


Chapter 8

Emotional Intelligence in Teaching Geriatric Nursing: Humanising Technology for Compassionate Care in Higher Education

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ABSTRACT

This chapter examines the integration of emotional intelligence (EI) into geriatric nursing education within higher education, highlighting its crucial role in enhancing student learning outcomes, patient care, and the well-being of older adults. It explores how EI fosters essential interpersonal skills, empathy, and resilience among nursing students, improving their ability to manage the emotional complexities of geriatric care. The chapter also discusses the ethical integration of technology, such as virtual simulations and telehealth, in teaching geriatric nursing, emphasising that EI ensures these tools enhance rather than replace human connections. Furthermore, it underscores the importance of EI in promoting interdisciplinary collaboration and developing comprehensive care plans for older adults. Finally, the chapter advocates for faculty development programs and curriculum design that incorporate EI-focused pedagogical strategies to nurture empathy, self-awareness, and reflective practices in nursing students.

1. INTRODUCTION

The chapter “Emotional Intelligence in Teaching Geriatric Nursing: Humanising Technology for Compassionate Care in Higher Education” explores the integration of emotional intelligence (EI) into geriatric nursing education and technology within higher education. It emphasizes the positive impact of incorporating emotional intelligence into teaching on student learning outcomes, patient care quality, and the well-being of older populations (Darvish et al., 2014). By fostering essential interpersonal skills, empathy, and resilience among nursing students, emotional intelligence significantly influences the future healthcare workforce (Gause et al., 2022). This development not only enhances self-awareness and self-

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regulation among students but also enables them to effectively recognize and manage emotions, especially in emotionally charged situations common in geriatric care settings (Krel et al., 2022; da Silva, 2022).

Additionally, the chapter highlights how emotional intelligence enhances education by promoting professional growth and resilience among nursing students. It emphasizes how emotional intelligence improves communication and relationships in geriatric nursing, stressing the importance of empathetic listening skills, compassion, and sensitivity in building trust within therapeutic relationships with older adults (Harerimana & Mtshali, 2021; da Silva, 2022). The integration of emotional intelligence into nursing education enhances students' clinical reasoning and decision-making skills while nurturing empathy and cultural competence, crucial for providing holistic care to diverse older populations (Lee et al., 2018). This focus on emotional intelligence also guides the ethical use of technology in geriatric care, ensuring that digital tools complement rather than replace human connection in healthcare interactions (Pepito & Locsin, 2019; Reis da Silva and Mitchell, 2024a).

Moreover, the chapter discusses how technology, when integrated into teaching geriatric nursing, acts as a catalyst for leveraging emotional intelligence to enhance patient care outcomes. Virtual simulations, telehealth platforms, and mobile applications are identified as technological tools that not only enhance students' clinical competencies but also foster empathy and cultural sensitivity, essential for providing person-centred care to older adults (Pepito et al., 2019; Reis da Silva and Mitchell, 2024a). The chapter emphasizes that emotional intelligence is crucial in guiding the ethical and effective use of technology in healthcare, highlighting the importance of maintaining human connections amidst digital advancements in the field (Shon, 2024). Furthermore, emotional intelligence is portrayed as a key facilitator of interdisciplinary collaboration and teamwork among healthcare professionals, essential for delivering comprehensive and patient-centred care to older adults (Alshammari, 2023; Reis da Silva, 2024a).

2. OVERVIEW OF GERIATRIC NURSING AND HIGHER EDUCATION

The field of geriatric nursing is essential for addressing the unique healthcare needs of older adults, focusing on promoting health (Cowley et al., 2023), preventing illness, and managing complex medical conditions in this population (Reis da Silva, 2024b). Geriatric nursing involves providing comprehensive care that considers the physical, emotional, and social aspects of aging individuals, encompassing a holistic approach to healthcare aimed at enhancing the quality of life and well-being of older adults (Darvish et al., 2014; Fitzpatrick et al., 2023; Reis da Silva, 2024c). Higher education institutions play a vital role in shaping the future of geriatric nursing by providing students with the knowledge, skills, and competencies necessary to care for older adults effectively (Gause et al., 2022). Nursing programs in universities and colleges offer specialised courses and training in geriatric nursing to equip students with the expertise needed to address the specific needs of the ageing population (Krel et al., 2022; Reis da Silva 2023a; 2023b; 2024d).

Emotional intelligence (EI) is a critical component in healthcare, particularly in nursing, as it influences how nurses interact with patients, colleagues, and healthcare teams (Harerimana & Mtshali, 2021; da Silva, 2022). EI refers to the ability to recognise, understand, and manage one's emotions effectively, as well as to perceive and respond to the emotions of others (Lee et al., 2018). In the context of nursing, emotional intelligence plays a crucial role in building therapeutic relationships, demonstrating empathy, and providing patient-centred care (Pepito & Locsin, 2019). The components of emotional intelligence include self-awareness, self-regulation, social awareness, and relationship management. Self-awareness

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