

Brewer JF, O'Connell JK, McCormick J, Hinman M, Allen L, Frazier R, Morris A. Relationship Between Emotional Intelligence Scores and Admission Interview Scores in Prospective Physical Therapy Students (poster). Combined Sections Meeting of the American Physical Therapy Association. Washington, DC, 2019.

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Purpose: To determine the nature of the relationship between Emotional Intelligence (EI) and 1) scores on a PT program admission interview; 2) undergraduate GPA, GRE scores, admission score, and post-interview seat offering. **Number of Subjects:** Prospective candidates for an entry-level DPT (N=103) were invited to participate if they were also invited to an on-campus interview. **Materials/Methods:** Subjects voluntarily completed The Quick Emotional Intelligence Self-Assessment via Survey Monkey. The online and personal interview asked questions related to four constructs of EI: self-awareness (SA), self-management (SM), social awareness (ScA), relationship management (RM). Admission interviews were conducted by 3-member teams (PT faculty member, first and second year PT student) trained in scoring EI using a four-point Likert scale. Participant demographics and interview scores were blinded to researchers. Descriptive statistics examined the means of all independent variables. Pearson and Point-Biserial correlations explored the relationships between 1) applicant's EI self-assessment (survey) score and interview scores; 2) interview EI scores and applicant's other demographic data; 3) EI interview scores and program acceptance. MANOVA examined differences between EI constructs for both the self-assessment and interview scores based on admission decisions and between the students and faculty EI scores for each EI subscale, based on admission scores. **Results:** Fifty-one subjects (50%) of interviewees selectively participated. A low but significant correlation was found between the applicants' total EI score and verbal GRE scores ($r=.296$; $p\leq 0.05$). A moderate to high significant correlation was found between PT student and faculty EI interview scores ($r=.729$; $p\leq 0.05$) and total interview score and admission score ($rpb=.518$). The admission scores for those offered a seat differed significantly ($df=1$, $F=32.583$; $sig= 0.000$; $p\leq 0.05$), as did each EI construct with higher means for those offered a seat in the program. No significant difference or ability to discriminate between seat offer was found utilizing the online questionnaire. **Conclusions:** The online EI questionnaire did not correlate or discriminate between post-interview seat offering in a DPT program. The low but significant total EI score and verbal GRE score as well as the high and significant correlation between faculty and student EI interview scores is of interest. The ability of the interview to discriminate between those offered a seat in all four EI construct areas, suggests EI questions may be a useful tool for admissions. A limitation of the study is the interview questions were specifically targeted to address the four EI constructs, but they were not determined to have validity. **Clinical Relevance:** Emotional intelligence was not found to be related to GPA, but targeted interview questions did discriminate between those who were offered a DPT seat. Further research is needed to assess the validity of the interview questions and to assess the role of EI in DPT admission interviews.

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