

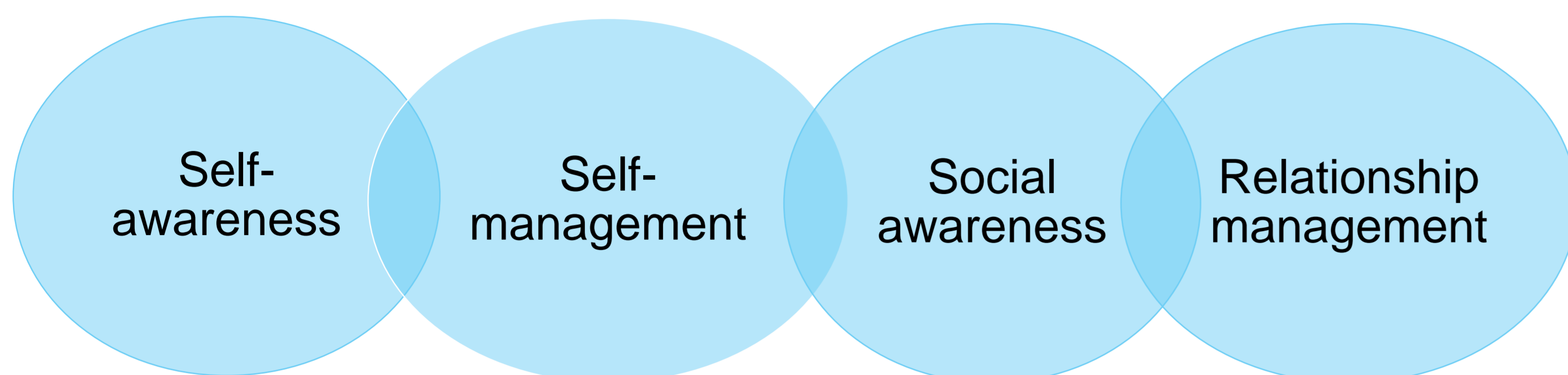
# Experience of a Value-Added Course on “Developing Emotional Competencies” at an Indian University

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## 1. BACKGROUND

- Emotional Intelligence (EI) - capacity for gaining awareness of self and others, and managing emotions within self and in relationships.<sup>1</sup>



- Emotional Competence (EC) is essential for healthcare professionals to manage emotions, build relationships, and handle stress in challenging environments.
- EC is often underemphasized in healthcare education.

## 2. OBJECTIVES

- To address this gap, a 10-week Value-Added Course (VAC) on Developing EC was introduced at a healthcare university in India.
- We describe the development, conduct of the course, and participants' experiences.

## 3. METHODS

Course design  
March 23

- Define EI
- Differentiate between EQ and IQ
- Understand the four components of EQ
- Demonstrate application of the four components

10 Sessions  
90 mins each

Course started  
May 23

- Course introduction
- Self-awareness (2)
- Self-management (2)
- Social management (2)
- Relationship management (3)
- Interactive PPT
- Group discussions
- Self-assessment questionnaires
- Journaling
- Hands on practice

Social Media Group

Demographic data included  
- age  
- gender  
- course  
- year of study

Nine open-ended questions covering

- Initial expectation
- Experience
- Most valuable aspect
- Expectation met
- Methods which contributed to learning
- Areas for improvement
- Impact on interpersonal communication
- Realizations from the course

Two Likert scale questions (0-5) were used for tapping expectations met and wish to participate in future courses

## 4. RESULTS

### Demography

- Ten students enrolled in the course, Seven gave feedback
- Male = 2, Female = 5
- Age 19-22
- 2nd & 3rd year MBBS and Physiotherapy

## 4. RESULT (CONT.)

### Initial expectations

- Managing emotions (n=4)
- Controlling overthinking (n=2)
- Learn about human psychology (n=2)

### Experiences

- Improved communication (n=2)
- Self-confidence (n=2)
- Self-awareness (n=2)
- Mindfulness (n=1)
- Self-management (n=1)
- Conflict management
- Leadership (n=1)

### Skills learnt

- Empathy (n=5)
- Managing emotions (n=4)
- Know themselves better (n=3)
- Self-acceptance (n=3)
- Keeping a journal (n=2)
- Managing self (n=2)
- Managing relationship (n=2)

### Facilitating factors

- Group work and interactive nature of the course (n=7)
- Keeping a journal (n=4)
- Reflection techniques (n=2)

### Suggestions

- Better scheduling of the sessions (n=3)
- Increase frequency of the sessions (n=1)
- Use more examples

## 5. DISCUSSION

### COMPARISONS:

- Based on initial expectations of the participants and responses on the feedback, course was able to meet participants' expectations and helped them develop various EI skills.
- Responses of the participants on the feedback were consistent with those previously reported.<sup>2-5</sup>

### LEARNINGS:

- According to Andragogy, adults are more likely to engage in activities that are perceived to be relevant to their needs. Respondents' expectations suggest they held beliefs that the course would address their specific concerns and challenges.<sup>6</sup>
- We found that group activity and reflection techniques facilitated learning. The voluntary and value-added nature of the course might have been instrumental in creating this teaching-learning environment.
- Understanding the nuanced experiences of participants, their expectations, and the aspects they found most valuable provides a roadmap for refining course content and delivery methods in future.

### LIMITATIONS:

- Evaluation of the course done at Kirkpatrick level 2.

## 6. CONCLUSIONS

- The course met participants' expectations, fostering EI skills development.
- Group activities and reflection techniques facilitated learning.
- Further research is needed in Indian settings.

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