

## Purpose

➤ Conceptual **perspective-taking (PT)** is the empathic ability to take on the viewpoint of another person's thoughts, feelings and attitudes which is essential for successful social interactions.<sup>1</sup> As future healthcare providers, medical students need high levels of PT for understanding their patients feelings, which can be assisted by high levels of emotional intelligence (EI).<sup>2</sup> Limitations in available student time can compromise EI and therefore PT. Three-year medical degree programs are excellent locations for comparing student PT under severe restrictions in time.<sup>3</sup> Three-year programs with distinctive institutional cultures may encourage students to use varying facets of EI to impact PT.

➤ The purpose of this study is to analyze the predictive relationship of emotional intelligence on perspective-taking between students at two different three-year medical degree programs.

## Methods

➤ In 2017/18, 205/500 M-1/M-2 medical students voluntarily completed self-reported surveys using the following validated instruments:

- 28-Item Interpersonal Reactivity Index to measure Perspective Taking
- 30-Item Trait EI Questionnaire

➤ IBM® SPSS® 24.0 generated statistical analysis. This research approved by the institution's IRB.

## Results

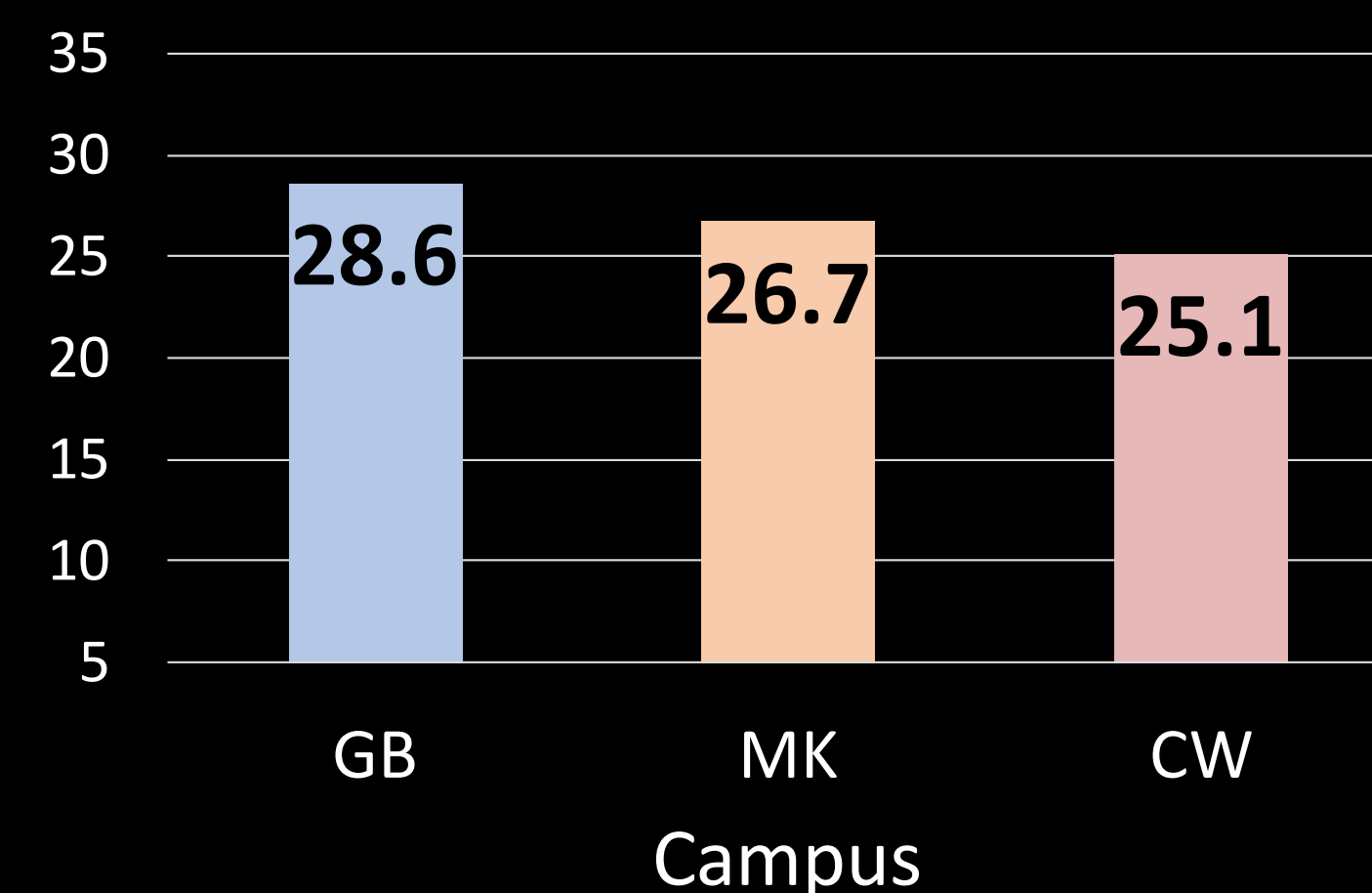


Fig 1: Perspective Taking Mean Scores by Campus

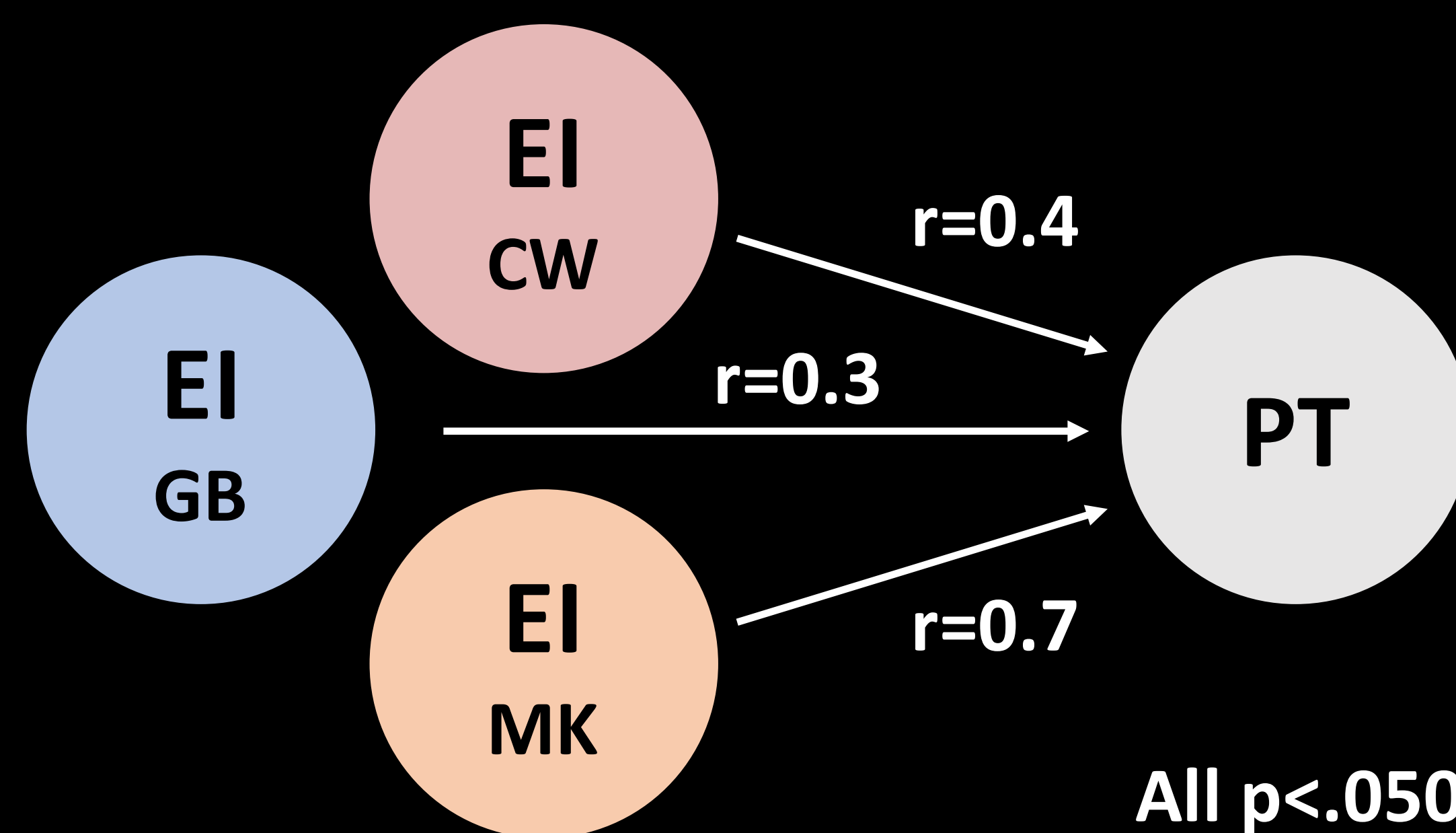


Fig 2: Pearson Correlations (r) of PT and EI

- Perspective-taking ( $\alpha=0.7$ ) mean scores were significantly different between ( $d=0.8$ ,  $p<.001$ ) the two three-year medical degree programs (mean(sd)=28.6(4.3) vs. 25.1(4.8)), but not compared to a single four-year program (26.7(4.6)). (Fig 1)
- Linear regression results for the three-year program with higher PT scores was predicted ( $R^2=0.60$ ,  $p<.001$ ) by optimism (beta=0.5), motivation (beta=0.3) and assertiveness (beta=-0.6). The second three-year program PT was predicted ( $R^2=0.35$ ,  $p<.001$ ) by social awareness (beta=0.5) and emotion-regulation (beta=0.3). At a four-year program PT was predicted ( $R^2=0.40$ ,  $p<.001$ ) by self-esteem (beta=0.4) and relationships (beta=0.4). (Tables 1-3)

## Conclusions

- Four-year MK medical students EI had more overall impact on PT. Students in one three-year program use “more positive” EI facets such as optimism and motivation, but all use one *intra*-personal and one *inter*-personal EI facet to impact PT.

Table 1: Linear Regression of CW Perspective Taking on EI

Value	Coefficients	
	Beta	Sig (p)
<i>Optimism</i>	0.5	.001
Motivation	0.3	.018
<i>Assertiveness</i>	-0.6	.001

Table 2: Linear Regression of GB Perspective Taking on EI

Value	Coefficients	
	Beta	Sig (p)
<i>Soc Awareness</i>	0.5	.001
<i>Emotion Reg</i>	0.3	.033

Table 3: Linear Regression of MK Perspective Taking on EI

Value	Coefficients	
	Beta	Sig (p)
<i>Self-Esteem</i>	0.4	.001
<i>Relationships</i>	0.4	.001

*Intra-personal EI facet*  
*Inter-personal EI facet*

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2. Schroder-Abe M, Schutz A, Walking in Each Other's Shoes: Perspective Taking Mediates Effects of Emotional Intelligence on Relationship Quality, *European Journal of Personality* 2011;25(2):155-169.  
3. Raymond JR, Kerschner JE, Hueston WJ, Maurana CA, The Merits and Challenges of Three-year Medical School Curricula: Time for an Evidence-based Discussion, *Academic Medicine* 2015;90(10):1318-