

## Developing Self-Awareness of Medical Students and Faculty Members Through Reflective Activities

Amy B. Smith PhD  
*Lehigh Valley Health Network, amy\_b.smith@lvhn.org*

Kira K. Zwygart MD  
*USF MCOM- LVHN Campus*

Follow this and additional works at: <https://scholarlyworks.lvhn.org/education>



Part of the [Education Commons](#), and the [Medical Education Commons](#)

---

### Published In/Presented At

Smith, A., Zwygart, K. (2015, October 18). *Developing Self-Awareness of Medical Students and Faculty Members Through Reflective Activities*. Poster presented at: International Conference to Promote Resilience, Empathy and Well-Being in the Health Professions, Washington, DC.

This Poster is brought to you for free and open access by LVHN Scholarly Works. It has been accepted for inclusion in LVHN Scholarly Works by an authorized administrator. For more information, please contact [LibraryServices@lvhn.org](mailto:LibraryServices@lvhn.org).

# Developing Self-Awareness of Medical Students and Faculty Members Through Reflective Activities

Amy B. Smith, PhD<sup>1,2</sup>, Kira K. Zwygart, MD<sup>2</sup>

<sup>1</sup>Lehigh Valley Health Network, Allentown, Pennsylvania, <sup>2</sup>University of South Florida Morsani College of Medicine, Tampa, Florida

## Abstract

The SELECT program of the University of South Florida Morsani College of Medicine, through emotional intelligence theory and faculty coaches, educates students about leadership. Our faculty development process is based on an experiential model, followed by reflection and teaching to help faculty develop skills to serve as coaches. Throughout the four-year curriculum students and faculty reflect on content, experiences, and skills. The first class of SELECT students graduated in 2015 taking with them deep relationships and a plan for continued growth. A secondary benefit of the program was the positive impact on coaches and faculty.

## Background

Research shows that students with higher levels of emotional intelligence have a stronger sense of self and knowledge that they can handle challenges, indicating that emotional intelligence may be a good predictor of success in both academics and careers.

In 2011, the University of South Florida Morsani College of Medicine (Tampa, FL), in partnership with the Lehigh Valley Health Network (Allentown, PA), launched a new medical student curriculum called

**SELECT** - Scholarly Excellence, Leadership Experiences, Collaborative Training.

The SELECT program was designed with the ultimate goal of developing a cohort of new physicians into early leaders capable of transforming healthcare in the United States.

### Student Reflective Activities

Emotional intelligence is at the core of the program with an emphasis on leadership, health systems and values-based patient-centered care.

Across all four years, SELECT students are mentored by medical faculty from each campus (Tampa, FL & Allentown, PA).



## Methodology

Students and coaches learn together about emotional intelligence, starting with self-awareness and self management in years 1 & 2 and focusing on social awareness and relationship management in years 3 & 4.

Methods used to teach, practice and foster self-awareness include:

- Emotional Social Competency Inventory (ESCI) – Students and coaches complete an ESCI at the start of the program and use the results to develop a Professional Development Plan (PDP).
- 1:1 Coaching – Students work with the same 2 coaches for 4 years. Faculty coaches work with the students to
  - develop, review and implement Professional Development Plans
  - identify student achievements
  - assist in setting new goals, recognizing and overcoming barriers.
- SELECT Professional Development Course (Years 1 – 4) – Small groups of students work in coaching cohorts facilitated by the coaches. Reflection papers are incorporated into the curriculum.
- Balint Groups – 3rd year students are assigned a Balint Group to discuss cases with trained facilitators.
- Mindfulness – the importance of mindfulness is taught the first week of medical school and the theme continues across the 4 years.
- Peer Pairs – Students are assigned peer pairs and work together throughout the program.
- Implicit Association Tests – reflection and discussion about bias.



Figure 1. Components of the SELECT program

## Results

The 4th year students were assessed at the end of the year with a written assessment as well as a practical (standardized patient) assessment. There was a reflective component with each section.

A short answer question about quality improvement included: How would you balance time constraints and stressors as a new physician both learning medicine and leading a quality project? Which of your values are most at risk and how would you maintain those values?

At the end of the SP assessment students had post encounter questions to self assess and reflect on what area of the encounter they felt most comfortable, least comfortable and what they want to work on.

The students completed a Professional Development Plan to take with them for continued growth.

## Conclusion

Students and faculty have developed meaningful, lifelong relationships and are explicitly more self-aware and are using techniques more often to promote reflective practices, mindfulness, and resilience through gratitude and enhancing relationships with peers, patients and colleagues.

Name:	Date:
ESCI Social Awareness Competency 1	
My Ideal Self	
• How do I imagine myself as highly skilled in this competency?	
• What might others expect of the idealistic competency?	
• What are the values and commitments that guide my behavior?	
My Real Self	
• How do I currently demonstrate this competency?	
• How do other people perceive me?	
• What are my gaps/needs?	
My Gap	
• What is the gap(s) between how I demonstrate this competency now and how I want to demonstrate this competency moving forward?	
My Learning Goal Statement	
• What changes might I need to make in order to reduce or close the gap(s)?	
My Action Steps and Timeline	
• What are manageable new behaviors or activities I can try each day to build upon my strengths?	
• What on the job experiences, relationships and formal learning activities can I leverage to develop this competency?	
• What are the milestones/metrics that indicate my progress toward my goal?	
• What will I do to reach the milestones and by when?	
Supporting Partnerships	
• Who are key people that can help me at any stage of my behavior change process?	
• What additional resources can support me?	
My Achieved Developmental Results and Outcomes	

Figure 2. Sample MS4 Professional Development Plan

© 2015 Lehigh Valley Health Network