



# Emotional Intelligence Curriculum and the Impact on Dental Students

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## INTRODUCTION

According to our research, there are many studies that show the benefits of emotional intelligence in the medical field.<sup>1-6</sup> However, there are limited studies that show the importance of emotional intelligence in the dental field. Based upon the literature, there is no requirement for formal emotional intelligence training to be integrated into the dental school curriculum.<sup>7</sup> However, at Roseman University, emotional intelligence is part of the dental schools' curriculum and is integrated throughout dental students' tenure at the University. Based on the literature, emotional intelligence is a skill that can be developed through education, and with the proper infrastructure can be fostered, so that dental students can reach their growth potential in this area.<sup>8,9</sup> The assumption is dental students and in turn, dentists and dental specialists with higher emotional intelligence, will have more success in practice both in terms of business and interpersonal relationships with their patients and staff.<sup>3-5, 9-13</sup> In addition, a dentist with higher emotional intelligence will be more adept to handle intrapersonal conflicts and be more likely to have more confidence and overall higher well-being.<sup>1,2,5,12,14,15</sup> This study will fill a gap in the literature of the effect of emotional intelligence curriculum on dental students' emotional intelligence development.

## OBJECTIVES

1. The primary objective of the study is to determine the relationship between emotional intelligence curriculum and Roseman second year dental students' (class of 2022) emotional intelligence through a paired sampling pre-test and post-test.
2. A secondary objective of the study is to measure the level of emotional intelligence in Roseman's first year dental students (class of 2023), in order to establish a baseline of emotional intelligence prior to Roseman emotional intelligence curriculum.

PRESENTED BY DR. MONICA FREIFELD AT THE ROSEMAN UNIVERSITY RESEARCH SYMPOSIUM, HENDERSON, NV ON APRIL 14, 2021.

## METHODS

This study using descriptive statistics will be both longitudinal and cross-sectional. The data points for the longitudinal portion of the study will be before current second year dental students (class of 2022) take DMD 6100, in March 2020, and subsequently in September 2020, 6 months after conclusion of DMD 6100. In this course, emotional intelligence theory is reviewed, and students have the opportunity to practice and apply the theory. The goal is to see a change in self-assessed emotional intelligence behavior.

The cross-sectional part of the study will be conducted with the incoming dental students (class of 2023), before they take their first course, DMD 5100. This data will provide a baseline for emotional intelligence in Roseman first year dental students.

Data Collection:

Multi-Health Systems Inc. Psychological Assessments & Services (MHS Assessments) will be used as a third-party service to assess Emotional Intelligence using their EQ-i 2.0 (self-assessment) instrument. MHS will provide a portal for access to send out the invitation with a link to the survey.

Below is the basic process:

- 1) Consent received during face-to-face question and answer session.
- 2) Invitation to take the survey is initiated through MHS portal only for those that provided consent.
- 3) Principal resident investigator confirms receipt of survey and allows 45 minutes of class time for participants to take the survey.



Figure 1: Four Domains of Emotional Intelligence adapted from Daniel Goleman's Book Primal Leadership<sup>16</sup>

## RESEARCH QUESTIONS

1. What is the relationship between emotional intelligence curriculum and second year dental students' emotional intelligence?
2. According to gender, to what degree is there an increase in emotional intelligence in dental students after emotional intelligence curriculum?
3. According to age, to what degree is there an increase in emotional intelligence in dental students after emotional intelligence curriculum?

## VARIABLES

1. Independent variable: Emotional Intelligence Curriculum
2. Dependent variables:
  - Emotional Intelligence (Total Score), Self-Perception, Self-Expression, Interpersonal, Decision Making, Stress Management, Happiness (Well-Being Indicator)

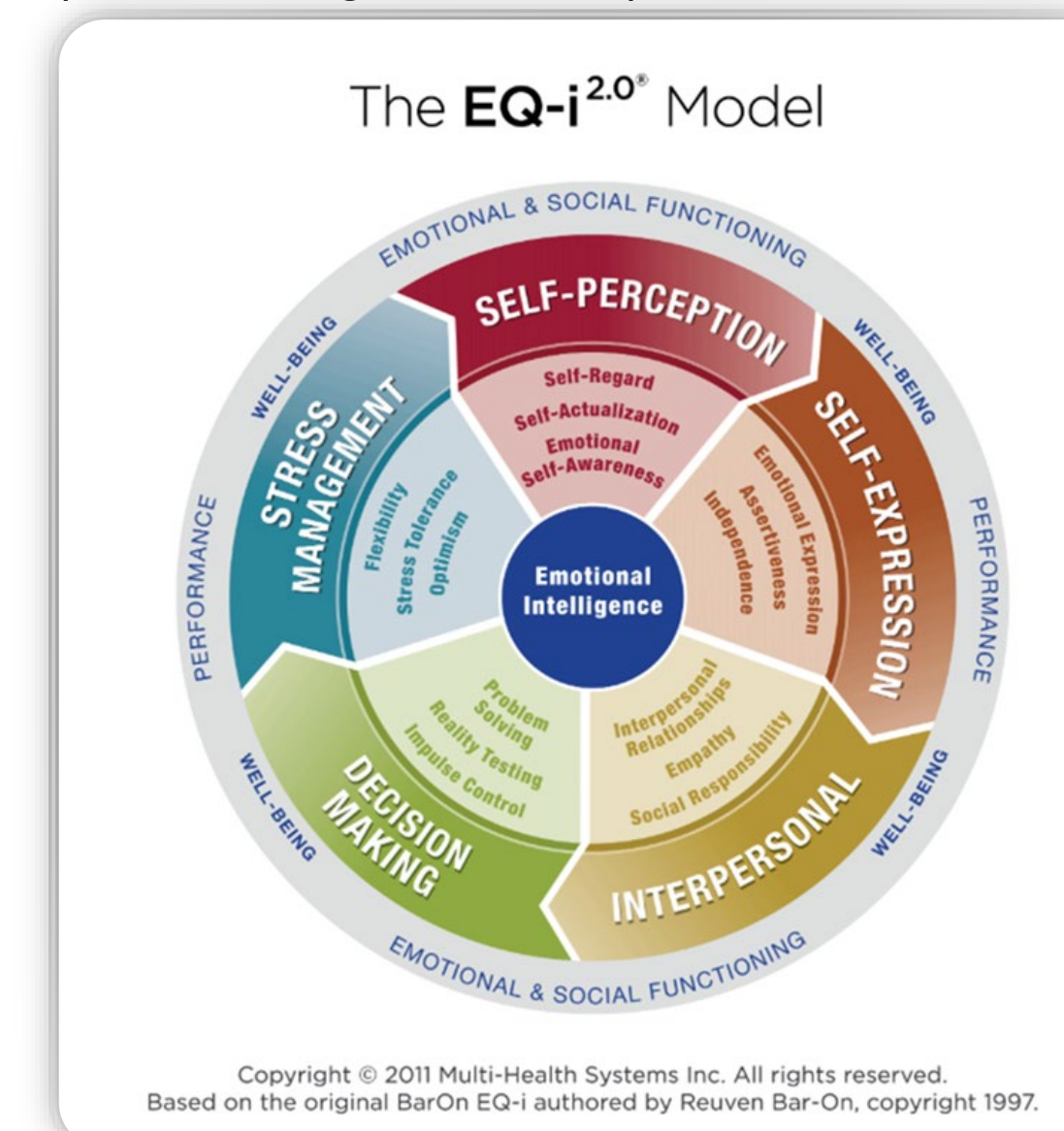


Figure 2: EQ-1 2.0 Model from MHS Assessments<sup>17</sup>

## RESEARCH DESIGN & SAMPLE

- Longitudinal and cross-sectional study
- 1<sup>st</sup> & 2<sup>nd</sup> year dental students at Roseman University College of Dental Medicine in the 2022 and 2023 classes.

## STATISTICS

Once the data has been de-identified, the principal resident investigator and committee members will use SPSS v25 for data analysis. The following analyses will be performed:

- Paired sample t-test, Median (M), and Chi Square

## STUDY BENEFITS & IMPLICATIONS

Information gained from this protocol may:

- provide insight into research on emotional intelligence curriculum and the impact on dental students
- provide insight into presenting emotional intelligence curriculum in dental schools
- provide potential benefits for future dental practitioners
- be used by students when evaluating their school of choice
- universities can use emotional intelligence curriculum as a recruitment tool and differentiator, giving them a competitive advantage

In addition, Roseman University may benefit from this study as there will be data to determine the relationship between emotional intelligence curriculum and second year dental students.

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