

EMOTIONAL INTELLIGENCE IN HEALTHCARE

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SPEAKER DISCLOSURES

I am employed by Ortho Montana & work for AMP

I am a doctoral candidate at Clarkson College and my dissertation is “A Survey of Emotional Intelligence in Athletic Training”

While this presentation is based on the current literature regarding emotional intelligence, the statement and opinions are mine and may not be the same view as my company, colleagues, or clients



LEARNING OBJECTIVES

01

Define Emotional Intelligence

02

List the 4 branches of Emotional Intelligence

03

Explain the importance of Emotional Intelligence in Sports Medicine

04

Assess Emotional Intelligence using Schutte Self-Report Emotional Intelligence Test



A referee in a black and white striped shirt is seen from behind, with both arms raised in a gesture of celebration or signaling. The scene is set in a stadium at night, with bright lights illuminating the field and the stands. A large, white, curved structure, possibly part of a scoreboard or lighting fixture, dominates the upper right portion of the frame. The background shows a large crowd of spectators in the stands.

**SPORTS ARE HIGHLY
EMOTIONAL!**

Emotions are psychological responses that affect both physiological and cognitive systems.

Emotional Intelligence is recognizing and understanding emotions in order to utilize them effectively in professional and personal relationships.

Research has identified the importance of Emotional Intelligence in Healthcare Providers



EMOTIONAL INTELLIGENCE

“The ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions”

(Salovey and Mayer,
1990, p. 189)



EMOTIONAL INTELLIGENCE (EI):

“The capacity to reason about emotions, and of emotions to enhance thinking. It includes the abilities to accurately perceive emotion, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions to promote emotional and intellectual growth” (Mayer et al., 2004, p. 197).



EMOTIONAL INTELLIGENCE

Ability

Skill Set

Intelligence

Not Personality Traits



MAYER, SALOVEY & CARUSO'S 4 BRANCH MODEL



PERCEIVING
EMOTIONS IN SELF
AND OTHERS



UTILIZING EMOTIONS
TO FACILITATE
THOUGHT



UNDERSTAND
EMOTIONS



MANAGE EMOTIONS

WHY AN INTELLIGENCE?

- See pieces
- Know how they move
- Reason about emotions



EMOTIONAL INTELLIGENCE AS A FORM OF INTELLIGENCE

El as a series of abilities fits within the realm of intelligences, as intelligences are abilities, not traits (Mayer et al., 2008).

Salovey and Mayer (1990) proposed that EI be considered a third intelligence, in addition to verbal and performance intelligence.

Wechsler's commonly cited definition of intelligence is that it is "the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment" (Wechsler, as cited in Salovey & Mayer, 1990, p. 187).

What is typically considered Intelligence Quotient (IQ) based on standard tests is verbal or cognitive intelligence (Mayer et al., 2000).

According to Mayer et al. although a high IQ is correlated to a high EI, there is not a causal relationship



CHO ET AL., 2015. P. 1242

EI is a “cognitive ability because it concerns one’s knowledge and understanding of the causes of certain emotions and relations among them”

“emotion management involves controlling emotions in one-self (intrapersonally) and others (interpersonally) to bring about successful outcomes”



STRESS

Higher EI is correlated with decreased stress

Stress is contributing factor to burnout

WLB & job satisfaction contribute to burnout

It has been postulated that burnout is contributing factor to athletic training attrition



BORN ABILITY OR DEVELOPED?

For some people, EI is naturally highly developed, just like some people are naturally athletic.

EI skills continue to develop naturally into mid-life, and EI can be learned and fostered into further development

EI is also influenced by sex and experience.

EI can develop and change over time and is strengthened through education and training,



EMOTIONAL INTELLIGENCE IN HEALTHCARE

El is crucial to building a trusting relationship with patients and showing compassion and understanding.

“Emotional intelligence, the ability to understand and manage emotions in oneself and others, is a valuable asset for healthcare professionals” (Faguy. 2012. p. 237).

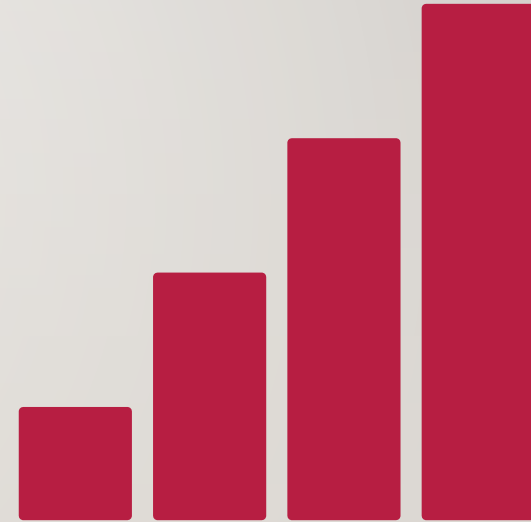
El plays a vital role in interpersonal skills including effective communication, cooperation, relationship management, and conflict resolution (McCloughen & Foster, 2018)

Individuals with low or average El may be ill-equipped to meet the demands of the job in a health care setting (McCloughen & Foster).



ARE THERE DETRIMENTS OF LOWER EMOTIONAL INTELLIGENCE?

- Who is in control?
- EI exists on a spectrum
- Lower EI has been shown to decrease the ability to cope with stress which often results in more stress
(Por et al., 2011).



SCHUTTE SELF REPORT EMOTIONAL INTELLIGENCE TEST (SSEIT)

The SSEIT is a 33-question self-report using a five-point Likert scale test (Schutte et al., 2007).

Based on research, the SSEIT is both valid and reliable (Por et al., 2011).

The SSEIT reports scores in the four aspects of EI: appraisal of emotions, use of emotions, mood regulations/optimism, and social skills (Cho et al., 2015).



SCHUTTE SELF-REPORT EMOTIONAL INTELLIGENCE TEST

- 1 = strongly disagree; 2 = somewhat disagree; 3 = neither agree nor disagree; 4 = somewhat agree; 5 = strongly agree
1. I know when to speak about my personal problems to others.
 2. When I am faced with obstacles, I remember times I faced similar obstacles and overcame them.
 3. I expect that I will do well on most things I try.
 4. Other people find it easy to confide in me.
 5. I find it hard to understand the non-verbal messages of other people.
 6. Some of the major events of my life have led me to re-evaluate what is important and not important.
 7. When my mood changes, I see new possibilities.
 8. Emotions are one of the things that make my life worth living.
 9. I am aware of my emotions as I experience them.
 10. I expect good things to happen.



11. I like to share my emotions with others.
12. When I experience a positive emotion, I know how to make it last.
13. I arrange events others enjoy.
14. I seek out activities that make me happy.
15. I am aware of the non-verbal messages I send to others.
16. I present myself in a way that makes a good impression on others.
17. When I am in a positive mood, solving problems is easy for me.
18. By looking at their facial expressions, I recognize the emotions people are experiencing.
19. I know why my emotions change.
20. When I am in a positive mood, I am able to come up with new ideas.
21. I have control over my emotions.
22. I easily recognize my emotions as I experience them.
23. I motivate myself by imagining a good outcome to tasks I take on.



24. I compliment others when they have done something well.
25. I am aware of the non-verbal messages other people send.
26. When another person tells me about an important event in his or her life, I almost feel as though I experienced this event myself.
27. When I feel a change in emotions, I tend to come up with new ideas.
28. When I am faced with a challenge, I give up because I believe I will fail.
29. I know what other people are feeling just by looking at them.
30. I help other people feel better when they are down.
31. I use good moods to help myself keep trying in the face of obstacles.
32. I can tell how people are feeling by listening to the tone of their voice.
33. It is difficult for me to understand why people feel the way they do.



SSEIT SCORING

- Reverse code items 5, 28, and 33 (so 5 is 1, 4 is 2, 3 stays same, 2 is 4, and 1 is 5)
- Now add up your total score
- Factor Scores
 - Perception of Emotion 5, 9, 15, 18, 19, 22, 25, 29, 32, 33
 - Managing emotions in self 2, 3, 10, 12, 14, 21, 23, 28, 31
 - Social skills or managing others' emotions 1, 4, 11, 13, 16, 24, 26, 30
 - Utilizing emotions 6, 7, 8, 17, 20, 27



SURVEY RESPONSE DEMOGRAPHICS

- N = 53

- Physicians (MD/DO) n = 9
- APP (PA/NP) n = 6
- PT/OT n = 19
- AT n = 14
- Other n = 5

Sex

Males 27
Females 26

Age

Range 24-64
Mean 42.67



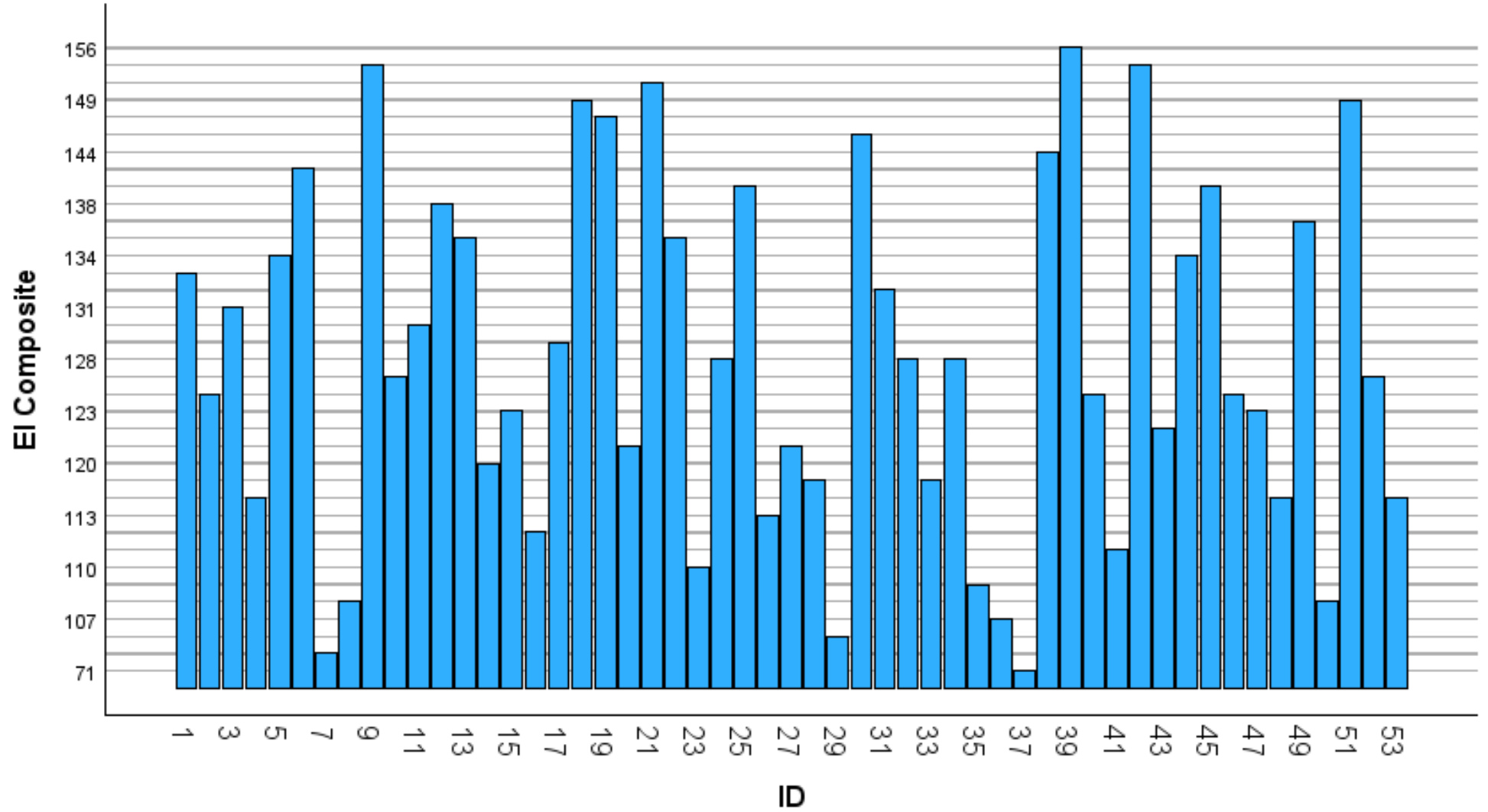
EMOTIONAL INTELLIGENCE

Descriptive Statistics

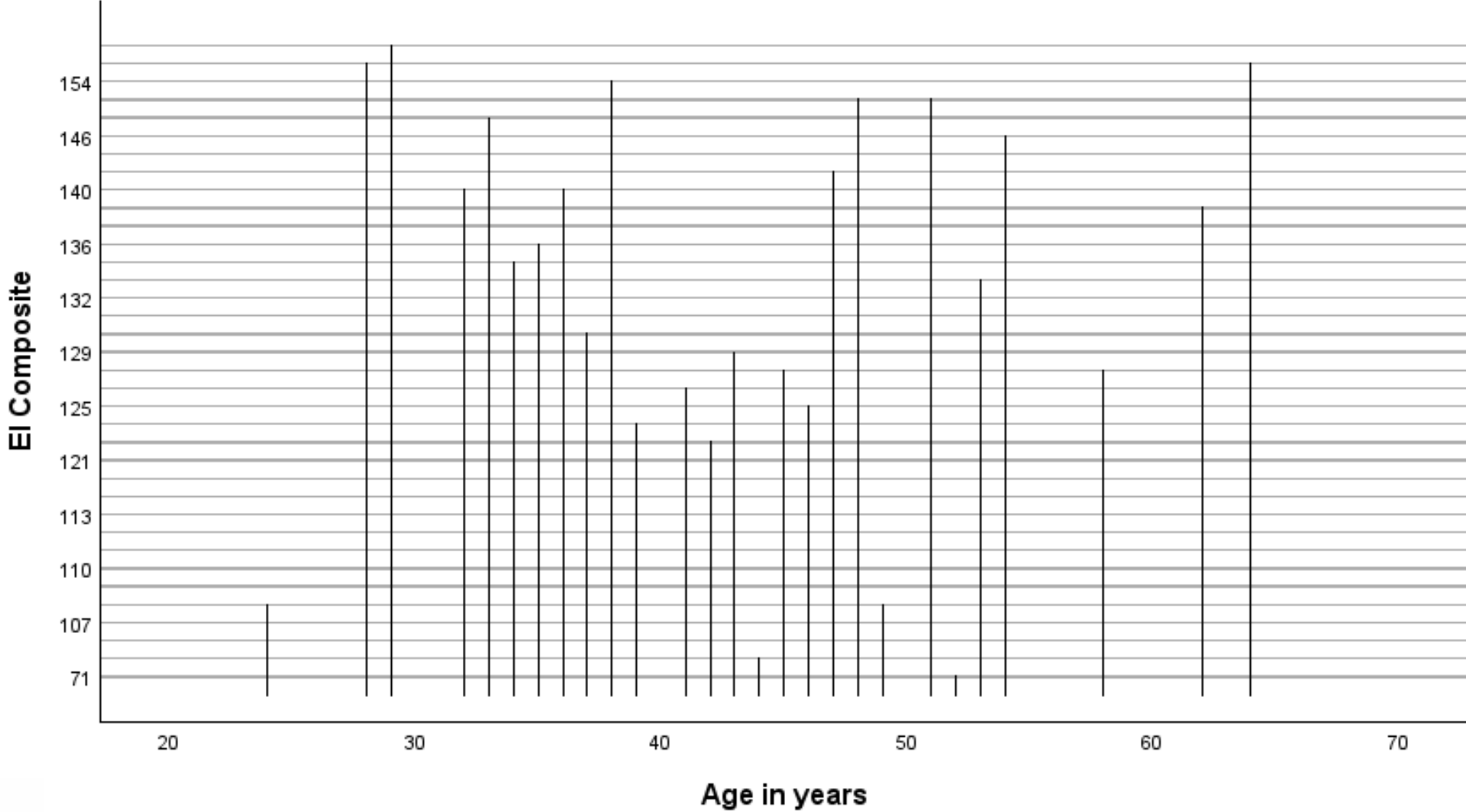
	N	Minimum	Maximum	Mean	Std. Deviation
El Composite	53	71	156	127.13	16.223
Valid N (listwise)	53				



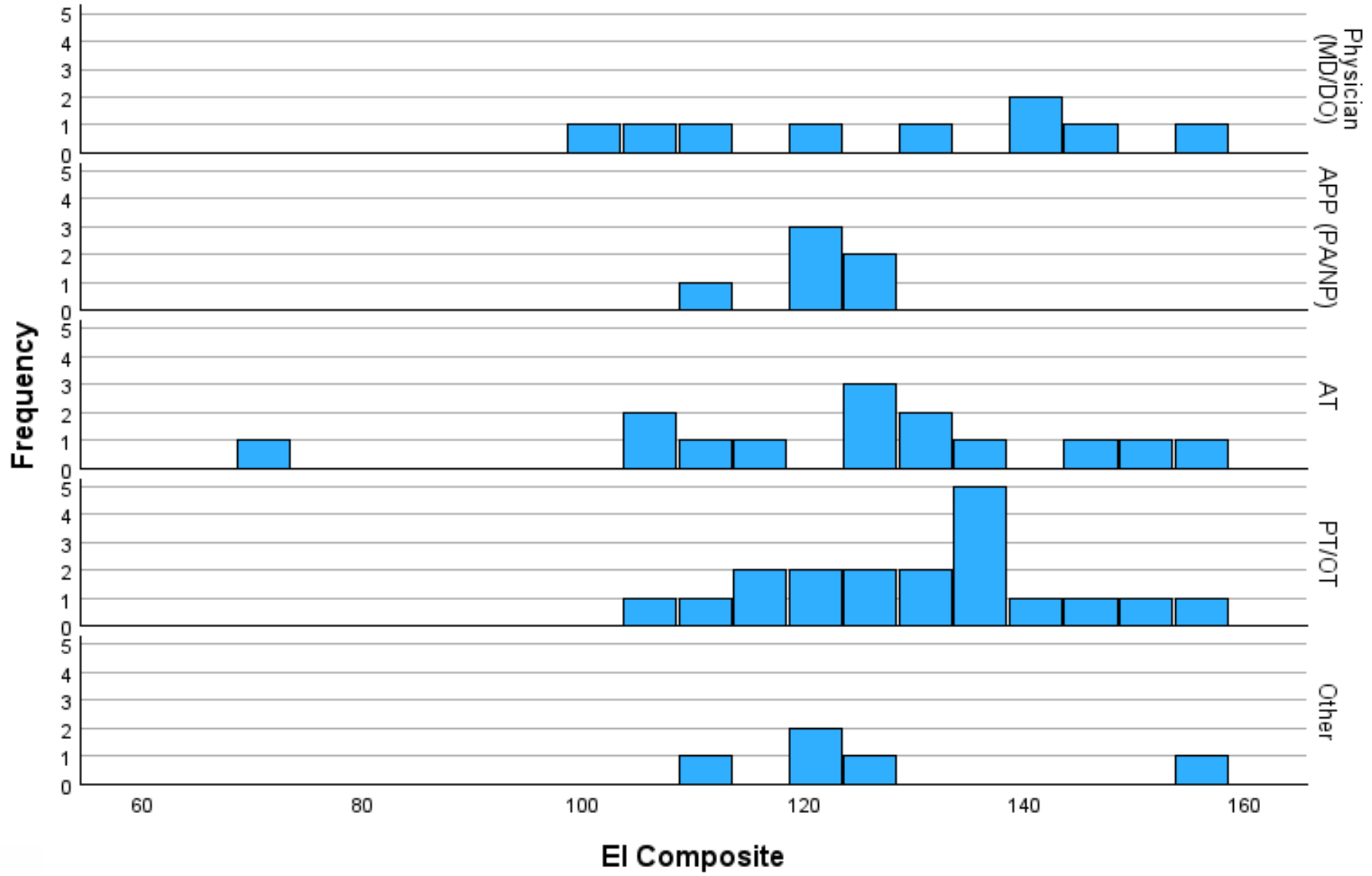
Simple Histogram of EI Composite by ID



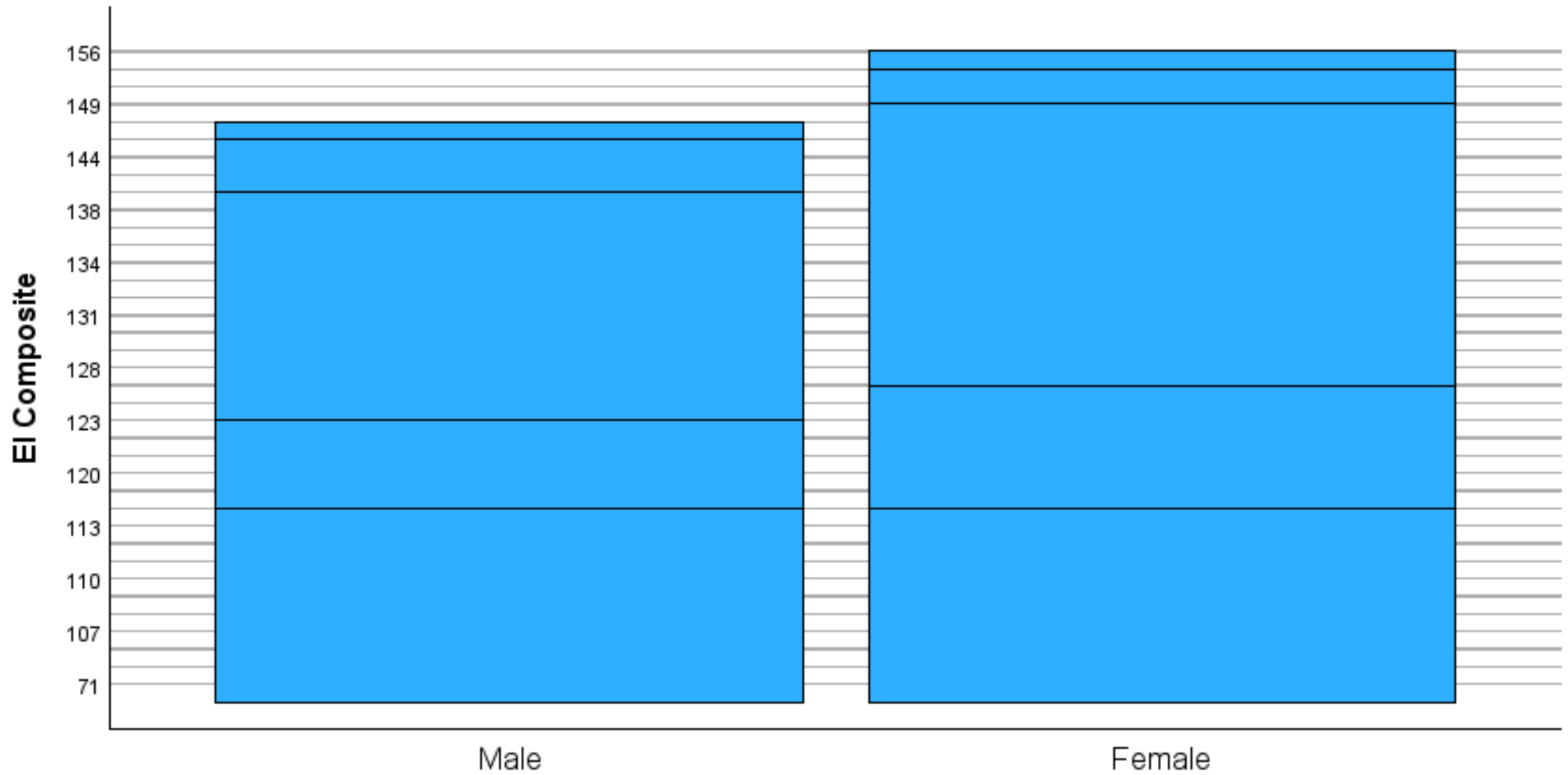
Simple Bar of EI Composite by Age in years



What is your healthcare profession - if you hold more than 1 credential please select the 1 for your primary job



Simple Bar of EI Composite by What is your biological sex (based on your current physical reproductive anatomy)



What is your biological sex (based on your current physical reproductive anatomy)



CONCLUSION

- The ability to perceive emotions in self and others, and then manage and utilize those emotions appropriately and intelligently is a vital skill for ATs and other HCP
- Research has shown that EI is important for the emotional wellness of the individual
- Research has shown that EI can be improved



QUESTIONS



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