

A DESCRIPTIVE QUANTITATIVE STUDY INVESTIGATING EMOTIONAL INTELLIGENCE IN PRE-LICENSURE NURSING STUDENTS

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Abstract

Background

Emotional intelligence involves communication, self-awareness, self-discipline, and empathy, which are key determinants of personal and professional success. Emotional intelligence involves the capacity for recognizing our own feelings as well as the feelings of others. Developing our emotional intelligence helps us to motivate ourselves and to manage our emotions well in our relationships. (Goleman, 2005).

Aim

The aim of this descriptive, quantitative study was two-fold. First, the aim is to provide a 1-hour educational session on emotional and spiritual intelligence to a group of pre-licensure nursing students. Second, data were gathered to measure the current level of emotional and spiritual intelligence.

Methods

Phase I: A one-hour educational session was provided to 100 pre-licensure nursing students at Chamberlain College of Nursing in Phoenix, Arizona over a 6-month period.

Phase II: Students were then asked to rate their current level of emotional and spiritual intelligence, using the Emotional Intelligence standardized questionnaire (Silver & Claret, 2016).

Phase III: A plan will be developed based on survey data on steps to improve levels of emotional and spiritual intelligence aimed at facilitating success in the workplace, as well as school and personal relationships.

Students first ranked the top three emotional intelligence skills they felt that they needed to develop, such as self-respect, effective communication and emotional and spiritual awareness. Next, using the Emotional Intelligence Measurement Tool, students rated themselves on Self-Awareness, Self-Management, Relationship Management and Social/Spiritual Awareness.

Findings

Preliminary data suggests that while nursing students strongly agree that Emotional Intelligence impacts success in the workplace, there are areas in which they need to improve. Follow-up is necessary to facilitate ongoing improvement in students' Emotional Intelligence skills and success in the workplace, school and personal/professional relationships. Detailed results are forthcoming.

Discussion

Pre-licensure nursing students were shown to be very engaged in the sessions on emotional and spiritual intelligence. The majority reported a strong interest as well as the importance of utilizing emotional and spiritual intelligence in facilitating success in the workplace and school, as well as in familial and other personal relationships.

Conclusion

In conclusion, provision of education on emotional and spiritual intelligence is effective in facilitating student nurse assessment of their developmental levels. Further, they are able to establish next steps on how to further develop their levels of emotional and spiritual intelligence aimed at improving success in the workplace, school and personal relationships. Ideally, emotional and spiritual intelligence should be included in the pre-licensure nursing curriculum which will enhance and facilitate development of emotional and spiritual intelligence, subsequently improving success not only in the workplace, but school and personal and professional relationships. Using a combination of Watson's principles of caring and spirituality, coupled with development of emotional intelligence will facilitate not only nurse satisfaction and success, but also optimum patient outcomes.

Author Biography 100 words

Dr. Crystal Weikel is an Associate Professor of Nursing at Chamberlain College of Nursing in Phoenix, Arizona, USA. She is a Nurse Consultant for Dignity Health St. Joseph Hospital and Medical Center, Phoenix, Arizona, where she is a Scientific Voting Member on the Institutional Review Board. Dr. Weikel received her PhD in Nursing Science from the University of California, Los Angeles (UCLA). She has held positions as Nursing Professor and Director of Research for over 11 years. She is credited with over 15 publications and 60 conference presentations. Ten of which were international presentations, including Australia, Taiwan, Ireland and Italy.

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