Regarding Self-Regard:

Initial Trend Analysis Shows Key EQ Trait Declines During DO Training

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Presentation Objectives

By the end of this presentation, attendees should be able to:

• Relate EI to medical student professional development and clinical practice.

• Discuss the potential relationship between physician EI, burnout, and resilience.

• Identify ways in which diminishing Self-Regard may be a key factor in burnout and declining empathy in medical education.
What is Emotional Intelligence?

In their landmark work, Salovey and Meyer (1990) defined EI/EQ as...

“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 decisions and actions”

“Self-Regulation”
“Over Half of US Doctors Have Considered Quitting Medicine, According to ‘Physician Misery Index’”
- Whalen, J (March 17, 2015) CMTDPCI Journal (Geneia’s Physician Misery Index 2015)

“Physician Burnout Climbs 10% in 3 Years, Hits 55%”
- Wift, D (December 2015), Medscape Multi-specialty

“How to Respond to the Despair from Physicians”
- Fitch, S (May 7, 2014), Kevin MD.com

“Depression Prevalence Among Resident Physicians Extraordinarily High”
- Herman et al. (December 9, 2015), Medical News Physicians First Watch
What is Burnout exactly?

Characterized as a syndrome which can include:

- Loss of enthusiasm for work & lost productivity
- Depersonalization (treating people like objects)
- Lack of purpose/meaning
- Low sense of accomplishment (in spite of evidence)
- Chronic fatigue
- Impaired judgement
- Loss of emotional availability
- Reduced compassion & empathy
- Depression/anxiety/pessimism
- Illness & Substance abuse
- Anger
- Isolation
- Feelings of apathy

A “state of vital exhaustion”
ICD-10
Burnout starts in medical school...

- **Why So Many Doctors Lack Self-Confidence and How to Get it Back**
  
  (Wible 2015 Medscape):

  - 42% students reported INCREASED confidence through med school
  - 50% reported DECREASED confidence
  - 8% said NO CHANGE (n=189)
  - Post-traumatic STUDENT disorder?

- Our residents are getting more depressed:

  - Range 28.8% - 43.2%.

  
EI: Missing Link to Resilience?

- Physician EI linked to both burnout and resilience in multiple studies
- Burnout adversely impacts:
  - **Patient:**
    - Care
    - Safety
    - Satisfaction
    - Outcomes
  - **Clinician:**
    - Stress management
    - Morale
    - Turn over
    - Commitment
    - Financial performance
Empathy

- An aspect of EI

- Frequently studied in medical students
  - MD medical students trend towards decline in vast body of research
  - DO student studies tend to have mixed results (Calabrese, et. Al.)

- Tends to be studied in isolation
Literature Meta-Analysis


Concluded higher EI contributes to:

- The doctor-patient relationship
- Increased empathy
- Teamwork
- Communication skills
- Stress management
- Organizational commitment and leadership”
Lit Review Conclusions

• EI is consistent with the qualities med ed seeks to promote

• EI provides a broader based construct, consistent with holistic DO philosophy

• EI allows for traits such as empathy to be studied

IN CONTEXT
Background

• COMP began collecting data with DO 2014

• EQ 2.0 Higher Ed: 125 items, online, 10-15 min, student summaries
  • https://ei.mhs.com/Portals/0/EQ-i%20PIS-web.pdf

• 3 administrations at critical junctures of matriculation:
  • baseline, mid-way, post

• Grew to encompass multiple colleges & related institutions:
  • WesternU Colleges of Optometry, Dentistry, Podiatry, Grad Nursing, PT
  • OPTI-West Residency Site: Community Hospital in Ventura
  • Rocky Vista & KCUMB Medical Military Students
In-coming Group Report Trends

<table>
<thead>
<tr>
<th>Higher Scoring Subscales</th>
<th>Lower Scoring Subscales</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMPATHY</td>
<td>INDEPENDENCE</td>
</tr>
<tr>
<td>SELF-ACTUALIZATION</td>
<td>REALITY TESTING</td>
</tr>
<tr>
<td>SOCIAL RESPONSIBILTY</td>
<td>FLEXIBILITY &amp; PROBLEM SOLVING</td>
</tr>
<tr>
<td>(Appears for all colleges)</td>
<td>(Adaptability Domain)</td>
</tr>
<tr>
<td></td>
<td>STRESS MANAGEMENT</td>
</tr>
<tr>
<td></td>
<td>(Nursing/Optometry)</td>
</tr>
</tbody>
</table>
Initial Longitudinal Trend Analysis

• All EI scales declined during medical school matriculation

• 3 scales fell the most:
  1. Self-Regard
  2. Empathy
  3. Social Responsibility
Social Responsibility

- Defined as "willingly contributing to society and the general welfare of others."

- Burnout leads to "apathy" & reduced engagement

- Can impact physician leadership affecting the next generation

- Residents with higher EI believed developing physician leadership skills was important
Self-Regard

- Defined as "respecting oneself while still accepting and understanding one's strengths and weaknesses"

- Associated with "feelings of inner strength and confidence"

- Nursing literature considers this to be the most important EI trait

- Physician self-esteem negative correlated to burnout (Carmel)

- Self-efficacy factor in ability to acquire patient-centered communication skills in both med students and physicians

(Zacharie, et. Al 2015)
Scott Helf, DO, MSIT

- Database overview & capabilities
- Allowed us to collect/store data & perform rough initial analyses
- No significant identifiable patterns with SPC
- Self-Actualization and MMI
All statistical analysis were conducted using the SAS software for Windows version 9.3 (Cary, North Carolina).

Descriptive statistics were presented as means and standard deviations for continuous variables, and frequencies and proportions for categorical variables.

A repeated measures analysis of variance was conducted to assess the time effects and other predictors.

All tests were two-sided.

P-value < 0.05 was considered to be statistically significant.
## Summary of changes in outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total EQ</td>
<td>&lt;.0001</td>
</tr>
<tr>
<td>Stress Tolerance</td>
<td>0.0004</td>
</tr>
<tr>
<td>Optimism</td>
<td>0.0003</td>
</tr>
<tr>
<td>Flexibility</td>
<td>0.0119</td>
</tr>
<tr>
<td>Self Regard</td>
<td>&lt;.0001</td>
</tr>
<tr>
<td>Self Actualization</td>
<td>&lt;.0001</td>
</tr>
<tr>
<td>Reality Testing</td>
<td>0.0084</td>
</tr>
<tr>
<td>Impulse Control</td>
<td>0.0497</td>
</tr>
<tr>
<td>Interpersonal Relationship</td>
<td>0.0134</td>
</tr>
<tr>
<td>Empathy</td>
<td>0.0112</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>0.0255</td>
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<tr>
<td>Assertiveness</td>
<td>0.0018</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>0.1145</td>
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<tr>
<td>Independence</td>
<td>0.3961</td>
</tr>
<tr>
<td>Emotional Self Awareness</td>
<td>0.253</td>
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</tbody>
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Study Limitations

- No EQ gold standard for measurement
- Self-report inventory
- Longitudinal attrition & self-selection
- Larger sample size needed to confirm (in progress)
- No known large scale studies outside of WesternU for comparisons
Grant/Project Focus

- Self-Regard: the lynch-pin log?
  - Confirm and analyze key trend

- Develop grounded, measurable solutions
  - Not flavor of the month

- Inter-COM Possibilities

- Residency Study
  - Faculty?
  - Burnout Inventory
Questions?