Emotional intelligence and counseling self-efficacy in Clinical Pastoral Education (CPE): Clinical education in healthcare chaplaincy dataset

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Description and Methodology

This research project aimed to investigate emotional intelligence (EI) and counseling self-efficacy (CSE) development among two types of Clinical Pastoral Education (CPE) participants: those enrolled in an initial, stand-alone 400-hour long CPE unit (i.e., interns) and those in 8-12-month long residency programs (i.e., residents).

Students enrolled in their first, stand-alone CPE units (i.e., interns) and in residency programs (i.e., residents) at ACPE-accredited CPE centers were eligible. All participants completed pre- and post-training surveys at the start and end of their CPE program, and residents completed an additional mid-residency survey halfway through their program (see Table 1). Self-generated identification codes were used to match pre-post data and assure participants' privacy. Survey data were collected online using REDCap between July 2020 and January 2022.

The following instruments were repeated at each data collection point: the Schutte Self-Report Emotional Intelligence Test (SSEIT) and the Counselor Activity Self-Efficacy Scales (CASES) Parts 1 and 2. The SSEIT measured participants' EI as to how they characteristically perceive, manage, and utilize emotions in self and others (Schutte et al., 1998, 2009). The CASES Part 1: Helping Skills Self-Efficacy scale (with three subscales: Insight Skills, Exploration Skills, and Action Skills) and Part 2: Session Management Self-Efficacy scale assessed CSE (Lent et al., 2003). Demographic information was gathered at pre-training, and data about educational factors was gathered post-training. The post-training survey also included open-ended questions eliciting free-text responses about the perceived facilitators and barriers to developing EI in CPE.

Table 1. Data collection points and survey measurements

Data Collection Points	Subgroups	Measurements
Pre-Training Survey: at the start of the CPE program	Interns Residents	• Demographic Questionnaire • Emotional Intelligence (SSEIT) • Counseling Self-Efficacy (CASES)
Mid-Residency Survey: midway through the CPE residency program	Residents	• Emotional Intelligence (SSEIT) • Counseling Self-Efficacy (CASES)
Post-Training Survey: at the end of the CPE program	Interns Residents	• Emotional Intelligence (SSEIT) • Counseling Self-Efficacy (CASES) • Educational Factors Questionnaire

CPE = Clinical Pastoral Education; SSEIT = Schutte Self-Report Emotional Intelligence Test (Schutte et al., 1998); CASES = Counselor Activity Self-Efficacy Scales (Lent et al., 2003)

Ethics approval and consent to participate

The protocol for this research was deemed exempt by the Johns Hopkins Medicine Institutional Review Board (IRB00252823). We obtained the informed consent from all the participants.

Data dictionaries from REDCap

The "Survey_CPE and EI CSE Study_Codebooks_Combined_V1" PDF file combines the Data dictionaries codebooks of the Pre-Training Survey, Mid-Residency Survey, and Post-Training Survey. The names of CPE Centers were removed from the dataset to protect the privacy of participants.

Baseline dataset

The "Baseline_dataset_EI_CSE_in_CPE_V1" .xlsx file includes the cleaned baseline pre-test survey responses from interns and residents.

A total of 279 individuals submitted the baseline survey, consisting of 173 (62%) first-unit CPE interns and 106 (38%) CPE residents. Participating CPE programs reported 435 eligible CPE students in their respective CPE programs, which yielded a 64% baseline response rate. For three respondents, both the CASES Part 1 and CASES Part 2 measures were left blank, and in other two cases, either CASES Part 1 or CASES Part 2 were missing. These five cases were excluded, leaving a dataset of 274 respondents for analysis (171 CPE interns and 103 CPE residents).

Balanced pre-post dataset

The "Pre-Post_balanced_dataset_EI_CSE_in_CPE_V1" .xlsx file includes the matched pre-post survey responses from interns and pre-mid-post survey responses from residents.

This dataset is reduced to include only cases that have balanced pre-post data. It includes the calculation of missing scale items using the expectation maximization procedure, the correction of miscategorized data (e.g., where religion was selected as "Other" and "Baptist" was written in, religion was corrected to "Christian"), and the creation of additional variables, such as summations of scale and subscale scores, dummy variables (e.g., the category of race was expanded to create individual variables for White (Y/N), Black (Y/N), Asian (Y/N) etc.), and the log-transformed outcome for pre-to-post difference for CASES Part 2 for the linear regressions.

References

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