An Evaluation of Emotional Intelligence in Undergraduate Nursing Student Leaders Over 4 Years

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Sponsorship Disclosure

- Recognize and thank the support of the CU CON Alumni through contribution of time and effort.

- Recognize the support of this project through alumni donations to the Leadership Scholarship fund.
Learner Objectives

The learner will be able to identify the attributes of an emotionally intelligent caregiver at the point of care.

- Define emotional intelligence.
- Identify attributes of emotional intelligence for a caregiver.
- Discuss EQI conceptual model associated with Leadership Scholars program.
- Discuss extracurricular activities associated with the development of emotional intelligence.

The learner will be able to state the outcomes associated with an emotional intelligent caregiver practicing in the healthcare system.

- Discuss association of quality and safety with emotional intelligence.
- Identify evidence based outcomes associated with caregivers who have high emotional intelligence.
Evidence for Change
Leadership Development

- AACN Essentials
- ANA Standards of Care
- Future of Nursing IOM
- AONE Core Competencies
The purpose of this project is to assess progressive changes in emotional intelligence (EI) in a cohort of undergraduate nursing students enrolled in a 4-year extracurricular Leadership Scholars (LS) program.
Aims

- Undergraduate nursing students enrolled in the Leadership Scholars program will take the standardized EQ-i 2.0™ tool annually and a comparison of the pre/post EQ-i 2.0™ will be conducted.

- A comparison of the change of EQ-i 2.0™ scores with the qualitative evaluation of student’s perception of their group involvement, mentoring, relationship development and self reflection will be done.

- A qualitative evaluation will be conducted to evaluate student’s perception of their group involvement, mentoring, relationship development and self reflection.
Defining EI

- EI is a set of emotional/social skills that collectively establish how well we:
  - Perceive & express ourselves
  - Develop & maintain social relationships
  - Cope with challenges
  - Use emotional information effectively
- EI is an Emerging Construct in Health Care
- EI as Core Competency for Team Based Collaborative Relationships
EQ-i 2.0™

- 5 composite scales
  - Self-perception, self-expression, interpersonal, decision making, and stress management
  - Three subscales for each composite scale
- Students measured annually
  - Freshman through Senior year
  - All were participants in LS program
Model for Leadership Scholars

- Leadership Circles
- Service activities
- Join/participate in campus groups
- Mentoring
- Leadership Circles
- Develop relationships via group membership & service
- Mentor/mentee relationship established at Retreat
- Ongoing mentoring relationship
- Create letter to self
- Self assessment (MBTI)
- Reflective journaling
- Self-development
- Self-reflection
- Mentoring
- Leadership Circles
- Service activities
- Join/participate in campus groups
- Relationship Development
- Involvement in Groups
- Self-development
Methodology

- Longitudinal design
- Midwestern private Jesuit university
- Convenience Sample $N = 12$
- Annual measure of EQ-i 2.0™

Intervention
  - Self-reflection
  - Relationship Development
  - Involvement in Groups
  - Mentoring
Results

EQI Summary

<table>
<thead>
<tr>
<th>Time Point</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>95</td>
</tr>
<tr>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>105</td>
</tr>
<tr>
<td>4</td>
<td>110</td>
</tr>
</tbody>
</table>

- DeCom
- ExpCom
- InteCom
- PerCom
- StresCom
- TotEI
## Decision Making

<table>
<thead>
<tr>
<th></th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self Reflection</strong></td>
<td>Provided meaning to experiences</td>
<td>Developed reflective practice</td>
<td>Value for future professional practice</td>
</tr>
<tr>
<td><strong>Mentoring</strong></td>
<td>Commitment to a mentoring relationship</td>
<td>Recognized roles mentor/mentee essential to practice</td>
<td>Value of finding a good mentor</td>
</tr>
<tr>
<td><strong>Relationship Development</strong></td>
<td>↑ awareness of importance of relationships</td>
<td>Diversity of experiences supported personal growth</td>
<td>Know and love self in order to have caring relationships</td>
</tr>
<tr>
<td><strong>Involvement in Groups</strong></td>
<td>Quality versus quantity involvement in groups</td>
<td>Value of community service to enhance practice</td>
<td>The power of community</td>
</tr>
</tbody>
</table>
“The leadership skills I have learned in this organization were professional skills I would not have learned in any other sorority, club, academic organization or any other extracurricular activity on campus. Thank you for this experience! It has given me the confidence I need in the clinical setting by seeing my personal/professional growth.”

Senior