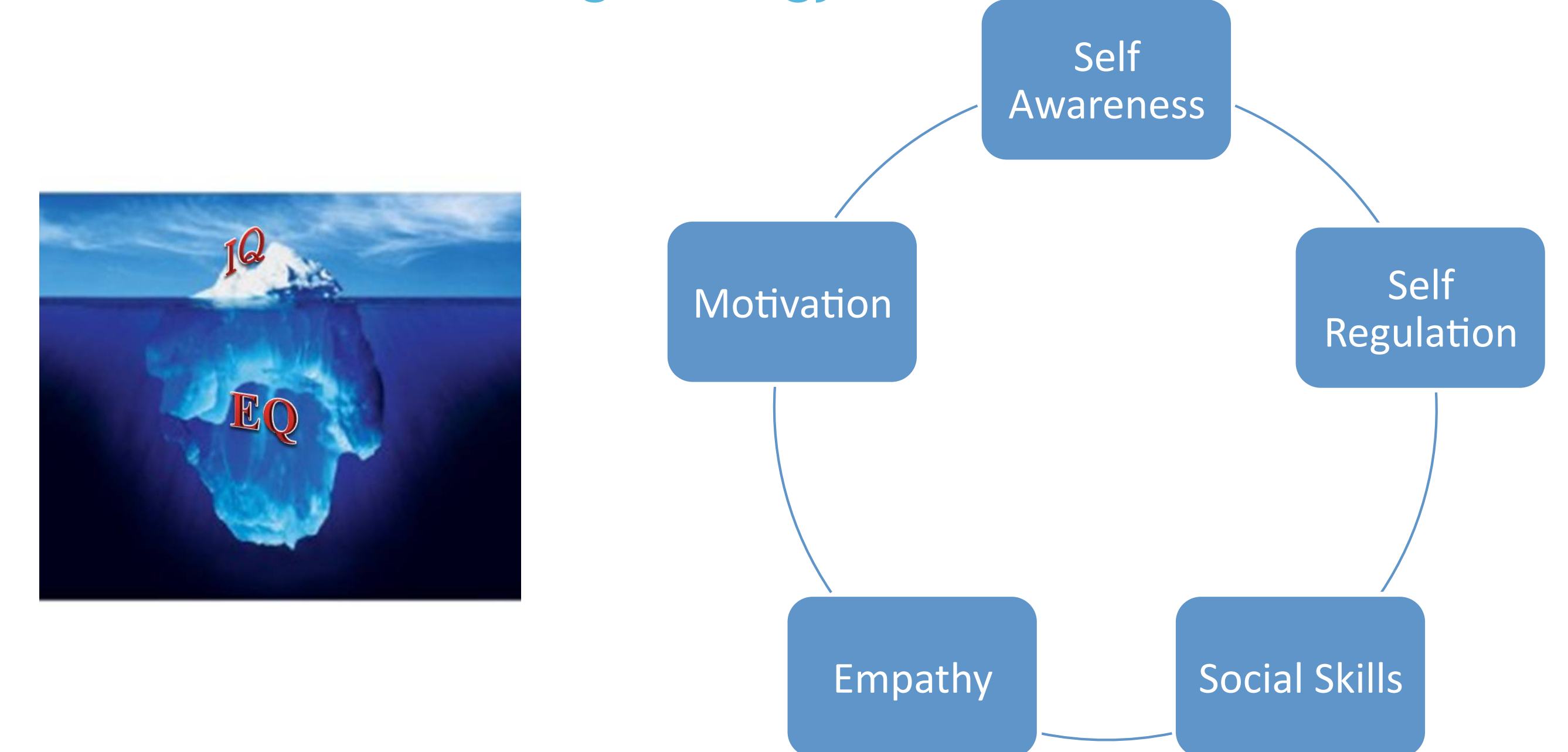
PLANNED METHODOLOGY

- Literature review of research on emotional intelligence among health science students.
- Selection of a tool to measure emotional intelligence among newly matriculated health science students (colleges of pharmacy, health professions, and nursing).
- Create an Interactive Curricula Experience (iCE) platform to support learning modules specific to the constructs of emotional intelligence
- Administer tool to measure emotional intelligence after first year of program plan of study to compare individual student results.
- Analyze teaching/learning strategies reported by students that influence emotional intelligence development.



iCE PLATFORM

Interactive Learning Strategy



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