

# 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

# Purpose

- 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<sup>TM</sup> tool annually and a comparison of the pre/post EQ-i 2.0<sup>TM</sup> will be conducted.
- A comparison of the change of EQ-i 2.0<sup>TM</sup> 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

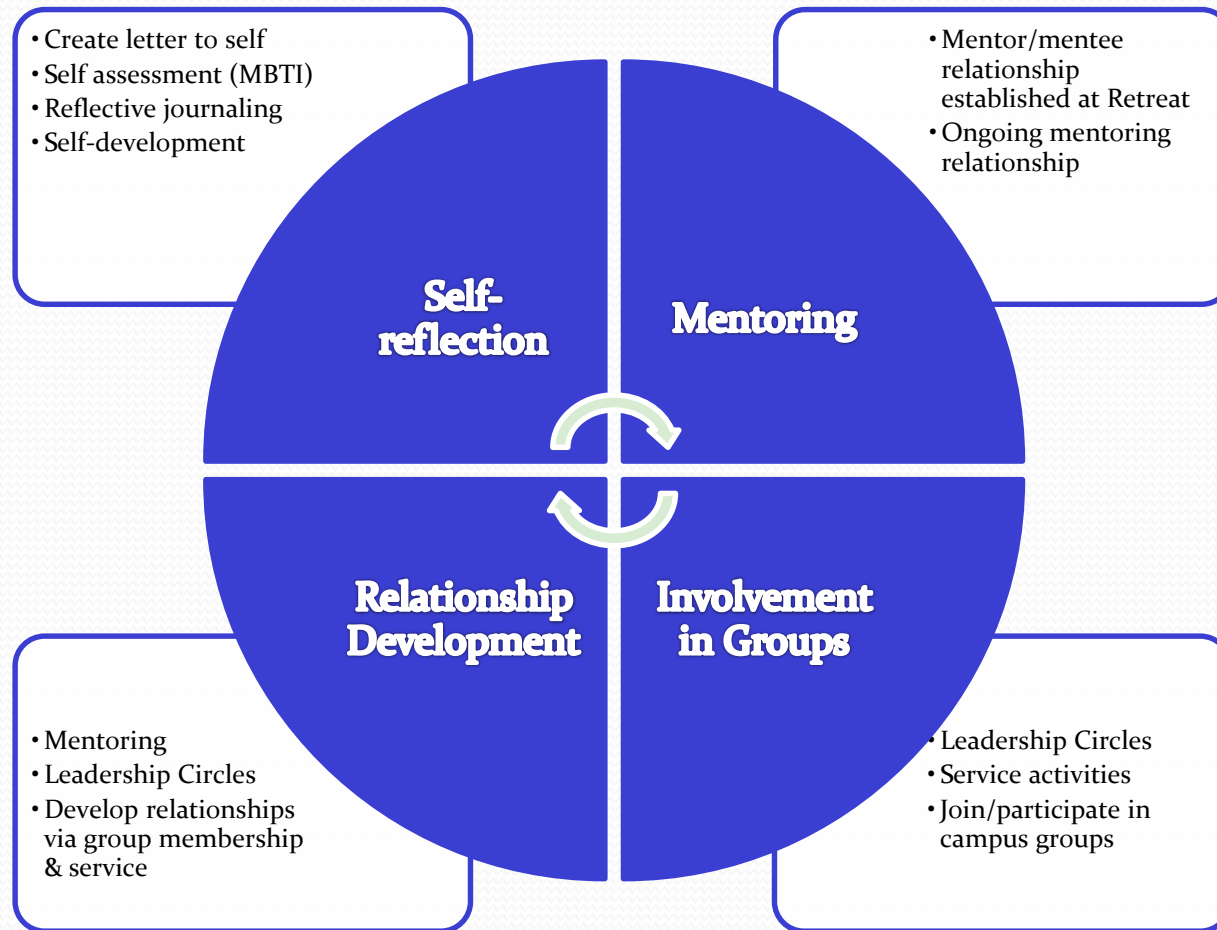
- EI is a set of emotional/social skills that collectively establish how well we:
  - Perceive & express ourselves
  - Develop & maintain social relationships
  - Cope with challenges
  - Use emotional information effectively
- EI is an Emerging Construct in Health Care
- EI as Core Competency for Team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

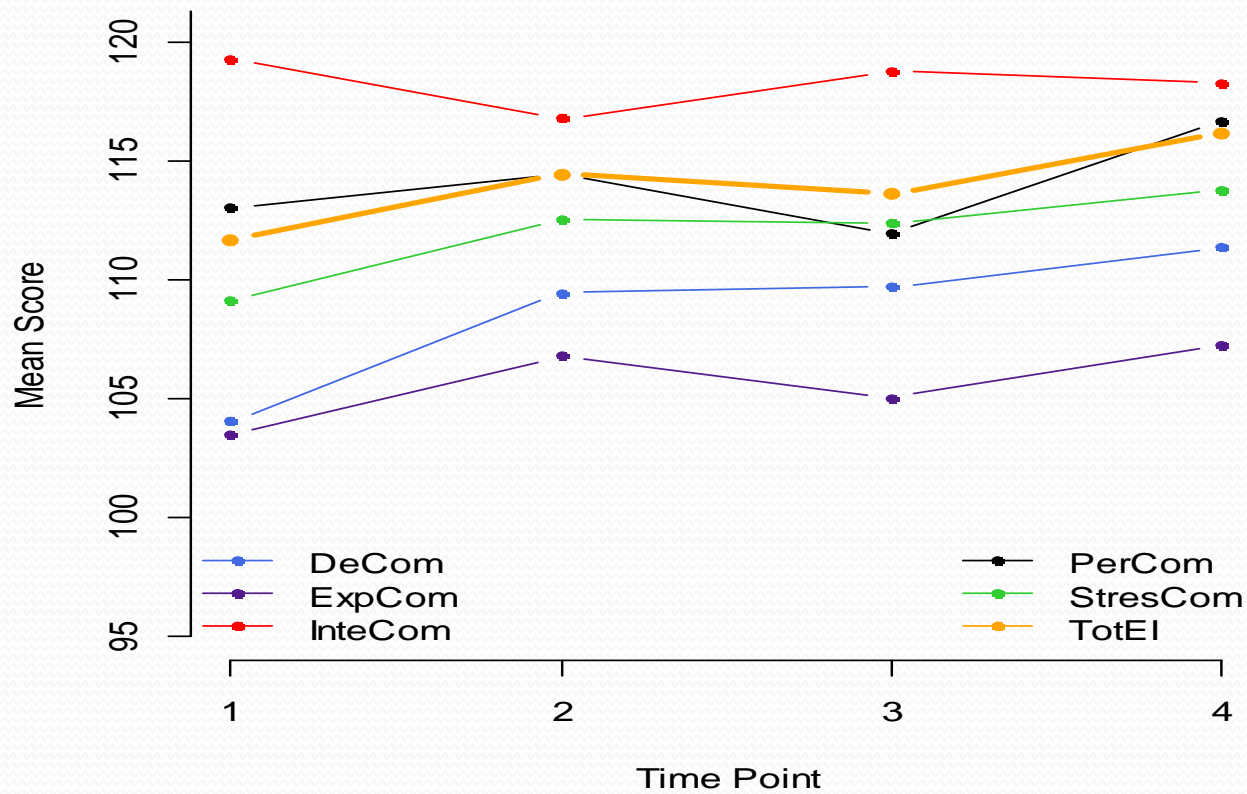


# Methodology

- 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**



# Themes via Conceptual Model

## Decision Making

	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>
<b>Self Reflection</b>	Provided meaning to experiences	Developed reflective practice	Value for future professional practice
<b>Mentoring</b>	Commitment to a mentoring relationship	Recognized roles mentor/mentee essential to practice	Value of finding a good mentor
<b>Relationship Development</b>	↑ awareness of importance of relationships	Diversity of experiences supported personal growth	Know and love self in order to have caring relationships
<b>Involvement in Groups</b>	Quality versus quantity involvement in groups	Value of community service to enhance practice	The power of community

# Summary

**“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**

