



Journal of Regional Medical Campuses

Teaching Emotional Intelligence Through The Care Of Gender Non-binary Patients

Jaime K. Bowman, MD

z.umn.edu/JRMC

All work in JRMC is licensed under CC BY-NC



Teaching Emotional Intelligence Through The Care Of Gender Non-binary Patients

Jaime K. Bowman, MD, FAAFP

Topic:

In a climate of increasingly challenging care delivery and much controversy surrounding the execution of personal integrity, learners deserve methods by which to navigate personal and professional boundaries while maintaining patient centered, timely care. Learners, whether UME or GME, acquire self-assessment, self-management, social-awareness, and relationship management skills through the unique exposure to vulnerable LGBTQIA+ care. Using the structured approach of emotional intelligence and the environment of the vulnerable care of gender non-binary patients, this seminar explores the methods for teaching learners to allow them to develop awareness of boundaries, navigate those boundaries, and do so without interrupting the quality of patient care.

Short Description:

Teach your learners to develop personal and professional boundaries without compromising the quality or patient centeredness of the care. Emotional intelligence, with education in self-assessment, self-management, social-awareness, and relationship management, is a useful format for training learning clinicians how to navigate care boundaries.

Four questions that were posed to/considered by session participants

- 1) *How might you coach students to take an emotionally intelligent sexual history?*
- 2) *Why is it important to use preferred pronouns?*
- 3) *How can students balance their enthusiasm to learn with patient centered care?*
- 4) *How do providers set personal boundaries without limiting access to care?*

Three take home points from our session:

- 1) *Learners feel vulnerable until they care for the most vulnerable of patients, then they feel empowered.*
- 2) *Caring for LGBTQIA+ patients is uncertain, intergenerationally challenging, and uncomfortable for most people, providers and patients alike.*
- 3) *Begin with clear and positive intent. You aren't alone. You can ask for support and help.*

Jaime K. Bowman, MD; FAAFP Director, Longitudinal Integrated Clerkship Elson S Floyd College of Medicine at Washington State University. jaime.bowman@wsu.edu

