Emotional Intelligence in Nursing Education and Practice

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Objectives

• Upon completion, the participant will be able to describe the role of emotional intelligence as related to success in nursing and other healthcare professions

• Upon completion, the participant will be able to discuss the implications of emotional intelligence training within nursing education and practice

• Upon completion, the participant will be able to discuss the potential of emotional intelligence to transform nursing graduates into clinical leaders
How are we teaching our students to lead?

Are we effective?
Mission? Vision? Goals?

**Mission:** “...the education of clinical leaders...”

The overall **goals** of the Duke University School of Nursing are to:

- develop leaders in research, education and practice.
What does leadership in healthcare look like?

What is the problem?

Intelligence ≠ Success

Clinical competence ≠ Clinical leadership
Opportunities for Improvement:
Stress Management
Accepting blame/mistakes
Accepting gray areas
Communication
Team work
Need for perfection
Critical

Difficulty navigating challenging clinical situations
Difficulty in leadership
What is EI?

- Understand emotion
- Manage emotion
- Perceive emotion
- Use emotion to facilitate thought

Ability to perceive, understand and manage emotions – Ciarrochi, Chan & Caputi (2000)

"... a set of skills that contributes to the assessment and demonstration of emotion in self and others, the ability to effectively regulate emotion, and using feelings to motivate, strategize and achieve in life (Salovey & Mayer, 1990)."
What is EI?

“an array of emotional, personal, and social abilities and skills that influence one's overall ability to succeed in coping with environmental demands and pressures”

(Bar-On and Handley, 1999)

Mayer, Salovey & Caruso, 2004
Qualities in an “Emotionally Intelligent” person

- Self-aware
- Trustworthy
- Self-regulation
- Self-confident
- Self-control
- Know strengths/limits
Qualities in an “Emotionally Intelligent” person

- Accountable
- Flexible
- Take initiative
- Drive
- Do personal best
- Optimism
Questions for Reflection

• Am I comfortable with new ideas and approaches?
• Do I take responsibility for my own performance?
• Am I flexible and willing to change?
• Am I dependable and trustworthy?
• Am I an effective team member?
• Am I an optimist?
• Am I a good listener?
• Do I contribute to shared goals?
• Do I persist despite barriers or failures?
Where did Emotional Intelligence begin?

“Emotional Intelligence” (1990)

_Imagination, Cognition, and Personality_
9,748 articles in 2017!
1,953 related to nursing
Emotional Intelligence Theorists

**Daniel Goleman (1998)**
- Self-awareness
- Self-regulation
- Social skills
- Empathy
- Motivation

**Mayer & Salovey (1997)**
- Perception of emotion
- Emotion facilitation
- Understanding emotions
- Managing emotions
  (MSCEIT)

**Bar-On (2006)**
- Interpersonal
- Intrapersonal
- Stress management
- General mood
- Adaptability
  (EQ-I)
Don’t nurses always have high EI?

NO.

(Average)

Jones-Schenk & Harper, 2014
EI Correlations in Pre-licensure students

- Wellbeing/Coping\(^1\)
- Conflict management\(^3\)
- Organizational Commitment\(^6\)
- Health care quality\(^1\)
- Ethical decision making\(^4\)
- Interpersonal Relationships/Communication
EI Correlations in Pre-licensure students

- Quality learning$^4$
- Critical thinking$^2$
- Self-compassion$^5$
- Negative correlation w/ risk taking behaviors$^7$
- Situational anxiety$^8$
- Academic Performance$^2$
EI Correlations in Medical Students/Residents (9-13)

“Measures of EI correlate with many of the competencies that modern medicine curriculums seek to deliver.”

-Aurora, et al., 2010
EI Correlations in Graduate NP Programs


EI Related to...

Academic Success
Role Modeling?

Nurse Managers (N=38):
Total E.I. Score (MSCEIT) = Low Average

Prufeta (2017). Journal of Nursing Administration

Nursing Clinical Faculty
EQ-i: (N=47):
Effective Functioning

What is your Emotional Intelligence?

- 3 minutes → Emotional Intelligence Quiz
- Self-awareness
- Self-regulation
- Motivation
- Empathy
- Social Skills

- Adapted from:
Review on your own...

- Self-awareness (Q1, 8, 11)
- Self-regulation (Q2, 4, 7)
- Motivation (Q6, 10, 12)
- Empathy (Q3, 13, 15)
- Social Skills (Q5, 9, 14)

Scores:
- 56-75: Good EI Score
- 35-55: Opportunity for Improvement
- 15-34: Recommend attention
Can emotional intelligence be learned?


Implications Across Programs

BSN

MSN

DNP/PhD
<table>
<thead>
<tr>
<th>Cognitive</th>
<th>Affective</th>
<th>Psychomotor</th>
</tr>
</thead>
<tbody>
<tr>
<td>• learners' ability to process information in a meaningful way</td>
<td>• learners' attitudes and feelings that are a result of the learning process</td>
<td>• learners' ability to use motor skills to learn</td>
</tr>
<tr>
<td><strong>Categories:</strong></td>
<td><strong>Categories:</strong></td>
<td><strong>Categories:</strong></td>
</tr>
<tr>
<td>• Knowledge</td>
<td>• Receiving</td>
<td>• Perception</td>
</tr>
<tr>
<td>• Comprehension</td>
<td>• Responding</td>
<td>• Set</td>
</tr>
<tr>
<td>• Application</td>
<td>• Valuing</td>
<td>• Guided response</td>
</tr>
<tr>
<td>• Analysis</td>
<td>• Organizing</td>
<td>• Mechanism</td>
</tr>
<tr>
<td>• Synthesis</td>
<td>• Characterizing</td>
<td>• Complex overt response</td>
</tr>
<tr>
<td>• Evaluation</td>
<td></td>
<td>• Adaptation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Origination</td>
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</tbody>
</table>
Criticisms of EI

- Elusive concept
- Difficult to measure
- Ancient Greek culture
- Importance is exaggerated
What do we do about this?
What next?
About DUSON

- Established in 1931
- Durham, North Carolina
- All programs of nursing (ABSN, MSN, DNP, PhD)
- MSN program - 11 majors and 7 specialties
- Enrollment ~1000 across programs (MSN 60%)
- 91 full time faculty
How did this come about?

- Intelligent ≠ Successful NP
- Dealing with difficult students
  - Demanding
  - Blame others
  - Difficulty with effective communication
  - Difficulty with group work
  - Demand clear cut, straightforward; difficulty with “gray areas”
  - Self-proclaimed perfectionists
  - Critical
How did this come about?

Other observations:
- Not age related
- Distance-based program
- Type of students attracted
- High stakes
What was done in the past at DUSON...

- CRNA admissions
- Some content in Professional Transitions course
- DNP program assessment
- Debriefing/simulations/etc
Teaching Fellowship 2016-2018
Institute for Educational Excellence

Objectives

• Assess NP students in various programs for baseline EI

• Incorporate aspects of EI training throughout the NP program, teaching students the importance of EI and how to incorporate EI into their role as an NP and a healthcare leader

• Evaluate EI post-training scores while students are enrolled in their synthesis (clinical) course.
El Implementation (Pilot)

- Baseline Assessment of NP students
- Incorporation of training into specific courses/events:
  - On-Campus Intensives (3)
  - Discussion board - clinical courses
- Post- Intervention Assessment
  - Academic success (GPA)
  - Clinical success

OCI #1: Intro to El
OCI #2- El and Healthcare
OCI #3- El and Stress Management in Health Care
Timeline of Pilot

- Lit review
- Discussions/IRB
- Baseline Student Survey
- El Implementation
- Evaluation
- Sustainability Discussion
Emotional Intelligence Tests

**EQ-i 2.0**
133 questions

Internal Consistency: 0.97
Test-Re-test: 0.92 (4 weeks)
Test-Retest: 0.81 (8 weeks)

Criticisms
- Subjective (self-report)
- Measure actual vs. potential
- Interpersonal vs. test-taking

**SREIT (1998)**

**MSCEIT (2002)**

**EQ-I (2004)**
Emotional Quotient Inventory (EQ-i)

Stress Management
Adaptability
General mood
Interpersonal intelligence
Intrapersonal intelligence
<table>
<thead>
<tr>
<th>Emotional Self-Awareness</th>
<th>Emotional Expression</th>
<th>Empathy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-regard</td>
<td>Self-actualization</td>
<td>Interpersonal Relationships</td>
</tr>
<tr>
<td>Assertiveness</td>
<td>Independence</td>
<td>Social Responsibility</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>Reality Testing</td>
<td>Impulse Control</td>
</tr>
<tr>
<td>Flexibility</td>
<td>Stress Tolerance</td>
<td>Optimism</td>
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# Overview of Your Results

<table>
<thead>
<tr>
<th>Composite</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total EI</strong></td>
<td>126</td>
</tr>
<tr>
<td><strong>Self-Perception Composite</strong></td>
<td></td>
</tr>
<tr>
<td>Self-Regard (respecting oneself; confidence)</td>
<td>116</td>
</tr>
<tr>
<td>Self-Actualization (pursuit of meaning; self-improvement)</td>
<td>113</td>
</tr>
<tr>
<td>Emotional Self-Awareness (understanding own emotions)</td>
<td>119</td>
</tr>
<tr>
<td><strong>Self-Expression Composite</strong></td>
<td></td>
</tr>
<tr>
<td>Emotional Expression (constructive expression of emotions)</td>
<td>121</td>
</tr>
<tr>
<td>Assertiveness (communicating feelings, beliefs; non-offensive)</td>
<td>129</td>
</tr>
<tr>
<td>Independence (self-directed; free from emotional dependency)</td>
<td>123</td>
</tr>
<tr>
<td><strong>Interpersonal Composite</strong></td>
<td></td>
</tr>
<tr>
<td>Leadership (inclusive leadership)</td>
<td>118</td>
</tr>
<tr>
<td>Influence (persuasive influence)</td>
<td>98</td>
</tr>
<tr>
<td>Supportive (supportive behavior)</td>
<td>110</td>
</tr>
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</table>
Self-Regard

Respecting oneself, confidence

What Your Score Means

Individuals with self-regard respect themselves and accept both personal strengths and limitations while remaining satisfied and self-secure. Jane, your result suggests that your self-regard is stronger than most people's. You know yourself and are comfortable with yourself, which generally translates into increased performance. You may have:

- A high level of respect for yourself, your talents, and your weaknesses.
- A willingness to confidently admit mistakes or unfamiliarity with a situation.

Impact at Work

Emotional Implications. Your result may mean that on an emotional level you are driven to achieve your fullest potential, have a more positive outlook on your capabilities, and are more confident in expressing yourself than those with average self-regard. The potential challenge is that you could lose touch with objective assessments of your capabilities. Draw on reality testing behaviors to maintain a healthy self-perception.

Social and Behavioral Implications. Your willingness and ability to understand and accept your strengths and weaknesses is often perceived by others as confidence. People may frequently gravitate toward you, look to you for advice, and seek your leadership. Because your strengths are confidently demonstrated, you may be given opportunities or promotions that maximize these talents. But it is also important to seek out opportunities that stretch your less developed skills as well. To avoid potential negative consequences of overly high self-regard, use empathy and an appropriate level of assertiveness to avoid appearing overconfident.

Strategies for Action

Self-Regard Profile. Seeking others' feedback on your strengths and weaknesses demonstrates a willingness to learn and gives you objective data to confirm whether your self-beliefs are in line with what others see.
Average Scores of Students at Baseline (N= 37)

- Self-Perception: Students = 102, Norm = 100
- Self-Expression: Students = 92, Norm = 98
- Interpersonal: Students = 96, Norm = 98
- Decision Making: Students = 98, Norm = 98
- Stress Management: Students = 90, Norm = 99
Examples of Curriculum

• Discussion Board Questions (examples in addendum)
• Clinical Vignettes
• “Hot Buttons” activity
• Identifying strengths/weaknesses
• Very specific, targeted activities
  – Reality testing
  – Impulse control exercises
  – “I” statements
Easy Ways to Incorporate Into Curriculum

• **EI self-assessment!**
  - Explain “EI” concepts and how they relate to health care
  - Ask students to reflect on personal strengths and weaknesses
  - Incorporate reflection into activities
  - Encourage students to identify weaknesses and make a plan for professional development
Examples of Questions to Encourage EI in Students

- What went well? What could you have done differently?
- What are your strengths and weaknesses as a clinician? As a person?
- Describe a difficult relationship that you have with someone at work. What are your characteristics that make this relationship difficult? What could you do differently to facilitate the relationship?
- Give an example of a time when you lacked emotional self-awareness (or any EI trait) and it negatively impacted you and another person. Describe how that situation could have been different.
Examples of Successful EI Interventions

- Journaling
- Reflective Listening
- Mentorship
- Working w/ arts
- Modeling
- Self-development exercises
- Group discussions
- Crucial conversations
Results from Post-Training Survey

Learning about emotional intelligence is important for health care providers

- Strongly Agree
- Agree
- NAND

Emotional Intelligence training has been helpful to me as an NP student

- Strongly Agree
- Agree
- NAND
- Disagree
Results from Post-Training Survey

*I have more self-awareness of my own E.I. and how it will affect my professional practice*

- Strongly Agree
- Agree
- NAND
- Disagree

*As a result of the training, I am planning to make changes in how I approach others using more E.I.*

- Strongly Agree
- Agree
- NAND
- Disagree
Results from Post-Training Survey

*The most helpful part of the EI training was...*

Self-awareness and learning strategies to manage stress
Understanding how to relate to my co-workers
Learning about strengths and weaknesses
Learning about myself
Addressing provider burnout
Recognizing personal style of coping and methods for stress management

*This is an important, but often overlooked, part of our profession*
Results from Post-Training Survey

Comments from students...

I think emotional intelligence should be introduced before NP school, during RN training

I will be applying this to my everyday life

Presentation was good, but assumes everyone has stress

These presentations are really important for us as we take on new roles

Great addition to MSN curriculum

We need more time to address this content

Should be required for all health care professionals
Next Steps

Transition to sustainable long term training

• Step 1: Professional Transitions Course
  – Students take EQ-I 2.0
  – Students use results to write professional development plan

Step 2- On-campus intensives (2 or 3)
  – Continue current plan

Step 3- Clinical Synthesis Course
  -Students use professional development plan to reflect on successes/failures and development during training
  -Plans for future development

Pilot: Final EI Scores from students before graduation
Emotional Intelligence in Graduate Nursing Admissions
Emotional Intelligence in MSN Admissions

Traditional Measures
- GPA
- Standardized test scores
- Experience
- Leadership
- Scholarship
- Service
- Personal Statement
- Role Understanding
- References
- Interview

Holistic Admissions
- Student Challenges
- Innovation
Where is the data?

• Self-awareness, perseverance, emotional stability are predictors of success in the workplace (Raskind, et al., 1999)

• GPA does not correlate to clinical performance but emotional intelligence traits do (Codier & Odell, 2013)
Where is the data?

- Wellbeing/Coping
- Conflict management
- Organizational Commitment
- Quality learning
- Critical thinking
- Self-compassion
- Health care quality
- Ethical decision making
- Negative correlation w/risk taking behaviors
- Situational anxiety
- Interpersonal Relationships/Communication
- Academic Performance
Shifting the Admissions Process

- Hired EI consultant
- Discussed key issues
- Developed questions
- Faculty training
- Faculty paired for first interviews
- Revised questions after the first round
- 1st round: July 2017
- 2nd round: February 2018

Typically, interview ~200 per cycle
EI Admissions Interview

- Empathy
- Self actualization
- Problem Solving
- Reality Testing
- Stress tolerance
- Social Responsibility
- Self regard
- Reality Testing
EI Admission Logistics

- 20 minute interview (1:1 with faculty)
- Web-based
- First 20 minutes are standardized, faculty scores interview, then Q&A
- Example of type of question: *Describe a time when you made a mistake at work. What was the situation and what was the outcome?*
- Evaluates: Ability to admit mistake (self-regard), correctly assesses role in mistake (reality testing), describes how it was resolved (problem solving), and what they learned from mistake (self-awareness)
- Note: Does NOT ask how they solved the problem!
EI in Admissions - Fall 2017 and Spring 2018

Fall 2017
- 27-35
- 25-33
- 18-32

Spring 2018
- 25-37
- 24-37
- 23-37

Admit: Dark Green
Wait List: Light Green
Deny: Blue

Some general principles

• EI is being used in conjunction with traditional admissions metrics [packet review then interview]
• Students below 80% of EI score typically not admitted
• Comments are requested from faculty reviewers
• Role understanding and professionalism are factored into score
• If there is a large discrepancy between factors, EI is usually the deciding factor
  – “diamond in the rough” student
  – Each detail is reviewed by admissions committee
EI and Admissions

**Clinical Outcomes: (1st and final clinical courses)**
- Self evaluation forms
- Preceptor evaluation forms

**Didactic/Classroom outcomes:**
- GPA
- Attrition/retention
- Course failures
El in admissions

El in Curriculum

Successful leaders in clinical practice
Stumbling Blocks

- Cost of formal EI testing
- Diversity factor
- Sustainability
- Group Buy-In
What does this take?

- Buy-in from faculty
- Faculty champion
- Resources
- Collaboration
Think-Pair-Share (5 minutes)

• Do you see a need for this type of training for your students? Why or why not?
• Do you currently do any EI training in your curriculum?
• Do you use any EI in your admissions process?
• What is the value of EI implementation for students across programs?
• What are the barriers to implementation?
• Share the results of your EI test. Did anything surprise you?
How are we teaching our students to lead?

Are we effective?
Many thanks to my colleagues: Drs. Terry Valiga, Beth Phillips, Remi Hueckel
Final Thoughts

• “Current studies consistently demonstrate that emotional intelligence is the common factor which marks out individuals as leaders, innovators and effective managers” (Cadman, 2001).

• “Star performers can be differentiated from average ones by emotional intelligence. For jobs of all kinds, emotional intelligence is twice as important as a person’s intelligence quotient and technical skills combined” (Strickland, 2000)
“The inclusion of emotional intelligence in the curriculum empowers students to manage situations that may be highly charged emotionally. If they are able to deal with their own feelings well then they will be able to deal with others confidently, competently and safely” (Evans and Allen, 2002).
Contact Information

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Discussion Board Questions Examples

• General Discussion Board Questions

• Think about the most and least effective health care professional you have ever interacted with. What behaviors did the most effective person possess? What did the least effective person do or not do that led to your evaluation? Now, using the handout titled “EI and Professional Effectiveness” identify which emotional intelligence skills the person possessed or lacked based on the behaviors you identified. For example, if you identified “listened to me” then the professional was probably displaying empathy and/or impulse control.

• Describe a challenging health care situation in which you performed very well that required you to have emotional self-awareness. Address how each of the 3 components of emotional self-awareness (aware of your emotion in the moment, aware of what triggered your strong emotion, aware of how your emotions affect others) helped you in that situation. If you were lacking one of components, describe how that affected you.

• Describe a challenging health care situation that you should have handled much better than you did where you were not emotionally self-aware. Identify which part or parts of emotional self-awareness (aware of your emotion in the moment, aware of what triggered your strong emotion, aware of how your emotions affect others) helped you in that situation. How would a higher EI skill level have promoted greater success?
Discussion Board Questions Examples

• General Discussion Board Questions

• Describe a conflict with a coworker or supervisor where one of your “hot buttons” (strong emotional reaction, usually leading to ineffective behaviors) got “pushed.” How could you have recognized – in the moment – that one of your hot buttons was getting pushed? What should you have done differently in that situation to handle it better? Or, if you handled the situation effectively, identify what you did and what EI skills that demonstrated.

• Describe a difficult interaction with a patient where one of your “hot buttons” (strong emotional reaction, usually leading to ineffective behaviors) got “pushed.” How could you have recognized – in the moment – that one of your hot buttons was getting pushed? What should you have done differently in that situation to handle it better? Or, if you handled the situation effectively, identify what you did and what EI skills that demonstrated.
References


References


