Objectives

- Discuss how EQ fits into the paradigm of the competencies in the areas of communication, patient care, professionalism, systems based practice, and patient care.
- Apply EQ and its significance to our trainees through various scenarios.
- Model the use of illustrations and simulated situations to put students into controlled situations where they can learn to face stresses in the medical environment.

The Teacher as Leader

- In the teaching situation, the teacher is the “in charge;” the leader.
- Goleman’s Leadership styles could also be called “teaching styles.”
- We all may use different styles for different situations.

Teaching (Leadership) Styles

1. Coercive teachers
2. Pacesetting teachers
3. Affiliative teachers
4. Democratic teachers
5. Visionary teachers
6. Coaching teachers

Thought(s) for the Day

- Do we need EQ training?
- Why do we need to consider EQ
- Where/how have you seen examples of EQ (or lack of EQ)?

EQ in Teaching of Medicine

- How can EQ be used in the teaching of medicine?
  - Modeling
  - Verbal simulation
  - Photo simulation
  - Video simulation
  - Simulated patients
Verbal Simulation

- Exercise #1
- Empathy
- Fred Lee book

Modeling: Personal Experience

- An example from your own experience may be a powerful teaching aid.
- Something you did or that happened to you may exemplify a greater truth.

Visual Cues are important

Photo Modeling

- Use of a photo or series of photos to set up a scenario for discussion.
- Photo=a captured moment in time
  - Who are the people?
  - What is happening
  - When is this?
  - Where is this?
  - Why?
Building Respect in the OR
Nursing Spectrum, October 2006

- Patient Care
- Practice-based Learning and Improvement
- Interpersonal & Communication Skills
- Professionalism
- Systems-Based Practice

Self Awareness
- I am upset about what this person has done

Social Awareness
- She is not being receptive to what I am saying.

Self Management
- If I get upset the situation will get worse, and we still have a whole day’s worth of patients to see.

Relationship Management
- How would I feel if I were in her shoes?
- How can I get her to understand her actions did not help with patient care and get her back on the team?

Potential Responses:
1. I will MAKE her do it right.
2. I will SHAME her into doing it right.
3. I will have her FIRED for not doing it right.
4. How DARE SHE make me look bad?
5. I will IGNORE what she did, it is not worth the fight.
6. I will count to 10 to calm down before I speak (like my mother taught me to)
7. I will work with her to make the situation better (after I make sure the patient is OK).

Practice-based Learning and Improvement
- If this patient is upset, there may be many others who are just as upset, but less vocal!
- What would make this patient so upset?
- What do I need to change?

Conflict:
I don’t agree with how my colleague acted toward our patient. I am upset.

Potential Responses:
1. I will MAKE her do it right.
2. I will SHAME her into doing it right.
3. I will have her FIRED for not doing it right.
4. How DARE SHE make me look bad?
5. I will IGNORE what she did, it is not worth the fight.
6. I will count to 10 to calm down before I speak (like my mother taught me to)
7. I will work with her to make the situation better (after I make sure the patient is OK).
Simulated Patients

• Very simple simulated patient situations may be used.
• Clear instructions and clear feedback

Pair and Share

• Considering EQ in lectures, at the bedside or in a coaching moment:
  – Can you think of an example in your practice or in your teaching that you wish you could go back and redo?
  – Have you seen an exemplary illustration of EQ at work?
• Take 5 minutes to share and prepare a brief presentation.

Is medicine narcissistic?
– What is the difference between self-awareness and narcissism?
• painting by John William Waterhouse
• Does this sign have any relevance to Medical Education?
• How?

• Are there any Questions?

Primary References
• Goleman, Daniel. Emotional Intelligence: Why it can Matter More than IQ. NY, NY, Bantam, 1995

References