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The Evidence-Based Practice Fulcrum: Balancing Leadership and Emotional Intelligence in Nursing and Interprofessional Education

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To date, literature is emerging regarding leadership and emotional intelligence (EI) within interprofessional education (IPE). Likewise, a strategic revolution has awakened throughout healthcare organizations as evidenced based, patient-centered care has received new prominence that requires effective leadership concomitant with the essential attribute of emotional intelligence (EI) (Edbor & Singh, 2016; Paren, 2015; & Tyler, 2015). Nursing education and other IPE programs are beginning to work collaboratively to address this revolution by preparing emotionally competent leaders who are capable of developing a professional reflective practice. Factors found to facilitate and influence leadership development include attitude, motivation, failures, intentions, individual self-reflection, and emotional intelligence (Resnick, 2016; Galuska, 2014; & Gallagher-Ford, 2014). And, the sense of self-confidence will be on the rise as EI-infused leaders will seek to; identify their own skills, strengths, weaknesses, and clarify their own values and priorities in setting high standards (Cox 2017). Grande (2017) concurs that leadership and EI characteristics accurately garner emotions in self and others; promotes the use of emotions to facilitate reasoning; provides an understanding of emotions in self and others; and serves to manage emotions in self and others. Also, there is a growing recognition that EI-infused leadership is a vital quality that must be cultivated in organizational support across organizational levels. Combining EI-infused leadership development with organizational strategies within this evolving healthcare climate contributes to the implementation of an evidence-based practice (EBP). The support of advance practice roles is essential in minimizing barriers, and maintaining a level of engagement throughout the EBP implementation process (Aarons et al 2017; & Patterson, Mason, & Duncan, 2017). Moreover, EI positively impacts clinical nurses and other interprofessional practitioners both personally and professionally. The EI-infused leadership roles enhance patient safety, outcomes, and efficient work processes (Grande, 2017). Notably, the critical impact at the point of service by clinical leaders who demonstrate emotional intelligence challenge ineffective work processes, and inspire others to act (Gatson Grindel, (2016). Recently, Mayer, Oosthuizen, & Surtee (2017) found that deeper insights into the EI of South African women leaders was associated with effective leadership qualities, creativity, and innovation. And, that emotional intelligence serves as an important source for women leaders to increase leadership qualities, as well as empathetic communication within the challenges of Higher Education workplaces. In addition, Rivero & von Feigenblatt, (2016) set forth a high priority challenge for universities/colleges to expand their curricula to better prepare future corporate leaders with the inclusion of EI initiatives for both undergraduate and graduate curricula. Responding to the challenge, nursing

and other IPE educators are readily integrating curriculum to consider EI-related competencies to build self-awareness and professionalism among students (Haight et al, 2017). The overarching academic and clinical practice goal is to generate or improve EI-infused leadership among nursing and other inter-professional practitioners for the future of evidenced-based, patient-centered care throughout global healthcare systems (Prufeta, 2017; & Wang, 2016).

Title:

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Keywords:

Emotional Intelligence, Evidence-based, patient-centered care and Leadership

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Abstract Summary:

Leadership and emotional intelligence are emerging within nursing and inter-professional education. And, a strategic revolution has awakened throughout healthcare organizations as evidenced based, patient-centered care has received new prominence that requires effective leadership concomitant with the essential attribute of emotional intelligence (Edbor & Singh, 2016; Paren, 2015; & Tyler, 2015).

Content Outline:

1. Examine the Evidence-based Practice Fulcrum: Balancing Leadership and Emotional Intelligence in Nursing and Interprofessional Education.
2. Integrate emotional intelligence (EI) and leadership attributes into inter-professional education (IPE) using a variety of blended, flipped, and online teaching and learning methodologies.

3. Plan nursing and IPE strategies to promote EI-infused leadership for the future of evidenced-based, patient-centered care throughout global healthcare systems.

First Primary Presenting Author

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Professional Experience: I have taught, and practiced nursing leadership for over 30 years in academia and nursing practice. I am a Subject Matter Expert (SME) for the Online Sherpath Nursing Leadership and Management Program -Elsevier, Publishers. Recently, I have presented a Nursing Leadership Series from the Moore Foundation (Nursing Iconic Leaders) with ANA-Illinois (2016). And, I have studied emotional intelligence (EI) for several years and am planning and conducting research with an interdisciplinary team on the vital link between EI and Leadership.

Author Summary: We in Nursing, are like lamplighters who are known by the trails of light we have left behind, and are forging upward and onward to light the way for evidence-based, patient-centered care. My intent is to continue the journey serving and leading the best profession in the world-Nursing!

Second Secondary Presenting Author

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Professional Experience: I have been an educator for over two decades using a variety of teaching methodologies to support emotional intelligence and leadership qualities as the RN to BSN Program Coordinator at Methodist College. The RN to BSN program has a very unique student population, many of whom have already reached leadership rank; however, lack the baccalaureate essentials to back up their experiential learning. Numerous literature reviews of the aforementioned content have been carried out as a PhD course learner, as well as within my role as the primary educator for the RN to BSN program. I have also attended and presented at several recent conferences on the topic of interdisciplinary collaboration; the last presentation was at the Professor Teacher Conference held on June 2nd in St. Louis.

Author Summary: Lori Wagner is currently a PhD candidate who serves in the role as the RN to BSN Program Coordinator at Methodist College in Peoria, IL. Topics that she has recently presented on include civility best practices at the Nursing Ethics Conference at UCLA in March, and interdisciplinary collaboration at the Teaching Professor Conference in St. Louis held in June of 2017.

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Professional Experience: I have taught undergraduate courses in health and leadership for more than

ten years. Recently, I co-presented at a wellness conference hosted by Methodist College on emotional intelligence and leadership. I have studied the works of John D. Mayer and Peter Salovey and have used materials from Mayer's UNH website to teach students in my courses about emotional intelligence and leadership.

Author Summary: Dr. Terence Hodges is an assistant professor of health science and Chair of the health science department at Methodist College. He teaches courses in leadership, health policy, and evidence-based practice in healthcare. He holds a Doctor of Health Science degree with an emphasis in health professions education from Midwestern University and is a Certified Health Education Specialist (CHES).

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Professional Experience: BSN and MSN graduate from Chamberlain College of Nursing Current-Assistant Professor, Women's Health Theory and Clinical, and Health Assessment Lab instructor at OSF CON, Peoria, IL Adjunct faculty instructor for BSN second degree clinical at Methodist College Adjunct faculty instructor (Illinois Central College, Black Hawk College and Carl Sandburg College) Strong nursing knowledge base and critical thinking skills Ability to think quickly, and react calmly to stressful situations due to over 21 years of experience in the emergency room and 31 years in the nursing profession. Strong computer skills with the ability to create electronic forms. Educator with ability to interact well with students (personally and online) Connect with a diverse student population to enhance the learning experience. Respectful, loyal, and genuinely committed to the future of nursing.

Author Summary: ADN from IVCC in 1986. Most of my experience (21 years) was in the ER. In 2009, I became the CNA instructor at BHE; 2010, the nurse educator for Kewanee Hospital, Dual Enrollment Instructor, ACLS, BCLS and CPR instructor. In 2012, I became the Nursing Coordinator for the Center for Student Success. In 2014, I taught Concepts 1, Fundamentals at OSF CON. 2015 I began teaching Concepts 11, Women's Health Theory and Clinical.