

HACIA UN MODELO DE EVALUACIÓN DE LAS COMPETENCIAS EMOCIONALES EN LOS ESTUDIANTES DE ENFERMERÍA

TOWARDS AN EVALUATION MODEL OF EMOTIONAL COMPETENCIES IN NURSE STUDENTS

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RESUMEN

En los últimos años múltiples estudios han demostrado la importancia de la inteligencia emocional para el desarrollo profesional óptimo de los alumnos de enfermería. Este trabajo nace como respuesta ante la necesidad de una herramienta que permita medir de forma clara y objetiva las competencias emocionales de los estudiantes de enfermería. Tras haber realizado una revisión bibliográfica de artículos científicos y bibliotecas online entre las que destacan Pubmed, Medline Plus, ENFISPO y SCIELO en la que se ha tenido en cuenta la fecha de publicación y aquellos con mayor número de citaciones. Se ha analizado los diferentes métodos para evaluar este factor, tales como las medidas de autoinforme, las medidas de habilidad o el método ECOE, concluimos que la información que aportan, aunque pertinente podría estar más adaptada al contexto académico. En el presente trabajo, se propone una nueva herramienta que pretende reunir las ventajas de los tres anteriores y completar la información que aportan a través de un rol-playing en el que se evaluará al alumno mediante una rúbrica sencilla, de forma que cualquiera pueda emplearla sin formación específica. De este modo, el alumno identificará las áreas de mejora en su desempeño y los aspectos correctos de su práctica, de manera que esta rúbrica, no solamente sirva como un instrumento de evaluación sino que además pueda ser útil para el desarrollo de las competencias profesionales del alumno de enfermería.

Palabras clave: Competencia emocional, inteligencia emocional, estudiante de enfermería y rúbrica.

ABSTRACT

During the past years, multiple studies have demonstrated the importance of emotional intelligence for the positive professional development of nurse students. This document has been created due to the need of an instrument that can allow us to measure clearly and objectively the emotional competencies of the nurse students. After having done a bibliographical review of scientific articles and libraries online such as Pubmed, Medline Plus, ENFISPO and SCIELO in which we have taken into account the publication date and the number of citations, we have analysed the different existing methods to evaluate this factor, such as self-report- measures, the ability measures or the ECOE method, we conclude that the information they provide, even though it is pertinent, could be better adapted to the academic environment. In this project, we suggest a new tool that will include the advantages of the three mentioned above and complete the information with the role-playing that will evaluate the student according to a simple rubric, this way anyone can use it without previous specialized knowledge.

Consequently, the student will be able to identify improvements in their performance and recognize the correct aspects of their enactment, as a result of this, apart from using it as a tool to evaluate; it can be considered for the personal development of the nurse student.

Key words: Emotional competence, emotional intelligence, nurse student and rubric.

INTRODUCTION

Emotional intelligence as it was proposed by Salovey and Sluyter (1997) is the set of activities whose objective is to perceive and evaluate precisely emotions, access and/or produce feelings when they ease the thinking process; to understand emotions and intellectual and emotional growth.

Several studies have demonstrated the benefits of emotional intelligence during both professional exercise and nurse training, Fernández *et al* (2012) performed a study with nurse students in which he concluded that emotional comprehension and awareness impact positively in academic results. Moreover, Codier *et al* (2009) carried out another study with professional nurses and demonstrated that those with highest emotional intelligence marks present better labour performance. As well, some more recent studies have taken place, for example the one carried by Pulido-Martos *et al* (2016) with 127 nurse students during their practice progress in clinics in which he realized that emotions are the main prediction factor of occupational stress in their practices and that a high level of emotional intelligence makes it easier to confront stressful situations. Finally, Siles-González *et al* (2017) obtained positive results about emotional perception, regulation and comprehension concluding that the scale TMMS-24 is relevant for evaluating emotional intelligence, but qualitative studies must be used to obtain a deeper knowledge about this phenomenon.

Given the crucial importance of this concept in the nurse's labour, it is considered that a tool that enables us to evaluate the pupil's emotional competencies is utterly necessary. Understanding for emotional competence the set of knowledge, capacities and attitudes necessary for understanding, expressing and regulating appropriately emotional phenomenon, as defined by Rafael Bisquerra (2007). By thus along the present Project, the existing tools will be analysed and one more adapted to academic needs will be proposed.

MATERIAL

In order to carry out this paperwork, an exhaustive search has been done looking for scientific articles and libraries online from which we highlight Pubmed, Medline Plus, ENFISPO and SCIELO. Also, we have completed our research by employing academic Google.

The employed descriptors have been: Emotional intelligence, emotional competence and nursing and their Spanish translations. The Boolean operator used is "and".

For adapting the obtained results to the objective of this Project, the following inclusion criteria have been applied: The articles used must have been written exclusively in Spanish or English language. As well, the publication date has been taken into account, trying always to use 10 years old texts or newer, although some slightly older articles have been cited due to their relevance on the subject. From the remaining results, we have used those with most citations and scientific evidence.

RESULTS

Multiple studies have empirically demonstrated that the high stress level experienced by nurse students during their clinic practicing process has boosted their lack of self-esteem, their insecurity, depression, somatic disorders, sleeping disorders and physical extenuation affecting in a negative way their personal development. (Chan, Creedy, Chua, & Lim, 2011; Montes-Berges & Augusto, 2007; Watson, Dreary, Thompson, & Li, 2008).

Recently, several authors have investigated the impact of emotional intelligence in both physical and psychological health in different contexts, obtaining positive results. Ahead, we present a recompilation made by Aradilla that sums them up:

Authors	Tools for measuring EI	Sample	Main results
Fernández <i>et al.</i> (2012)	TEIQue-SF	81 nurse students	Emotional consciousness and comprehension have a positive impact in academic results.
Benson <i>et al.</i> (2012)	Bar-On EQ-i	52 nurse students	Along the career no significant differences were found in terms of emotional intelligence.
Chan <i>et al.</i> (2011)	TMMS	112 nurse students	Emotional intelligence has a positive relation with health condition.
Por <i>et al.</i> (2011)	SEIS	130 nurse students	Results proved positive correlation between emotional intelligence and wellnes and the perceived competence and negative with stress.
Beauvais <i>et al.</i> (2011)	MSCEIT	87 nurse students	Emotional intelligence is positively related with performance.
Benson <i>et al.</i> (2010)	Bar-On EQ-i;Short	100 nurse students (25 per course)	Students had appropriate social and emotional capacities. Their punctuations in every case were over 98 points.
Augusto Landa <i>et al.</i> (2009)	TMMS	135 nurse students	Results showed positive correlation between clarity and repair with selfconcept

Table 1: Extracted from Aradilla, 2013. Translated by Víctor Moreda.

With the purpose of measuring emotional competencies, two main tools have been designed:

On the one hand, self-report measures have been created, consisting in short statements in which the student expresses his emotional intelligence through his own perception of certain emotional abilities by using a Likert scale whose values go from 1 (never) to 5 (very frequently). (Sosa, 2008)

On the other hand, ability measures whose essence is a set of tasks in which a student must resolve certain emotional problems. Afterwards, his answers will be compared with objective and predetermined evaluation criteria. Later on, the positive and negative issues of each one of them will be analysed. (Mayer *et al.*, 1999; Mayer, 2001).

DISCUSSION

Certain authors defend ability measures as the best possible evaluation measure. Their main advantage held against self-report measures is their capacity of emotional knowledge or execution of a person at a task, further than their own perception about it. (Extremera & Fernández-Berrocal, 2007)

Nonetheless, other authors, such as Gohm (2003) affirm that an individual's own belief, perception and expectations determine their use. In other words, those people who trust themselves less, will not use their capacities in an adequate way.

Both of this aspects which at first could seem to oppose each other, can give us complementary information depending on the project's objective. Nevertheless, it must not be forgotten that these two evaluation methods present certain limitations and difficulties when it is time for example of giving an index of the real ability for regulating and processing emotions of a certain individual. (Fernández-Berrocal & Extremera, 2005).

As an answer to the aforementioned limitations, the Objective Structured Clinical Evaluation tests (ECOE) have been created. Their objective is to measure the emotional competencies of future professionals. This method has two separate parts, firstly, it evaluates an individual's knowledge by using open questions with a short answer and multiple choice questions. Secondly, it evaluates attitudinal skills and techniques by simulations with actors or mannequins. This method would allow the evaluation of emotional competencies. (Fernández-Berrocal et al, 2011)

Although this last method is an advance compared with the two previous ones, it continues to present some limitations, for instance, the situational information that it provides is always from preset situations, as a result of which we remain unable to measure the emotional competencies of the subject in a real situation.

With the goal of overcoming this inconvenience born from the ECOE method, a rubric could be used as the evaluation method, understanding for such an evaluation tool which establishes levels to measure the quality of each one of the different items with which an objective, a competence, a content or any other type of task occurred during the learning process can be developed. (Goodrich, Andrade & Heidi, 1997).

CONCLUSIONS

After having accomplished this bibliographical research and having analysed the different studies that have been made, we conclude that emotional intelligence and the development of emotional competencies are crucial for professional nurse and therefore for those who are being trained to become one of them. Given this fact, it is of vital importance to dispose of tools that enable us to measure emotional intelligence in nurse students.

The most frequent methods for measuring this item have been analysed. Both the self-report measures and the ability measures offered biased information about the emotional competencies of the subject, even when they were combined. As an answer to this, the ECOE method was born, trying to give situational information, but continuing to fail to afford information of the emotional competencies of the subject during an emotionally stressful situation.

For this reason, a new model which offers more information and as precise as possible, is proposed: A clinical situation in which high emotional skills are needed will be simulated. The pupil will have his performance evaluated externally on his interpersonal competencies by using a simple rubric that does not require an expert for taking the evaluation into practice. Likewise, in order to measure his intrapersonal competencies, aiming to obtain information as complete as possible, another rubric will be given to the student in which he will evaluate his own experience.

By following this method, we would manage to obtain real and relevant information about the emotional intelligence of the pupil, by employing a simple tool usable by everyone, simplifying the process and unifying the benefits of the three methods that have already been explained.

The rubric enables the student to identify the correct aspects of his performance and to precise those areas that need improvement, transforming this tool, not only in an evaluation instrument, but also into a vehicle for the development of his emotional competencies and the resolution of the clinical situations during his practice period. Ensuring the development of everything learned.

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