



A longitudinal enquiry into the impact of emotional intelligence on progression in student nurses and midwives:

Results from phase one

Overview

- ▶ Background and rationale for study
- ▶ Study design and process
- ▶ Data collection- first impressions
- ▶ Implications



Background- The Francis Report (2013)



Focus on culture of caring

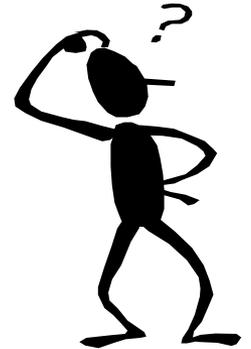
Aptitude test for caring

Recruitment for values



Rationale

- ▶ Need evidence base- which attributes/values/behaviours must be present in students?
- ▶ Can select students based on these attributes?
- ▶ How do you 'measure' caring?
- ▶ Is a minimum period of work experience required?



Emotional Intelligence

- ▶ **Emotional intelligence (EI)** is a contested concept.
 - ▶ ability to identify, assess, and control the emotions of oneself, of others and of groups.
- ▶ Trait EI and Ability EI
- ▶ Widespread support of EI concepts in nursing but lack of evidence of impact on student progression



The study

Participants

- 937 1st yr nursing & midwifery students from Edinburgh Napier and UWS
- 64 computing students- control

Design

- Longitudinal experimental design
- Data collected- On entry, 2nd year and point of registration

Measures

- Trait Emotional Intelligence Questionnaire (SF)
 - Schutte Emotional Intelligence scale
 - Demographic info, previous caring experience, mindfulness training
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Hypotheses

- Nurses will have higher EI than computer students
- High EI will be linked to successful achievement of competence for entry to the NMC register
- High EI will be associated with previous caring experience
- High EI will be associated with mindfulness training
- EI will increase with age



Data

▶ **Variables:**

- Gender, age group, campus course, previous caring experience, mindfulness training and Emotional Intelligence

- **Analysis:**

- Descriptives and mean comparison
- Correlations
- Factor analysis

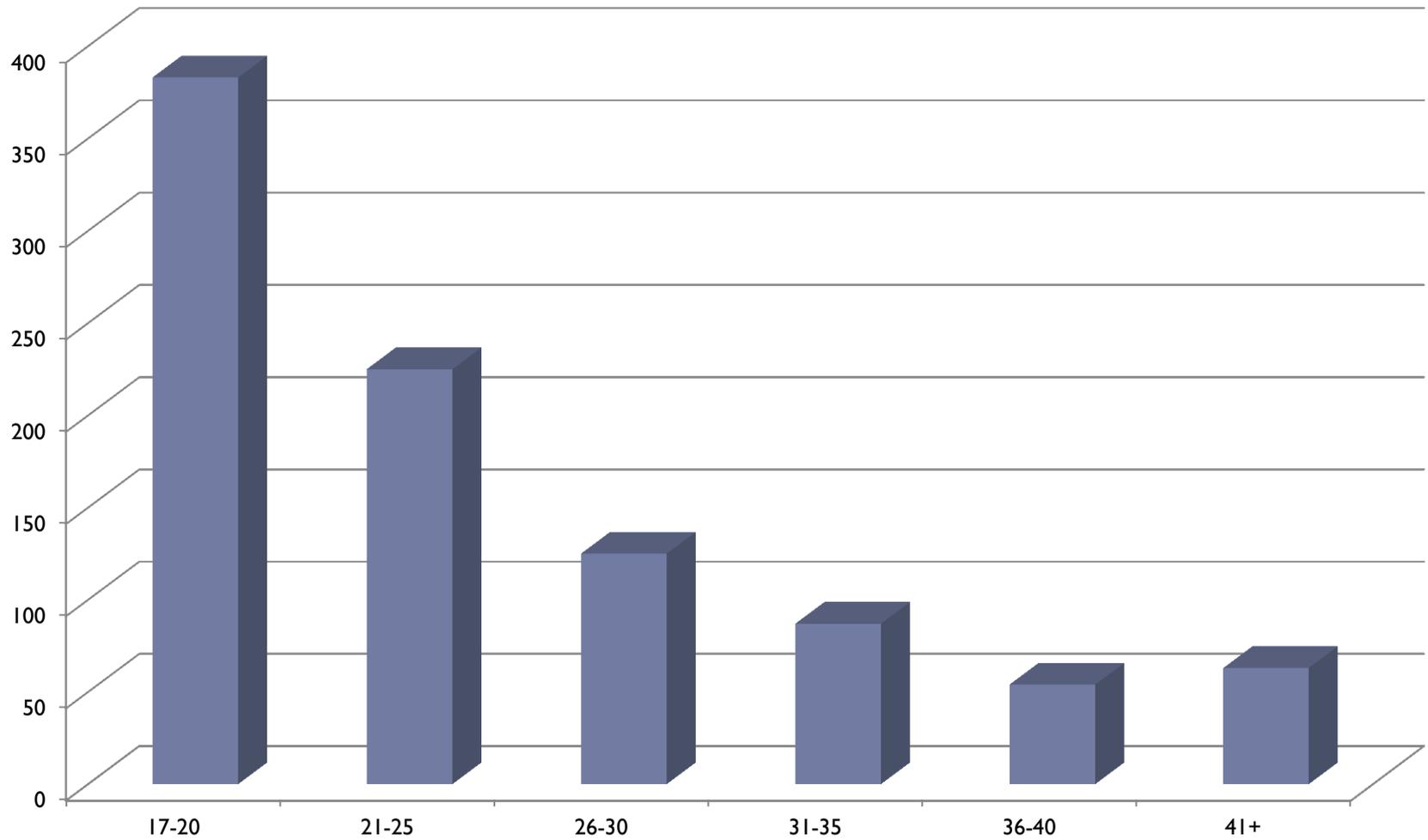


Sample

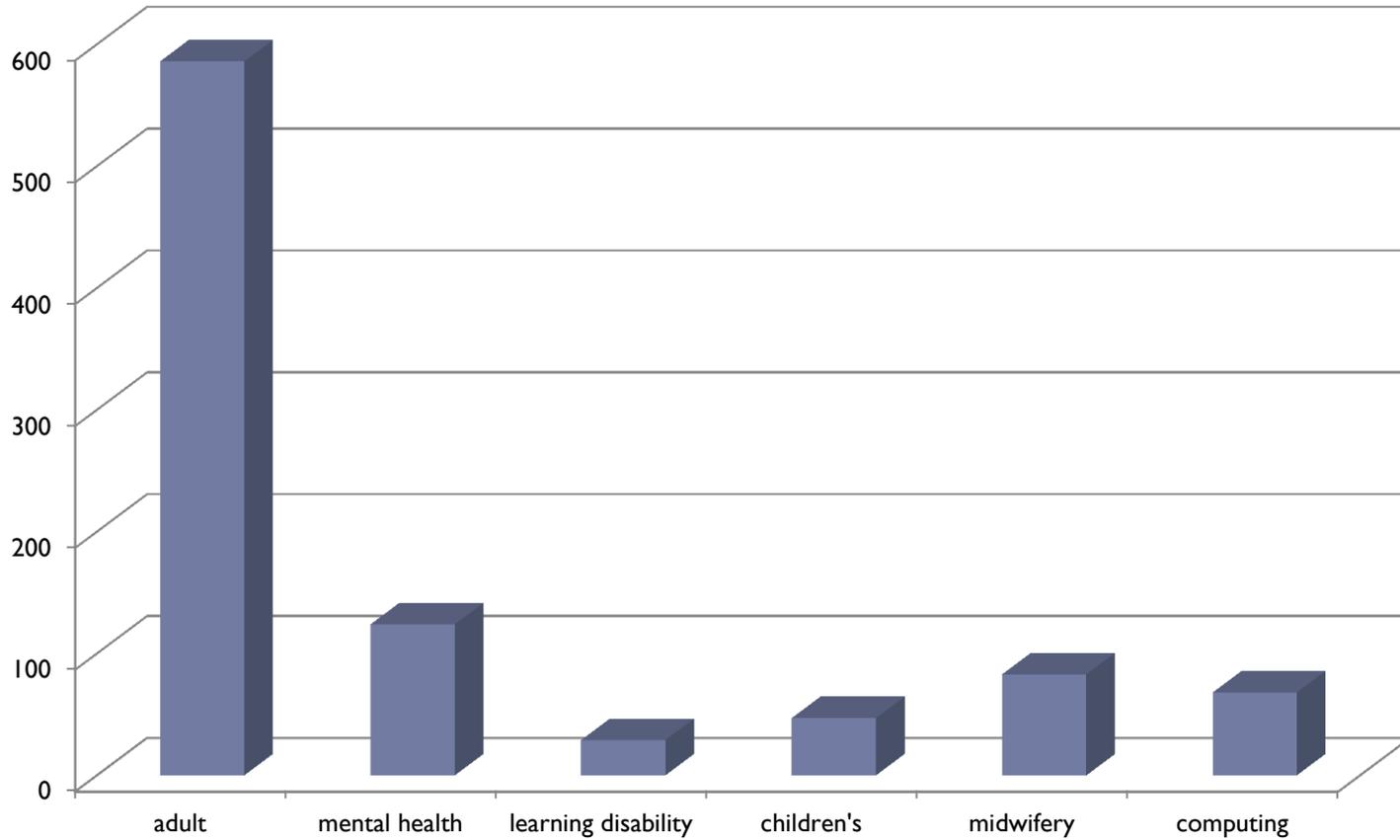
Demographic Data	Percent
Males	16%
Females	84%
Caring experience- YES	48%
Caring experience- NO	52%
Where gain experience:	
Home	17%
Nursing Home	48%
Hospital	33%
Come from FE college- YES	33%
Come from FE college- NO	67%
Mindfulness training- YES	6%
Mindfulness training- NO	94%



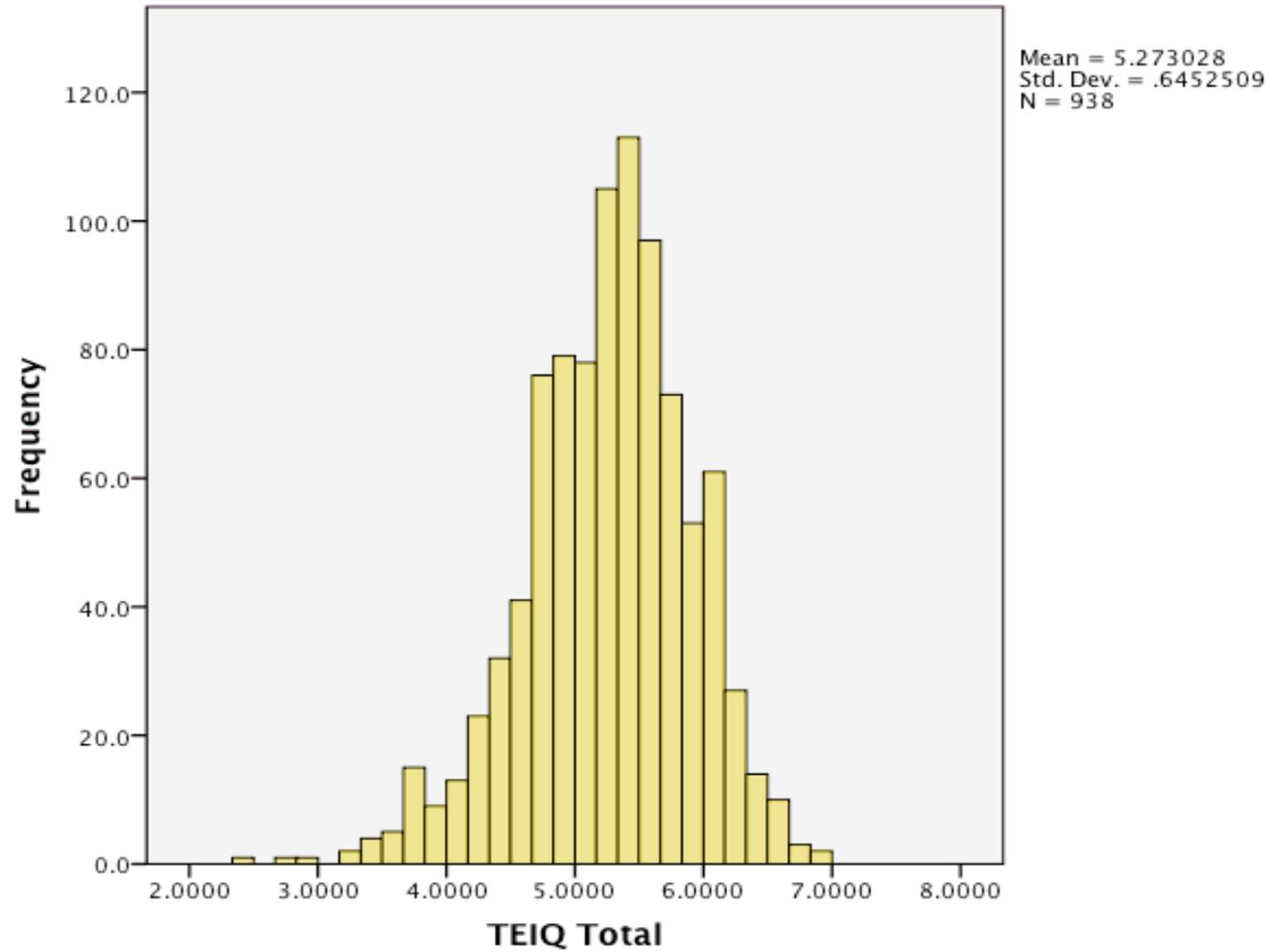
Age Bands



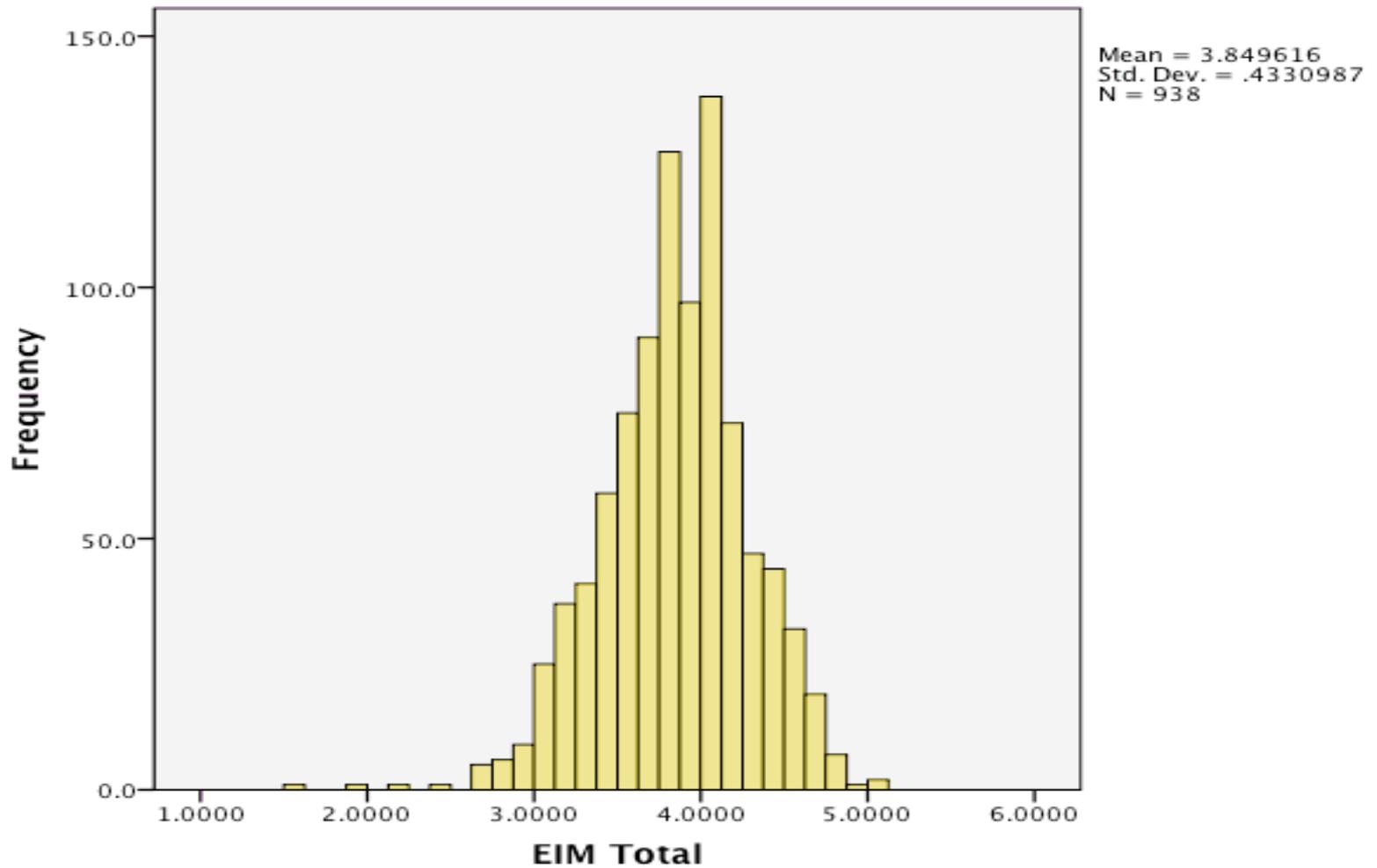
Programmes



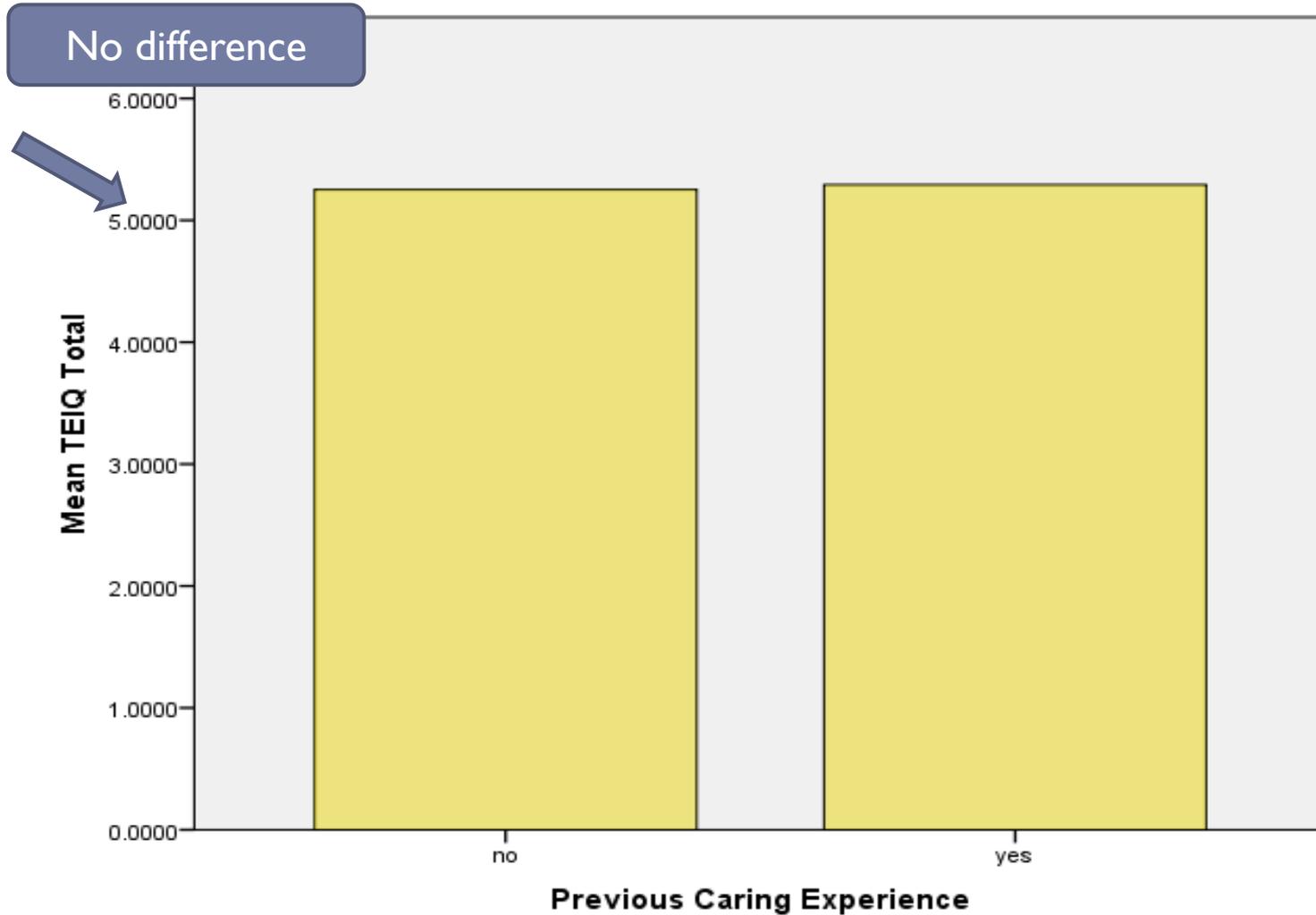
Trait EI- distribution



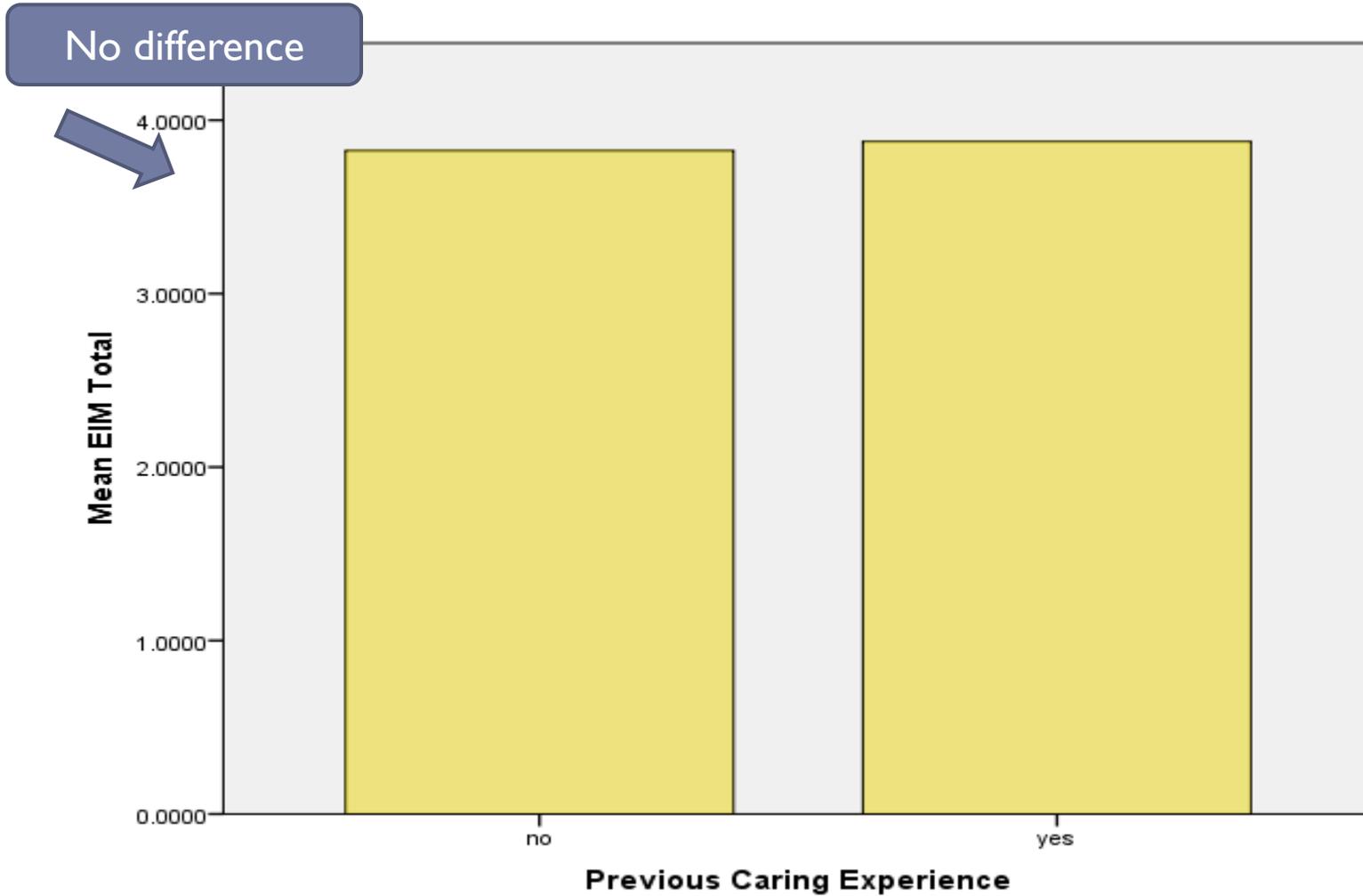
Ability EI- Distribution



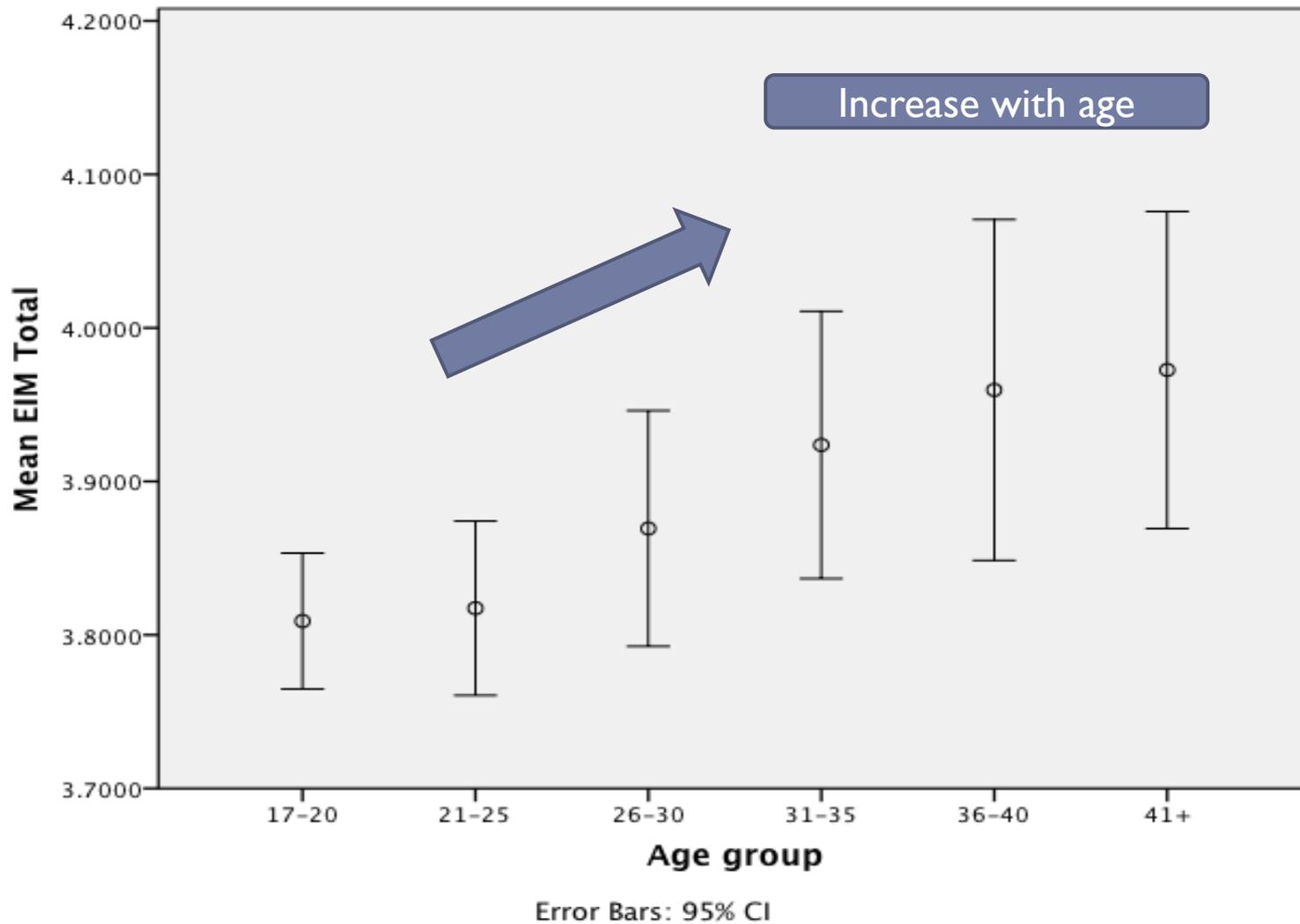
Previous caring and Trait EI



Previous caring and ability EI



EI and age on entry



Nursing/Computing and EI

	N	Mean
adult	586	5.318203
mental health	124	5.371505
learning disability	29	5.143678
children's	47	5.142553
midwifery	83	5.372691
computing	68	4.737255
Total	937	5.273710

Highly significant

ANOVA

TEIQ Total

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	24.027	5	4.805	12.234	.000
Within Groups	365.682	931	.393		
Total	389.709	936			



Discussion

- ▶ Females score significantly higher than males on every aspect and measure of EI except sociability, where they still score marginally but not significantly higher ($p < 0.05$)
- ▶ Age is significantly associated with differences in EI ($p < 0.001$)
 - ▶ Positive direction of association
- ▶ Nurses have higher EI than computing students ($p < 0.001$)
- ▶ There is no influence of previous caring experience on any EI score ($p = 0.063$)
- ▶ Mindfulness training is not associated with higher EI ($p = 0.5$)



Next steps....Phase 2

- ▶ Measures of performance in the cohort
- ▶ Track EI over time
- ▶ Differences in courses/campus/University
- ▶ Qualitative interviews



Thank you

Any Questions?

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Hannah Carver, Edinburgh Napier University

Jenny Young, University of the West of Scotland

Dr Norrie Brown, Edinburgh Napier University



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