ENHANCING CLINICAL TEACHING EFFECTIVENESS BY IMPLEMENTING NURSE FACULTY DEVELOPMENT ABOUT EMOTIONAL INTELLIGENCE

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OBJECTIVES

• Explain the importance of Emotional Intelligence
• Explain how Emotional Intelligence is related to nursing and nursing education in clinical and didactic settings
• Discuss the purpose, methods, and results related to this project
• Discuss implications for the future
EMOTIONAL INTELLIGENCE

PERCEIVE  CONTROL  EVALUATE
HISTORY OF EMOTIONAL INTELLIGENCE

- 1930s – Edward Thorndike
- 1940s - David Wechsler
- 1950s – Abraham Maslow
- Mid-1970s – Howard Gardner
- 1985 – Wayne Payne
- Bar-On?
- 1990 – Salovey and Mayer
- 1995 – Daniel Goleman*
SALOVEY AND MAYER’S FOUR BRANCH MODEL

- Perceiving emotions
- Understanding emotions
- Reasoning with emotions
- Managing emotions
ABILITY EI

- Measures the ability of individuals to accomplish tasks and solve emotional problems through the accurate assessment and management of emotions.
- Measures **actual** performance

TRAIT EI

- EI is viewed as a constellation of intrinsic personality constructs that reflect dispositional tendencies
- Measures **self-perception** on performance
Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT):
An ability-based test that measures the four branches of Mayer and Salovey's EI model.

Bar-On's Emotional Quotient Inventory (EQ-i):
A self-report test designed to measure competencies including self-perception, decision making, stress management, self-expression, and interpersonal relationships.

*Assessing Emotions Scale:
Self-report inventory that attempts to assess characteristic, or trait, emotional intelligence.
Emotional Intelligence has been statistically correlated with multiple determinants in healthcare, including:

- Clinical performance
- Patient outcomes of falls, C-diff detection, pressure ulcer screenings and MRSA rates
- Transformational Leadership
- Job satisfaction
- Burnout
EFFECTIVENESS OF NURSE FACULTY RELATED TO MILLENNIALS

Interpersonal relationships are the MOST important characteristics of an effective nursing instructor among younger students.

The older student values instructor competence.

82% of nursing students are millennial students.
Subject Expertise

Learning and Teaching Methods

Emotional Intelligence
PROJECT DESIGN

- Pre-Survey
- Educative Offering
- Post-Survey
10 nurse faculty members from 6 different schools with the same core curriculum

Ages 21-70

Earned a Masters, Doctoral or PhD

Must work in the clinical learning environment and continue to oversee students
This scale is based on Salovey and Mayer’s (1990) original model that focuses on appraising, expressing, regulating, and using emotions.

- Consists of 33 questions

- The intent of the scale is to provide an overall measure of EI, with scores ranging from 33 to 165 and higher scores indicating greater levels of EI.
CLINICAL TEACHING EFFECTIVENESS

Knox and Mogan, 1987

Important Clinical Teacher Behaviors as Perceived by University Nursing Faculty, Students, and Graduates

Seven-point Likert scale

5 domains

- Teaching Ability
- Nursing Competence
- Evaluation
- Interpersonal Relationships
- Personality
SIMILAR RESEARCH STUDIES

DEBBIE ALLEN, 2012

- The Relationship Between Emotional Intelligence and CTE of Nursing Faculty
- Cross-sectional correlational design, 47 participants.

- Tools:
  - The BarOn Emotional Quotient Inventory: Short (EQ-i:S),
  - Nursing Clinical Teacher Effectiveness Inventory (NCTEI)

CAROLINE MOSCA, 2017

- The Relationship Between Clinical Teaching Effectiveness and Emotional Intelligence in Clinical Nurse Faculty in Pre-Licensure Baccalaureate Programs in New York State

- Tools:
  - Assessing Emotions Scale
  - Nursing Clinical Teacher Effectiveness Inventory (NCTEI)
PRE AND POST-AVERAGE SCORES

**IMPROVEMENT IN EI SCORES**

**TABLE 5**

- EI - PRE

- 4.83% INCREASE
PRE AND POST-AVERAGE SCORES

IMPROVEMENT OF NCTEI SCORES

<table>
<thead>
<tr>
<th>NCTEI - PRE</th>
<th>NCTEI - POST</th>
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<tbody>
<tr>
<td>289.6</td>
<td>292.66</td>
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3% INCREASE
LIMITATIONS

- Small sample size
- Self-rated bias
- Lack of extrinsic incentive
- Unclear if the video was watched
- Length of time in participation
• Read and Respond
• Reflect on your message
• Reflect on your outlook
• Preplan for the feelings
• Continue to develop self-awareness

HOW TO USE EI IN THE CLINICAL SETTING
READING AND RESPONDING TO THE FEELINGS OF INDIVIDUALS AND GROUPS

By dealing with your learners’ feelings:

- the learners will feel valued;
- it helps you to develop a fuller relationship with them;
- it aids their learning;
- it helps to shape a positive environment.
Think back to the most recent session you have run. Ask these questions:

1. Was I aware of the overall mood of the group at any point during the session?
2. How did I sense that mood?
3. Did I respond to that mood?
4. Was I aware at any time of the feelings of any individual learner?
5. How did I become aware of those feelings?
6. How did I respond to those feelings?
7. Is there anything more I could have done to be aware of, and then respond to the mood of the group and the feelings of individual learners?
• I’m going to show you how much I care.
• I’m going to dazzle you with my knowledge.
• I’m going to make you laugh and make you think.
• I’m going to rescue you.
• I’m going to bring you into line.
• I’m going to take you out of your comfort zone.
• I’m going to give you whatever you ask for.
• I’m just going to be nice to you.
HOW DO YOU COME ACROSS?

- Law enforcer to the potential criminal
- Care-r to the vulnerable
- Advocate to the jury
- Salesperson to potential buyers
- Beekeeper to the beehive
- Sheepdog to sheep
- Website to surfers
- Guru to followers
- Gardener to plants
- Tour guide to occupants on a tour bus
- Explorer to fellow explorers
PLANNING FOR THE FEELINGS

• **Safe** will be more likely to try things out

• **Curious** will be more likely to ask questions

• **Resourceful** will be more likely to tackle problems

• **Motivated** will be more likely to join in

• **Inspired** will be more likely to do follow-up work
DEVELOPING SELF-AWARENESS

Three levels to develop self-awareness as an instructor:

| Awareness of your feelings at any one moment in relation to teaching | Awareness of your values and attitudes as a teacher | Awareness of your behaviors as a teacher and how others see them |
Further research on EI related to the various levels of nursing education

Connecting Emotional Intelligence and collegiality

Moving the culture from a world of just civility to collegiality
Thank you
REFERENCES


REFERENCES

• Mosca, C. K. (2017). The Relationship Between Clinical Teaching Effectiveness and Emotional Intelligence in Clinical Nurse Faculty in Pre-licensure Baccalaureate Programs in New York State.


