

Journal of Nobel Medical College

Volume 11, Number 01, Issue 20, January-June 2022, 1-2

Editorial

Time to Include Emotional Intelligence in Medical Curriculum

Reetu Sharma Baral


Department of Pathology, Nobel Medical College Teaching Hospital, Biratnagar, Nepal

DOI: <https://doi.org/10.3126/jonmc.v11i1.45716>

Medical education requires future physicians empowered with empathy, emotional intelligence and communication skills in order to maintain professionalism and trust in society. A medical doctor is respected and admired for his/her competence and capabilities in his/her society. It is the responsibility of the doctor to maintain the trust and honor with professionalism and high ethical standards. Emotional intelligence (EI) is the ability to recognize, understand, and manage emotions in yourself and in others. The 'emic' perspective of emotional intelligence helps a person understand and regulate their own emotions and use them for effective human interactions. The 'etic' perspective of EI helps them relate to the emotions, empathize and respond to the emotions of others. Both these perspectives are essential for effective human interactions [1].

A doctor needs to thrive in human interactions, communication and human touch which make emotional intelligence much more important in clinical practice [2]. Studies have shown that doctors who express effective empathy and compassion are able to elicit a better history, arrive at a correct diagnosis and elicit good treatment [1]. Empathy and compassion in the doctors also makes patients perceive a sense of well-being which speeds up the recovery process. Emotional intelligence is important for the doctors to effectively work as a team with the nurses, hospital managers, and other allied health care workers. It is also important to communicate with the relatives, friends and families of the patients under their treatment. The rise of violence against doctors that we are witnessing today are outburst of the common people related to the vulnerability of the patients, uncertainty of treatment, overcrowded and under facility hospitals as well as over worked doctors. In such a situation if the doctor lack emotional intelligence the situation will be aggravated and violence is inevitable.

A medical doctor is shaped for today and tomorrow by the educational policies the medical colleges adopt and maintain. A need to impart emotional intelligence skills as a part of the medical education has become mandatory to create a sensitive, empathetic and compassionate doctor. Do we now need to teach these social discipline, empathy, compassion, moral and ethics in medical colleges along with the medical subjects? With overloaded curriculum there is very little time allotted for soft skill development. Most of the soft skill such as effective communication, emotional intelligence, empathy and compassion are left to subconscious learning by observing the senior colleagues at bed side and OPDs. In recent times many countries have active teaching learning methods that are advocated for empowering with empathy, emotional intelligence and communication skills [3]. If we are able to teach emotional intelligence during the first two years of medical school we will be helping our students become much more compassionate and successful doctors. A time has come when we need to revisit

	<p>©Authors retain copyright and grant the journal right of first publication. Licensed under Creative Commons Attribution License CC - BY 4.0 which permits others to use, distribute and reproduce in any medium, provided the original work is properly cited.</p>	<p>*Corresponding Author: Dr. Reetu Sharma Baral Professor Email: reetu.baral@gmail.com ORCID: https://orcid.org/0000-0002-5279-7918</p>
---	---	---

Citation

Baral RS, Time to Include Emotional Intelligence in Medical Curriculum, JoNMC. 11:1 (2022) 1-2.



the curriculum and revise it accordingly.

References

- [1] Sundararajan S, Gopichandran V, Emotional intelligence among medical students: a mixed methods study from Chennai, India, BMC Med Educ. 18:1 (2018) 1-9. DOI: <https://doi.org/10.1186/s12909-018-1213-3>
- [2] Baral G, Education with Human Touch, Nepal J Obstet Gynaecol. 12:2 (2017) 4. DOI: 10.3126/njog.v12i2.199940.
- [3] Roth CG, Eldin KW, Padmanabhan V, Friedman EM, Twelve tips for the introduction of emotional intelligence in medical education, Med Teach. 41:7 (2019) 746-749. DOI: 10.1080/0142159X.2018.1481499. PMID: 30032720.

