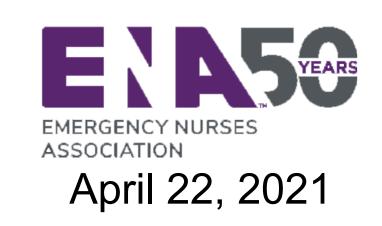


ED Nurse Residency: Emotional-Social Competencies

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Introduction

 An emergency department (ED) one-year nurse residency program identified that although the residents demonstrated highlevel knowledge and skills acquisition, their emotional-intelligence (EI) skills may be under-developed for the stress-burden of a new ED nurse job.

Theoretical Framework

• The Goleman El Model views this construct as a wide array of competencies and skills that drive managerial performance, measured by multi-rater assessment.

Purpose

 The purpose was to augment a wellestablished ED nurse residency program with coaching and educational intervention to further develop EI skills

Design

 Prospective longitudinal study design to evaluate ED nurse residents over two time periods, 6 months apart.

Setting

A 120-bed ED with a Level I Regional
 Trauma Center, which is part of an academic medical center in Rochester, NY.

Participants/Subjects

 Registered nurses participating in a one-year nurse residency program.

Methods

- An assessment of incoming classes of ED nurse residents (Groups 1-5) used the Goleman El Questionnaire, which included 50 Likert questions related to 5 emotional competencies:
 - Self-awareness
 - Managing emotions
 - Motivating oneself
 - Empathy
 - Social skills
- Residents were measured every 6 months over the course of 1 year.
- Possible scores range from 10 to 50.
- The interpretations of each competency was categorical and based on the sum score:
 - 'strength' (35-50)
 - 'needs attention' (18-34)
 - 'development priority' (10-17)



Outcomes/Results

- Groups 1, 2, 3, 4, 5, sample sizes were n=12, n=11, n=9, n=10, and n=6 respectively (Table).
- All groups scored nearly 35, indicating the emotional-social competencies were strengths with Group 3 scoring the highest scores.

| | | | | COVID-19 Pandemic | | | | |
|---|-----------------------|-------|---------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| | | | up 1 2019) | Group 2 (Mar 2020) | Group 3 (Jul 2020) | Group 4 (Aug 2020) | Group 5 (Nov 2020) | Differences between Groups p value |
| | | T1 | T2 | T1 | T1 | T1 | T1 | T1 |
| | Subscale | n=12 | n=12 | n=11 | n=9 | n=10 | n=6 | |
| 1 | Self- Awareness | 38.83 | 40.73 | 37.67 | 42.33 | 40.60 | 40.17 | 0.135 |
| 2 | Managing Emotions | 32.83 | 32.55 | 31.75 | 35.11 | 35.10 | 33.17 | 0.469 |
| 3 | Motivating Oneself | 34.75 | 37.82 | 36.17 | 38.33 | 40.00 | 39.50 | 0.216 |
| 4 | Empathy | 39.08 | 38.64 | 36.25 | 40.33 | 40.60 | 40.50 | 0.049* |
| 5 | Social Skill | 38.17 | 36.55 | 35.42 | 40.00 | 39.00 | 40.50 | 0.004** |

T1=baseline; T2=6 months post-baseline; T3=1 year post-baseline;

Conclusion

- Overall, ED nurse residents have high emotional competence at the beginning and throughout their first year.
- However, further research is needed to experienced ED nurses have lower emotional competence related to burn out.

Clinical Implications

 A 10-series monthly class on coaching emotional skills will be provided to support their high emotional competence as they are exposed to high stress-burden of their ED training.

^{*}Differences not significant when compared between Groups;

^{**}Difference between Groups 2 & 3 and Groups 2 & 5 statistically significant at p<0.05