



DEVELOPMENT OPPORTUNITIES OF EMOTIONAL INTELLIGENCE WITH REFLECTIVE STRATEGIES USING VIDEO-BASED TRAINING

Pokorná Andrea

Faculty of Medicine, Masaryk University

D2.3 SERIOUS GAMES, SIMULATION AND MODELS FOR MEDICAL EDUCATION

Keywords: *emotional intelligence, videobased training, reflective practice, reflection, evaluation*

Emotional intelligence (EI) means the ability for the nurse to understand not only their own feelings and reactions, but especially the feelings and reactions of patients in their care.

The importance of the concept of emotional intelligence in the context of nursing is increasingly emphasized (Beauvais et al., 2011; Codier, E., Odell, E., 2014; Montes-Berges and Augusto, 2007). Because of this are nursing teacher trying to find the new ways and approaches for the development of EI. One possible way how to do it is using of video based training. According Salbot et al. (2011) EI includes such qualities as awareness of one feelings, empathy for the feelings of the other person and regulate emotions so as to improve their quality of life. McCobe, Timmins (2006), discuss the combination of cognitive and affective processes that help interact nurses with patients. Emotional intelligence is perceived by one group of experts (Mayer, Salovey & Caruso 2004) as the ability and the rate is determined by power constructs. Other authors distinguish it from the conceptual framework of EI as a personality trait (Pérez, Petrides and Furnham, 2007) and recommend using the term emotional self-efficacy. The rate of EI as a trait is determined with selfdescriptive methodologies. Both concepts have their benefits and strengths, but also limitations (Codier and Odell, 2014).

The reflective method of evaluating the effectiveness of development of EI using videobased Training were used in our study. Data about the video facilitation in relation to EI were collected after the completion of the reflection assignments using semi-structured interviews and reflective sheets (Stetler Maram model). There were 46 students involved from master degree programme — Intensive care nursing in two following academical years (2012/13 n = 15 and 2013/14 n = 31).

The results revealed that students in both study years considered video as effective for carrying out self-evaluations and development of EI. The usefulness of video and peer-feedback for other reflection processes differed in students' view.

The student considered videobased training generally useful for all the reflection processes and improvement of EI; however they also indicated some shortcomings. The study demonstrated that student-centric pedagogies and reflective activities on student learning showed more advanced development of EI.

SOURCES:

Beauvais AM, Brady N, O'Shea ER, Griffi, MTQ. (2011) Emotional intelligence and nursing performance among nursing students. *Nurse Education Today*. 31(4), 396–400.

Codier E, Odell E. (2014) Measured emotional intelligence ability and grade point average in nursing students. *Nurse Education Today*. 34 (4), 608–612.

Montes-Berges B, Augusto JM. (2007) Exploring the relationship between perceived emotional intelligence, coping, social support and mental health in nursing students. *Journal of Psychiatric Mental Health Nursing*. 14 (2), 163–171.

Salbot V. et al., (2011) Črtová emocionálna inteligencia a psychometrické vlastnosti nástrojov na jej meranie. Univerzita Mateja Bela, Pedagogická fakulta, Banská Bystrica.

McCobe C, Timmins F. (2006) *Communication Skills for Nursing practice*. Palgrave Macmillan, New York.

Mayer JD, Salovey P, Caruso DR. (2004) Emotional intelligence: Theory, findings, and implications. *Psychological Inquiry*. 15 (3), 197–215.

Moss MT. (2005) *The emotionally intelligent nurse leader*. Jossey-Bass A Wiley Imprint, San Francisco.

Mayer JD, Salovey P, Caruso DR. (2004) Emotional intelligence: Theory, findings, and implications. *Psychological Inquiry*. 15 (3), 197–215.

Pérez JC, Petrides KV, Furnham A. (2007) Měření rysové emoční inteligence. In: Schulze, R., Roberts, R.D. (Eds), *Emoční inteligence*. Portál, Praha.