The modification of two tools to measure emotional intelligence in undergraduate student nurses: A mixed method pilot study

Laurel Collin
Appendix 1

Original STEU and STEM Tools Developed by
Dr. C. MacCann
Supplement

Appendix A: Items from the Situational Test of Emotional Understanding (STEU)

Instructions

The following questions each describe a situation, and ask you to choose which of five emotions is most likely to result from that situation.

Here is an example:
Clara receives a gift. Clara is most likely to feel?
(a) happy (b) angry (c) frightened (d) bored (e) hungry

If you think Clara would feel happy, you would mark option A and then move to the next question. There are 42 questions.

Items (correct alternative in bold text)
1. A pleasant experience ceases unexpectedly and there is not much that can be done about it. The person involved is most likely to feel?
(a) Ashamed (b) Distressed (c) Angry (d) Sad (e) Frustrated

2. Xavier completes a difficult task on time and under budget. Xavier is most likely to feel?
(a) Surprise (b) Pride (c) Relief (d) Hope (e) Joy

3. An irritating neighbor of Eve’s moves to another state. Eve is most likely to feel?
(a) Regret (b) Hope (c) Relief (d) Sadness (e) Joy

4. There is great weather on the day Jill is going on an out-door picnic. Jill is most likely to feel?
(a) Pride (b) Joy (c) Relief (d) Guilt (e) Hope

5. Regret is most likely to occur when?
(a) Events are unexpected (b) You have caused something you didn’t want to happen and cannot change it (c) Circumstances have caused something you didn’t want to happen (d) You have caused something you didn’t want to happen and are trying to change it (e) Events are getting beyond your control

6. Edna’s workmate organizes a goodbye party for Edna, who is going on holidays. Edna is most likely to feel?
(a) Surprise (b) Gratitude (c) Pride (d) Hope (e) Relief

7. Something unpleasant is happening. Neither the person involved, nor anyone else can make it stop. The person involved is most likely to feel?
(a) Guilty (b) Distressed (c) Sad (d) Scared (e) Angry

8. If the current situation continues, Denise’s employer will probably be able to move her job to a location much closer to her home, which she really wants. Denise is most likely to feel?
(a) Distress (b) Joy (c) Surprise (d) Hope (e) Fear

9. Song finds out that a friend of hers has borrowed money from others to pay urgent bills, but has in fact used the money for less serious purposes. Song is most likely to feel?
(a) Anger (b) Excitement (c) Contempt (d) Shame (e) Horror

10. Somebody is most likely to feel surprised after?
(a) Something unexpected happens. (b) Something unfamiliar happens. (c) Something unusual happens. (d) Something scary happens. (e) Something silly happens.

11. Leya works as a trouble-shooter. She is presented with a standard looking problem but cannot work out how to solve it. Leya is most likely to feel?
(a) Confused (b) Frustrated (c) Surprised (d) Relieved (e) Distressed
12. Charles is meeting a friend to see a movie. The friend is very late and they are not in time to make it to the movie. *Charles is most likely to feel?*  
(a) Depressed (b) Frustrated (c) Angry (d) Contemptuous (e) Distressed

13. Rashid needs to meet a quota before his performance review. There is only a small chance that he will be able to do so and there isn't much he can do to improve the outcome. *Rashid is most likely to feel?*  
(a) Irritated (b) Scared (c) Distressed (d) Sad (e) Hopeful

14. Someone believes that another person harmed them on purpose. There is not a lot that can be done to make things better. *The person involved is most likely to feel?*  
(a) Dislike (b) Rage (c) Jealousy (d) Surprise (e) Anxiety

15. Phil's workmate Bart asks Phil to lie for him about money Bart has been stealing from the company. Phil does not agree. *Phil is most likely to feel?*  
(a) Excitement (b) Anger (c) Horror (d) Contempt (e) Shame

16. Jim enjoys spending Saturdays playing with his children in the park. This year they have sporting activities on Saturdays and cannot go to the park with him any more. *Jim is most likely to feel?*  
(a) Angry (b) Sad (c) Frustrated (d) Distressed (e) Ashamed

17. If all goes well, then it's fairly likely that Derek's house will increase in value. *Derek is most likely to feel?*  
(a) Distress (b) Fear (c) Surprise (d) Joy (e) Hope

18. Sheila's workmate intentionally does not give Sheila some important information about applying for a raise. *Sheila is most likely to feel?*  
(a) Depressed (b) Contemptuous (c) Frustrated (d) Angry (e) Distressed

19. Megan is looking to buy a house. Something happened and she felt regret. *What is most likely to have happened?*  
(a) She didn't make an offer on a house she wanted, and now she is trying to find out if it is too late.  
(b) She found a house she liked that she didn't think she would find.  
(c) She couldn't make an offer on a house she liked because the bank didn't get her the money in time.  
(d) She didn't make an offer on a house she liked

20. Mary was working at her desk. Something happened that caused her to feel surprised. *What is most likely to have happened?*  
(a) Her workmate told a silly joke.  
(b) She was working on a new task she hadn't dealt with before.  
(c) She found some results that were different from what she thought they would be.  
(d) She realized she would not be able to complete her work.  
(e) She had to do a task she didn't normally do at work.

21. Garry's small business is attracting less and less clients and he can't tell why. There doesn't seem to be anything he can do to help matters. *Garry is most likely to feel?*  
(a) Scared (b) Angry (c) Sad (d) Guilty (e) Distressed

22. Someone thinks that another person has deliberately caused something good to happen to them. *They are most likely to feel?*  
(a) Hope (b) Pride (c) Gratitude (d) Surprise (e) Relief

23. Kevin has been working at his current job for a few years. Out of the blue, he finds that he will receive a promotion. *Kevin is most likely to feel?*  
(a) Pride (b) Relief (c) Joy (d) Hope (e) Guilt

24. By their own actions, a person reaches a goal they wanted to reach. *The person is most likely to feel?*  
(a) Joy (b) Hope (c) Relief (d) Pride (e) Surprise

25. An unwanted situation becomes less likely or stops altogether. *The person involved is most likely to feel?*  
(a) Regret (b) Hope (c) Joy (d) Sadness (e) Relief

26. Hasad tries to use his new mobile phone. He has always been able to work out how to use different appliances, but he cannot get the phone to function. *Hasad is most likely to feel?*  
(a) Distressed (b) Confused (c) Surprised (d) Relieved (e) Frustrated

27. Dorian's friend is ill and coughs all over him without bothering to turn away or cover his mouth. *Dorian is most likely to feel?*  
(a) Anxiety (b) Dislike (c) Surprise (d) Jealousy (e) Rage
28. Although she has been careful to avoid all risk factors, Tina has contracted cancer. There is only a small chance that the cancer will be benign and nothing Tina does now can make a difference. *Tina is most likely to feel?*
   (a) *Scared*  (b) *Distressed*  (c) *Irritated*  (d) *Sad*  (e) *Hopeful*

29. Quan and his wife are talking about what happened to them that day. Something happened that caused Quan to feel surprised. *What is most likely to happen?*
   (a) His wife talked a lot, which did not usually happen.
   (b) His wife talked about things that were different to what they usually discussed.
   (c) His wife told him that she might have some bad news.
   (d) *His wife told Quan some news that was not what he thought it would be.*
   (e) His wife told a funny story.

30. An upcoming event might have bad consequences. Nothing much can be done to alter this. *The person involved would be most likely to feel?*
   (a) *Sad*  (b) *Irritated*  (c) *Distressed*  (d) *Scared*  (e) *Hopeful*

31. It is clear that somebody will get what they want. *They are most likely to feel?*
   (a) *Pride*  (b) *Relief*  (c) *Joy*  (d) *Hope*  (e) *Guilt*

32. By chance, a situation arises where there is the possibility that a person will get what they want. *
The person is most likely to feel?*
   (a) *Distress*  (b) *Hope*  (c) *Surprise*  (d) *Joy*  (e) *Fear*

33. A supervisor who is unpleasant to work for leaves Alfonso’s work. *Alfonso is most likely to feel?*
   (a) *Joy*  (b) *Hope*  (c) *Regret*  (d) *Relief*  (e) *Sadness*

34. The nature of Sara’s job changes due to unpredictable factors and she no longer gets to do the portions of her work that she most enjoyed. *Sara is most likely to feel?*
   (a) *Ashamed*  (b) *Sad*  (c) *Angry*  (d) *Distressed*  (e) *Frustrated*

35. Leila has been unable to sleep well lately and there are no changes in her life that might indicate why. *Leila is most likely to feel?*
   (a) *Angry*  (b) *Scared*  (c) *Sad*  (d) *Distressed*  (e) *Guilty*

36. A person feels they have control over a situation. The situation turns out badly for no particular reason. *The person involved is most likely to feel?*
   (a) *Confused*  (b) *Relieved*  (c) *Surprised*  (d) *Frustrated*  (e) *Distressed*

37. Someone believes another person has deliberately caused something good to stop happening to them. However, they feel they can do something about it. *They are most likely to feel?*
   (a) *Angry*  (b) *Contemptuous*  (c) *Distress*  (d) *Depressed*  (e) *Frustrated*

38. The new manager at Enid’s work changes everyone’s hours to a less flexible work pattern, leaving no room for discussion. *Enid is most likely to feel?*
   (a) *Dislike*  (b) *Rage*  (c) *Jealousy*  (d) *Surprise*  (e) *Anxiety*

39. Someone believes that another person has caused harm to them, due to that person’s bad character. They think they can probably handle the situation though. *The harmed person is most likely to feel?*
   (a) *Contempt*  (b) *Anger*  (c) *Horror*  (d) *Excitement*  (e) *Shame*

40. Pete gets home late, after his favorite TV show has ended. Pete’s partner has taped the show for him. *Pete is most likely to feel?*
   (a) *Surprise*  (b) *Hope*  (c) *Pride*  (d) *Relief*  (e) *Gratitude*

41. Matthew has been at his current job for six months. Something happened that caused him to feel regret. *What is most likely to have happened?*
   (a) *He did not apply for a position he wanted, and has found out that someone else less qualified got the job.*
   (b) *He did not apply for a position he wanted, and has started looking for a similar position.*
   (c) *He found out that opportunities for promotion have dried up.*
   (d) *He found out that he didn’t get a position he thought he would get.*
   (e) *He didn’t hear about a position he could have applied for and now it is too late.*

42. Penny’s hockey team trained hard and won the championship. *Penny is most likely to feel?*
   (a) *Hope*  (b) *Pride*  (c) *Relief*  (d) *Joy*  (e) *Surprise*
Appendix B: Items and Expert Weights for the Situational Test of Emotion Management

Instructions (multiple-choice form)

In this test, you will be presented with a few brief details about an emotional situation, and asked to choose from four responses the most effective course of action to manage both the emotions the person is feeling and the problems they face in that situation.

Although more than one course of action might be acceptable, you are asked to choose what you think the most effective response for that person in that situation would be.

Remember, you are not necessarily choosing what you would do, or the nicest thing to do, but choosing the most effective response for that situation.

Note: items marked with an asterisk were excluded from Study 2. Numbers in parentheses refer to expert scoring weights: (1) the mean rating of experts, and (2) the proportion of experts selecting that option.
1. Lee’s workmate fails to deliver an important piece of information on time, causing Lee to fall behind schedule also. **What action would be the most effective for Lee?**
   (a) Work harder to compensate. (3.2/0)
   (b) Get angry with the workmate. (2.6/0)
   (c) Explain the urgency of the situation to the workmate. (5.2/1.00)
   (d) Never rely on that workmate again. (2.4/0)

2. Rhea has left her job to be a full-time mother, which she loves, but she misses the company and companionship of her workmates. **What action would be the most effective for Rhea?**
   (a) Enjoy being a full-time mom. (2.8/0)
   (b) Try to see her old workmates socially, inviting them out. (4.4/.250)
   (c) Join a playgroup or social group of new mothers. (4.8/.667)
   (d) See if she can find part time work. (2.8/.083)

3. Pete has specific skills that his workmates do not and he feels that his workload is higher because of it. **What action would be the most effective for Pete?**
   (a) Speak to his boss about this. (4.6/.833)
   (b) Start looking for a new job. (2.4/0)
   (c) Be very proud of his unique skills. (3.2/.083)
   (d) Speak to his workmates about this. (3.8/.083)

*4. Mario is showing Min, a new employee, how the system works. Mario’s boss walks by and announces Mario is wrong about several points, as changes have been made. Mario gets on well with his boss, although they don’t normally have much to do with each other. **What action would be the most effective for Mario?**
   (a) Make a joke to Min, explaining he didn’t know about the changes. (4.0/.333)
   (b) Not worry about it, just ignore the interruption. (2.2/0)
   (c) Learn the new changes. (4.6/.417)
   (d) Tell the boss that such criticism was inappropriate. (3.2/.250)

5. Wai-Hin and Connie have shared an office for years but Wai-Hin gets a new job and Connie loses contact with her. **What action would be the most effective for Connie?**
   (a) Just accept that she is gone and the friendship is over. (2.6/0)
   (b) Ring Wai-Hin and ask her out for lunch or coffee to catch up. (4.6/0)
   (c) Contact Wai-Hin and arrange to catch up but also make friends with her replacement. (5.6/.917)
   (d) Spend time getting to know the other people in the office, and strike up new friendships. (4.4/.083)

* 6. Martina is accepted for a highly sought after contract, but has to fly to the location. Martina has a phobia of flying. **What action would be the most effective for Martina?**
   (a) See a doctor about this. (4.4/.750)
   (b) Don’t go to the location. (1.4/0)
   (c) Just get through it. (2.8/0)
   (d) Find alternative travel arrangements. (3.0/.250)

7. Manual is only a few years from retirement when he finds out his position will no longer exist, although he will still have a job with a less prestigious role. **What action would be the most effective for Manual?**
   (a) Carefully consider his options and discuss it with his family. (5.0/.750)
   (b) Talk to his boss or the management about it. (4.4/.250)
   (c) Accept the situation, but still feel bitter about it. (2.0/0)
   (d) Walk out of that job. (1.0/0)

8. Alan helps Trudy, a peer he works with occasionally, with a difficult task. Trudy complains that Alan’s work isn’t very good, and Alan responds that Trudy should be grateful he is doing her a favor. They argue. **What action would be the most effective for Alan?**
   (a) Stop helping Trudy and don’t help her again. (1.8/.167)
   (b) Try harder to help appropriately. (2.8/.083)
   (c) Apologize to Trudy. (2.8/.083)
   (d) Diffuse the argument by asking for advice. (4.6/.667)
9. Surbhi starts a new job where he doesn’t know anyone and finds that no one is particularly friendly. **What action would be the most effective for Surbhi?**  
(a) Have fun with his friends outside of work hours. (3.8/0)  
(b) Concentrate on doing his work well at the new job. (4.0/.167)  
(c) Make an effort to talk to people and be friendly himself. (5.4/.833)  
(d) Leave the job and find one with a better environment. (2.4/0)

10. Darla is nervous about presenting her work to a group of seniors who might not understand it, as they don’t know much about her area. **What action would be the most effective for Darla?**  
(a) Be positive and confident, knowing it will go well. (4.0/0)  
(b) Just give the presentation. (2.8/0)  
(c) Work on her presentation, simplifying the explanations. (5.2/.667)  
(d) Practice presenting to laypeople such as friends or family. (5.2/.333)

11. Andre moves away from the city his friends and family are in. He finds his friends make less effort to keep in contact than he thought they would. **What action would be the most effective for Andre?**  
(a) Try to adjust to life in the new city by joining clubs and activities there. (4.8/0)  
(b) He should make the effort to contact them, but also try to meet people in his new city. (5.6/1.000)  
(c) Let go of his old friends, who have shown themselves to be unreliable. (2.2/0)  
(d) Tell his friends he is disappointed in them for not contacting him. (3.2/0)

12. Helga’s team has been performing very well. They receive poor-quality work from another team that they must incorporate into their own project. **What action would be the most effective for Helga?**  
(a) Don’t worry about it. (1.8/0)  
(b) Tell the other team they must re-do their work. (4.6/.417)  
(c) Tell the project manager about the situation. (4.6/.583)  
(d) Re-do the other team’s work to get it up to scratch. (2.6/0)

13. Clayton has been overseas for a long time and returns to visit his family. So much has changed that Clayton feels left out. **What action would be the most effective for Clayton?**  
(a) Nothing – it will sort itself out soon enough. (2.6/0)  
(b) Tell his family he feels left out. (4.4/.167)  
(c) Spend time listening and getting involved again. (5.4/.750)  
(d) Reflect that relationships can change with time. (4.6/.083)

* 14. Katerina takes a long time to set the DVD timer. With the family watching, her sister says “You idiot, you’re doing it all wrong, can’t you work the video?” Katerina is quite close to her sister and family. **What action would be the most effective for Katerina?**  
(a) Ignore her sister and keep at the task. (4.0/.167)  
(b) Get her sister to help or to do it. (3.6/.667)  
(c) Tell her sister she is being mean. (3.6/.167)  
(d) Never work appliances in front of her sister or family again. (1.6/0)

* 15. Benjiro’s parents are in their late 80s and living interstate in a house by themselves. He is worried that they need some help but they angrily deny it any time he brings up the subject. **What action would be the most effective for Benjiro?**  
(a) Visit frequently and get others to check on them. (4.4/.667)  
(b) Believe his parents’ claims that they are fine. (3.0/.167)  
(c) Keep telling his parents his concerns, stressing their importance. (4.4/.167)  
(d) Force his parents to move into a home. (1.4/0)

* 16. Max prides himself on his work being of the highest quality. On a joint project, other people do a lousy job, assuming that Max will fix their mistakes. **What action would be the most effective for Max?**  
(a) Forget about it. (1.4/0)  
(b) Confront the others, and tell them they must fix their mistakes. (4.4/.750)  
(c) Tell the project manager about the situation. (4.0/.250)  
(d) Fix the mistakes. (2.4/0)
17. Daniel has been accepted for a prestigious position in a different country from his family, who he is close to. He and his wife decide it is worth relocating. **What action would be the most effective for Daniel?**
   (a) Realize he shouldn’t have applied for the job if he didn’t want to leave. (1.4/0)
   (b) Set up a system for staying in touch, like weekly phone calls or emails. (5.0/.833)
   (c) Think about the great opportunities this change offers. (4.8/.167)
   (d) Don’t take the position. (1.2/0)

18. A junior employee making routine adjustments to some of Teo’s equipment accuses Teo of causing the equipment malfunction. **What action would be the most effective for Teo?**
   (a) Reprimand the employee for making such accusations. (2.0/0)
   (b) Ignore the accusation, it is not important. (2.6/.500)
   (c) Explain that malfunctions were not his fault. (3.4/.500)
   (d) Learn more about using the equipment so that it doesn’t break. (4.8/0)

19. Mei Ling answers the phone and hears that close relatives are in hospital critically ill. **What action would be the most effective for Mei Ling?**
   (a) Let herself cry and express emotion for as long as she feels like. (4.4/.083)
   (b) Speak to other family to calm herself and find out what is happening, then visit the hospital. (5.4/.917)
   (c) There is nothing she can do. (1.4/0)
   (d) Visit the hospital and ask staff about their condition. (4.8/0)

* 20. The woman who relieves Celia at the end of her shift is twenty minutes late without excuse or apology. **What action would be the most effective for Celia?**
   (a) Forget about it unless it happens again. (2.2/.167)
   (b) Tell the boss about it. (2.6/.083)
   (c) Ask for an explanation of her lateness. (4.6/.583)
   (d) Tell her that this is unacceptable. (3.6/.167)

21. Upon entering full-time study, Vincent cannot afford the time or money he used to spend on water-polo training, which he was quite good at. Although he enjoys full-time study, he misses training. **What action would be the most effective for Vincent?**
   (a) Concentrate on studying hard, to pass his course. (3.4/0)
   (b) See if there is a local league or a less expensive and less time-consuming sport. (5.0/.667)
   (c) Think deeply about whether sport or study is more important to him. (3.0/.083)
   (d) Find out about sporting scholarships or bursaries. (5.0/.250)

* 22. Evan’s housemate cooked food late at night and left a huge mess in the kitchen that Evan discovered at breakfast. **What action would be the most effective for Evan?**
   (a) Tell his housemate to clean up the mess. (4.4/.250)
   (b) Ask his housemate that this not happen again. (4.6/.583)
   (c) Clean up the mess himself. (2.0/0)
   (d) Assume that the housemate will clean it later. (2.2/.167)

23. Greg has just gone back to university after a lapse of several years. He is surrounded by younger students who seem very confident about their ability and he is unsure whether he can compete with them. **What action would be the most effective for Greg?**
   (a) Focus on his life outside the university. (2.0/0)
   (b) Study hard and attend all lectures. (4.8/.250)
   (c) Talk to others in his situation. (5.4/.750)
   (d) Realize he is better than the younger students as he has more life experience. (2.8/0)

* 24. Gloria’s housemates never buy essential non-food items when they are running low, relying on Gloria to buy them, which she resents. They know each other reasonably well, but have not yet discussed financial issues. **What action would be the most effective for Gloria?**
   (a) Don’t buy the items. (2.0/0)
   (b) Introduce a new system for grocery shopping and sharing costs. (5.0/.333)
   (c) Tell her housemates she has a problem with this. (4.6/.667)
   (d) Hide her own personal store of items from the others. (2.6/0)
25. Shona has not spoken to her nephew for months, whereas when he was younger they were very close. She rings him but he can only talk for five minutes. What action would be the most effective for Shona?
(a) Realize that he is growing up and might not want to spend so much time with his family any more. (4.2/0)
(b) Make plans to drop by and visit him in person and have a good chat. (4.0/.250)
(c) Understand that relationships change, but keep calling him from time to time. (4.8/.750)
(d) Be upset about it, but realize there is nothing she can do. (1.4/0)

* 26. Moshe finds out that some members of his social sports team have been saying that he is not a very good player. What action would be the most effective for Moshe?
(a) Although he may be bad at sport remember he is good at other things. (4.2/.417)
(b) Forget about it. (3.4/0)
(c) Do some extra training to try and improve. (4.4/.583)
(d) Leave that sports team. (1.6/0)

27. Joel has always dealt with one particular client but on a very complex job his boss gives the task to a co-worker instead. Joel wonders whether his boss thinks he can’t handle the important jobs. What action would be the most effective for Joel?
(a) Believe he is performing well and will be given the next complex job. (3.4/0)
(b) Do good work so that he will be given the complex tasks in future. (4.0/.167)
(c) Ask his boss why the co-worker was given the job. (4.2/.750)
(d) Not worry about this unless it happens again. (3.2/.083)

28. Hasina is overseas when she finds out that her father has passed away from an illness he has had for years. What action would be the most effective for Hasina?
(a) Contact her close relatives for information and support. (5.6/1.00)
(b) Try not to think about it, going on with her daily life as best she can. (2.00/0)
(c) Feel terrible that she left the country at such a time. (1.4/0)
(d) Think deeply about the more profound meaning of this loss. (4.0/0)

29. Mina and her sister-in-law normally get along quite well, and the sister-in-law regularly baby-sits for her for a small fee. Lately she has also been cleaning away cobwebs, commenting on the mess, which Mina finds insulting. What action would be the most effective for Mina?
(a) Tell her sister-in-law these comments upset her. (4.6/.750)
(b) Get a new babysitter. (2.0/0)
(c) Be grateful her house is being cleaned for free. (2.6/.167)
(d) Tell her only to baby-sit, not to clean. (3.0/.083)

* 30. Billy is nervous about acting a scene when there are a lot of very experienced actors in the crowd. What action would be the most effective for Billy?
(a) Put things in perspective – it is not the end of the world. (3.4/.250)
(b) Use some acting techniques to clam his nerves. (4.6/.417)
(c) Believe in himself and know it will be fine. (3.6/0)
(d) Practice his scenes more so that he will act well. (5.0/.333)

31. Juno is fairly sure his company is going down and his job is under threat. It is a large company and nothing official has been said. What action would be the most effective for Juno?
(a) Find out what is happening and discuss his concerns with his family. (5.0/.750)
(b) Try to keep the company afloat by working harder. (2.0/0)
(c) Start applying for other jobs. (3.8/.250)
(d) Think of these events as an opportunity for a new start. (4.8/0)

32. Mallory moves from a small company to a very large one, where there is little personal contact, which she misses. What action would be the most effective for Mallory?
(a) Talk to her workmates, try to create social contacts and make friends. (5.2/.917)
(b) Start looking for a new job so she can leave that environment. (2.2/0)
(c) Just give it time, and things will be okay. (2.8/0)
(d) Concentrate on her outside-work friends and colleagues from previous jobs. (3.0/.083)
33. A demanding client takes up a lot of Jill’s time and then asks to speak to Jill’s boss about her performance. Although Jill’s boss assures her that her performance is fine, Jill feels upset. *What action would be the most effective for Jill?*
   (a) Talk to her friends or workmates about it. (3.4/0)
   (b) Ignore the incident and move on to her next task. (2.2/0)
   (c) Calm down by taking deep breaths or going for a short walk. (3.8/.083)
   (d) Think that she has been successful in the past and this client being difficult is not her fault. (4.4/.917)

34. Blair and Flynn usually go to a café after the working week and chat about what’s going on in the company. After Blair’s job is moved to a different section in the company, he stops coming to the café. Flynn misses these Friday talks. *What action would be the most effective for Flynn?*
   (a) Go to the café or socialize with other workers. (3.8/.167)
   (b) Don’t worry about it, ignore the changes and let Blair be. (2.0/0)
   (c) Not talk to Blair again. (1.2/0)
   (d) Invite Blair again, maybe rescheduling for another time. (5.2/.833)

* 35. Jerry has had several short-term jobs in the same industry, but is excited about starting a job in a different industry. His father casually remarks that he will probably last six months. *What action would be the most effective for Jerry?*
   (a) Tell his father he is completely wrong. (2.4/0)
   (b) Prove him wrong by working hard to succeed at the new job. (4.0/.417)
   (c) Think of the positives of the new job. (4.6/.083)
   (d) Ignore his father’s comments. (3.6/.500)

36. Michelle’s friend Dara is moving overseas to live with her partner. They have been good friends for many years and Dara is unlikely to come back. *What action would be the most effective for Michelle?*
   (a) Forget about Dara. (1.6/0)
   (b) Spend time with other friends, keeping herself busy. (3.6/.083)
   (c) Think that Dara and her partner will return soon. (1.6/0)
   (d) Make sure she keeps in contact through email, phone or letter writing. (5.2/.917)

37. Dorian needs to have some prostate surgery and is quite scared about the process. He has heard that it is quite painful. *What action would be the most effective for Dorian?*
   (a) Find out as much as he can about the procedure and focus on calming down. (5.4/.333)
   (b) Keep busy in the meantime so he doesn’t think about the impending surgery. (3.4/0)
   (c) Talk to his family about his concerns. (4.4/0)
   (d) Talk to his doctor about what will happen. (5.2/.667)

38. Hannah’s access to essential resources has been delayed and her work is way behind schedule. Her progress report makes no mention of the lack of resources. *What action would be the most effective for Hannah?*
   (a) Explain the lack of resources to her boss or to management. (5.0/.167)
   (b) Learn that she should plan ahead for next time. (3.4/0)
   (c) Document the lack of resources in her progress report. (5.2/.833)
   (d) Don’t worry about it. (1.4/0)

* 39. Jill is given an official warning for entering a restricted area. She was never informed that the area was restricted and will lose her job if she gets two more warnings, which she thinks is unfair. *What action would be the most effective for Jill?*
   (a) Think about the unfairness of the situation. (1.6/0)
   (b) Accept the warning and be careful not to go in restricted areas from now on. (3.8/.500)
   (c) Explain that she didn’t know it was restricted. (4.8/.500)
   (d) Take a few deep breaths and calm down about it. (3.8/0)

40. Alana has been acting in a high-ranking role for several months. A decision is made that only long-term employees can now act in these roles, and Alana has not been with the company long enough to do so. *What action would be the most effective for Alana?*
   (a) Quit that position. (2.4/.083)
   (b) Use that experience to get promoted when she is long term. (4.2/.583)
   (c) Accept this new rule, but feel hard-done-by. (1.8/0)
   (d) Ask management if an exception can be made. (4.8/.333)
41. Reece’s friend points out that her young children seem to be developing more quickly than Reece’s. Reece sees that this is true. What action would be the most effective for Reece?
(a) Talk the issue over with another friend. (3.6/0)
(b) Angrily confront her friend about making such statements. (1.8/0)
(c) Realize that children develop at different rates. (4.4/.250)
(d) Talk to a doctor about what the normal rates of development are. (5.0/.750)

42. Jumah has been working at a new job part-time while he studies. His shift times for the week are changed at the last minute, without consulting him. What action would be the most effective for Jumah?
(a) Refuse to work the new shifts. (1.8/0)
(b) Find out if there is some reasonable explanation for the shift changes. (4.4/.750)
(c) Tell the manager in charge of shifts that he is not happy about it. (3.8/.250)
(d) Grumpily accept the changes and do the shifts. (2.2/0)

43. Jacob is having a large family gathering to celebrate him moving into his new home. He wants the day to go smoothly and is a little nervous about it. What action would be the most effective for Jacob?
(a) Talk to friends or relatives to ease his worries. (3.6/.083)
(b) Try to calm down, perhaps go for a short walk or meditate. (3.8/.083)
(c) Prepare ahead of time so he has everything he needs available. (5.2/.417)
(d) Accept that things aren’t going to be perfect but the family will understand. (4.4/.417)

44. Julie hasn’t seen Ka for ages and looks forward to their weekend trip away. However, Ka has changed a lot and Julie finds that she is no longer an interesting companion. What action would be the most effective for Julie?
(a) Cancel the trip and go home. (2.0/0)
(b) Realize that it is time to give up the friendship and move on. (3.2/0)
(c) Understand that people change, so move on, but remember the good times. (4.6/.917)
(d) Concentrate on her other, more rewarding friendships. (4.4/.08)
Appendix 2

Consent to Use the STEU and STEM from
Dr. C. MacCann
Hi Laurel,

Thanks for your interest in the STEM and STEU short forms.

I am happy to help out with the SPSS syntax. I can provide syntax that scores the items, calculates reliabilities and computes total scores. However, I am about to go on vacation for 2 weeks, as of later today, so I will not be able to provide this until I get back.

Cheers.

Carolyn.

Carolyn MacCann | Lecturer
School of Psychology | Faculty of Science

THE UNIVERSITY OF SYDNEY
449, Brennan MacCallum Building | The University of Sydney | NSW | 2006
T +61 2 9351 4236 | F +61 2 9036 5223
E carolyn.maccann@sydney.edu.au | W http://sydney.edu.au/science/psychology/staff/carolynm

CRICOS 00026A
This email plus any attachments to it are confidential. Any unauthorised use is strictly prohibited. If you receive this email in error, please delete it and any attachments.
Please think of our environment and only print this e-mail if necessary
Appendix 3

Participants Information Sheets

- Research information sheet
- Participant information Phase 1A Step 2: Invitation to Student Focus Group
- Participant Information Phase 1A Step 5: SMEs Recruitment for Content Validity of Scenarios
- Participant Information Phase 1B Step 1: Students to Create Responses to Scenarios
- Participant Information Phase 1B: Invite to Subject Matter Experts to Rank Student Responses to Scenarios
- Participant Information Phase 1B Step 4: Invitation to SMEs to Participate in Verifying the Clarity of the New Instruments, STEU/Ng and STEM/Ng
- Participant information Phase2 Step 1; Invitation to students to participate in testing the new instrument
- Participant Information Phase 3 Step 1: Invitation to students to participate in the educational intervention
Research Information Sheet

The title of this project: The enhancement of emotional intelligence in student nurses: A mixed methods pilot study.

The rational and purpose of this study: Stress and inefficient coping skills of student nurses has been shown to lead to attrition within the university and later, on graduation the workplace. Nurses need a range of strategies to manage their clinical practice, while helping patients to cope with their health problems. An ability to monitor and regulate emotions may contribute to an increase in the repertoire of coping skills in student nurses, enabling them to cope better with a stressful learning environment, both at university and on clinical practicum. This concept is defined as emotional intelligence (EI). A preliminary investigation uncovered several instruments that purported to measure this concept but none that reflected nursing students. Thus, the rational for this study is to identify instruments that measure EI which could be modified for use in a student nurse population. Student nurse focus groups and nursing experts and will be used to modify, test and retest the tools including pre/post educational intervention aimed at enhancing the EI.

Participation
Participation in this study is voluntary. Participants are free to withdraw their consent to be involved in the study at any time. Withdrawal will include unrestricted elimination of data if desired. Participants do not need to provide reasons for their withdrawal and will not be disadvantaged in any way. Neither the researcher nor her supervisor will be teaching participants of the study.

Are there any risks associated with participating in this project?
There are no foreseeable risks involved.

Will I be able to see results?
You will be offered a summary of the project outcomes at the end of the study.

Contact details
Dr Carol Piercey of the School of Nursing and Midwifery is supervising this project. If you have any queries regarding this research please contact me directly on 0414727515 or Laurel.collin@ne.edu.au or phone Dr Piercey on (08) 94330277 or by email at carol.piercey1@nd.edu.au. The human Research Ethics Committee of the University of Notre Dame Australia has approved this study.

Thank you for your time.
Laurel Collin

If participants have any complaint regarding the manner in which a research project is conducted, it should be directed to the Executive Officer of the Human Research Ethics Committee, Research Office, The University of Notre Dame Australia, PO Box 1225 Fremantle WA, phone (08) 9433 0943.
Participant Information: Invitation to Student Focus Group

Dear
My name is Laurel Collin. I am a research student at The University of Notre Dame enrolled in a Doctor of Philosophy. An explanation of my research project is contained on the information sheet.

The aim of your involvement is to:
Provide realistic critical incidents that you experienced or witnessed at university, home or during your clinical practicum.

What will participation in this involve?
• Participants will take part in focus groups to identify critical incidents that have occurred during University contact, home life, and clinical practicum.
• These groups will consist of 3-5 student nurses. It is anticipated the groups will meet for one hour.
• The information will be recorded for transcribing and will be used to create scenarios for use in modifying instruments aimed at measuring emotional intelligence.
• Volunteers from the group will be asked to read the transcriptions to verify their accuracy.
• The researcher will send confirmation emails and SMSs to students to confirm times and venues.

What happens to the information collected?
• Information collected will be strictly confidential.
• To protect the anonymity of participants a code will be ascribed to each participant to minimise the risk of identification.
• Data collected will be stored securely in the University School of Nursing and Midwifery for five years. No identifying information will be used.
• The protocol adopted by the University of Notre Dame Australia Human Research Ethics Committee for the protection of privacy will be adhered to and relevant sections of the Privacy act are available at http://www.nhmrc.gov.au/
• Only Laurel Collin and her research supervisor Dr Carol Piercey will have access to stored information.

I want to participate! How do I sign up?
You can contact me by email laurel.collin@nd.edu.au or telephone 0414727515 and leave a SMS message with you name so I can get back to you. I will ask you to sign a consent form at our first meeting. I thank you sincerely for your consideration and hope you will agree to participate in this research project.

Yours sincerely

Laurel Collin
SMEs Recruitment for Content Validity of Scenarios

Dear

My name is Laurel Collin. I am a research student at The University of Notre Dame enrolled in a Doctor of Philosophy. An explanation of my research project is contained on the information sheet.

The aim of your involvement is;
Determine the validity of student reports of critical incidents.

What will participation in this involve?
Reading scenarios from student focus groups which reflect their first semester practicum NSP101.
Reflect on these scenarios and rate them on a scale of 1-4 one being not relevant and 4 being highly relevant.
It is anticipated this will take 1.5 hours

What happens to the information collected?
Information collected will be strictly confidential.
To protect the anonymity of participants a code will be ascribed to each participant to minimise the risk of identification.
Data collected will be stored securely in the University School of Nursing and Midwifery for five years. No identifying information will be used.
The protocol adopted by the University of Notre Dame Australia Human Research Ethics Committee for the protection of privacy will be adhered to and relevant sections of the Privacy act are available at http://www.nhmrc.gov.au/
Only Laurel Collin and her research supervisor Dr Carol Piercey will have access to stored information.

I want to participate! How do I sign up?
You can contact me by email laurel.collin@nd.edu.au or telephone 0414727515 and leave a SMS message with you name so I can get back to you. I will ask you to sign a consent form at our first meeting.
I thank you sincerely for your consideration and hope you will agree to participate in this research project.

Yours sincerely
Laurel Collin
Student Recruitment to Create Responses to Scenarios

Dear

My name is Laurel Collin. I am a research student at The University of Notre Dame and am enrolled in a Doctor of Philosophy. An explanation of my research project is on the information sheet.

The aim of your involvement is:
• To provide realistic responses to practicum scenarios provided by other students.

What will participation in this involve?
• Reading scenarios which reflect practicum.
• Write responses to each scenario addressing; “what you would do”, and “what should you do” to each scenario.
• These will then be looked at by a panel of experts to determine the most appropriate for inclusion into the instruments.
• It is anticipated this will take 1.5 hours

What happens to the information collected?
• Information collected will be strictly confidential.
• To protect the anonymity of participants a code will be ascribed to each participant to minimise the risk of identification.
• Data collected will be stored securely in the University School of Nursing and midwifery for five years before being destroyed. No identifying information will be used.
• The protocol adopted by the University of Notre Dame Australia Human Research Ethics Committee for the protection of privacy will be adhered to and relevant sections of the Privacy act are available at http://www.nhmrc.gov.au/
• Only Laurel Collin and her research supervisor Dr Carol Piercey will have access to stored information.

I want to participate! How do I sign up?

You can contact me by email laurel.collin@nd.edu.au or telephone 0414727515 and leave a SMS message with you name so I can get back to you. I will ask you to sign a consent form at our first meeting.

I thank you sincerely for your consideration and hope you will agree to participate in this research project.

Yours sincerely

Laurel Collin
Invite to Subject Matter Experts to Rank Student Responses to Scenarios

Dear

My name is Laurel Collin. I am a research student at The University of Notre Dame and am enrolled in a Doctor of Philosophy. An explanation of my research project is on the reverse side of this sheet.

The aim of your involvement is:
To determine the validity of student responses to scenarios which depict university, home and/or clinical practice.

What will participation in this involve?
- Reading scenarios and possible responses created by students which reflect their experiences.
- Rank the responses to the scenarios on a scale indicating from best to worst thing to do, 1 being the best thing to do.
- It is anticipated this will take 45 minutes

What happens to the information collected?
- Information collected will be strictly confidential.
- To protect the anonymity of participants a code will be ascribed to each participant to minimise the risk of identification.
- Data collected will be stored securely in the University School of Nursing and Midwifery for five years. No identifying information will be used.
- The protocol adopted by the University of Notre Dame Australia Human Research Ethics Committee for the protection of privacy will be adhered to and relevant sections of the Privacy Act are available at http://www.nhmrc.gov.au/
- Only Laurel Collin and her research supervisor Dr Carol Piercey will have access to stored information.

Will I be able to see results?
You will be offered information of the findings at the end of the project.

I want to participate! How do I sign up?
You can contact me by email laurel.collin@nd.edu.au or telephone 0414727515 and leave a SMS message with your name so I can get back to you. I will ask you to sign a consent form at our first meeting. I thank you sincerely for your consideration and hope you will agree to participate in this research project.

Yours sincerely

Laurel Collin
Dear
My name is Laurel Collin. I am a research student at The University of Notre Dame enrolled in a Doctor of Philosophy. An explanation of my research project is on the information sheet:

The aim of your involvement is:
To determine the Clarity of two new instruments for testing the emotional intelligence of student nurses.

What will participation in this involve?
- Reading scenarios and possible responses which reflect student experiences at university, home and clinical placement.
- Evaluate items on the instrument for apparent clarity.
- It is anticipated this will take 1.0 hours

What happens to the information collected?
- Information collected will be strictly confidential.
- To protect the anonymity of participants a code will be ascribed to each participant to minimise the risk of identification.
- Data collected will be stored securely in the University School of Nursing and Midwifery for five years. No identifying information will be used.
- The protocol adopted by the University of Notre Dame Australia Human Research Ethics Committee for the protection of privacy will be adhered to and relevant sections of the Privacy act are available at http://www.nhmrc.gov.au/
- Only laurel Collin and her research supervisor Dr Carol Piercey will have access to stored information.

Will I be able to see results?
You will be offered information of the findings at the end of the project.

I want to participate! How do I sign up?
You can contact me by email laurel.collin@nd.edu.au or telephone 0414727515 and leave a SMS message with you name so I can get back to you. I will ask you to sign a consent form at our first meeting.

I thank you sincerely for your consideration and hope you will agree to participate in this research project.

Yours sincerely

Laurel Collin
Invitation to Students to Participate in Testing the New Instruments

Dear

My name is Laurel Collin. I am a research student at The University of Notre Dame enrolled in a Doctor of Philosophy. An explanation of my research project is on the information sheet.

The aim of your involvement is:
To test the reliability of a new instrument aimed at testing the emotional intelligence of student nurses.

What will participation in this involve?
- Participants will complete two instruments during semester which will be administered two weeks apart at a venue within the University.
- These should take 30-40 minutes each.

What happens to the information collected?
- Information collected will be strictly confidential.
- To protect the anonymity of participants a code will be ascribed to each participant to minimise the risk of identification.
- Data collected will be stored securely in the University School of Nursing and Midwifery for five years. No identifying information will be used.
- The protocol adopted by the University of Notre Dame Australia Human Research Ethics Committee for the protection of privacy will be adhered to and relevant sections of the Privacy Act are available at http://www.nhmrc.gov.au/
- Only Laurel Collin and her research supervisor Dr Carol Piercey will have access to stored information.

Will I be able to see results?
You will be offered information of the findings at the end of the project.

I want to participate! How do I sign up?
You can contact me by email laurel.collin@nd.edu.au or telephone 0414727515 and leave a SMS message with your name so I can get back to you. I will ask you to sign a consent form at our first meeting.

I thank you sincerely for your consideration and hope you will agree to participate in this research project.

Yours sincerely

Laurel Collin
Invitation to students to participate in the educational intervention

Dear Students,

My name is Laurel Collin. I am a research student at The University of Notre Dame enrolled in a Doctor of Philosophy. An explanation of my research project is on the reverse side of this sheet.

The title of this project is:

The modification of two instruments to measure the effect of an educational intervention aimed at enhancing the emotional intelligence of student nurses: A mixed methods study.

What will participation in this involve?

- During semester, I will hold three seminars over a three-week period, designed to enhance your emotional intelligence. The seminars will take around 50 minutes. Before the first seminar you will be asked to fill in two questionnaires STEU/Ng and STEM/Ng. There will be some take home work that will only take a few minutes each day.
- After the final seminar, you will be asked to take home an evaluation sheet the two questionnaires STEU/Ng and STEM/Ng to fill out and return within two weeks.

What happens to the information collected?

- Information collected will be strictly confidential.
- To protect the anonymity of participants a code will be ascribed to each participant to minimise the risk of identification.
- Data collected will be stored securely in the University School of Nursing and Midwifery for five years. No identifying information will be used.
- The protocol adopted by the University of Notre Dame Australia Human Research Ethics Committee for the protection of privacy will be adhered to and relevant sections of the Privacy act are available at http://www.nhmrc.gov.au/
- Only Laurel Collin and her research supervisor Dr Carol Piercey will have access to stored information.

Do I have to give consent?

Before the first questionnaire I will ask you to sign a consent form.

I thank you sincerely for your consideration and hope you will agree to participate in this research project.

Yours sincerely

Laurel Collin
Appendix 4

Consent Form
Title: The enhancement of emotional intelligence in student nurses: a mixed methods pilot study

I, (participant's name) ____________________________ hereby agree to being a participant in the above research project.

- I have read and understood the Information Sheet about this project and any questions have been answered to my satisfaction.

- I understand that I may withdraw from participating in the project at any time without prejudice.

- I understand that all information gathered by the researcher will be treated as strictly confidential, except in instances of legal requirements such as court subpoenas, freedom of information requests, or mandated reporting by some professionals.

- I understand that the protocol adopted by the University of Notre Dame Australia Human Research Ethics Committee for the protection of privacy will be adhered to and relevant sections of the Privacy Act are available at [http://www.nhmrc.gov.au/](http://www.nhmrc.gov.au/)

- I agree that any research data gathered for the study may be published provided my name or other identifying information is not disclosed.

- I understand that focus group participants will be audio-taped

<table>
<thead>
<tr>
<th>Participant's signature:</th>
<th>Date:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Researcher's full name:</th>
<th>Laurel Patricia Collin</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Researcher's signature:</th>
<th>Date:</th>
</tr>
</thead>
</table>

If participants have any complaint regarding the manner in which a research project is conducted, it should be directed to the Executive Officer of the Human Research Ethics Committee, Research Office, The University of Notre Dame Australia, PO Box 1225 Fremantle WA 6959, phone (08) 9433 0943, email research@nd.edu.au
Appendix 5

Banked Questions from the Original STEU and STEM
Banked STEU Qs (42 Qs possible)

STEU banked questions

1. Responses have been removed
2. Sorted under university, practicum, home life
3. Number indicates original Q number
4. Anticipate changing names later
5. To what extend can I change original questions and still keep them valid?
6. Have not used the Qs that have sentences for answers rather than emotions as difficult to give to panel of experts. Qs 5, 10, 19, 20, 29, 41
7. Red indicates changed to reflect nursing
8. Blue indicates not appropriate to use or change

UNIVERSITY/STUDY

24. By their own actions, a person reaches a goal they wanted to reach

PRACTICUM

2. Xavier (Grace) completes a difficult task on time (and under budget removed)

6. Edna's workmate organizes a goodbye party for Edna, who is going on holidays.

8. If the current situation continues, Denise's employer will probably be able to move her to her to another ward

11. Leya works as a trouble-shooter. She is presented with a standard looking problem but cannot work out how to solve it.

13. Rashid (James) needs to meet a quota before his performance review. There is only a small change that he will be able to do so and there isn't much he can do to improve the outcome.

15. Phil's workmate Bart asks Phil to lie for him about hospital supplies Bart has been stealing. Phil does not agree

18. Sheila's workmate intentionally does not give Sheila some important information about applying for a (promotion)

21. Garry's small business is attracting less and less clients and he can't tell why. There doesn't seem to be anything he can do to help matters

23. Kevin has been working at his current job for a few years. Out of the blue, he finds that he will receive a promotion

25. An unwanted situation becomes less likely or stops altogether

33. A (clinical) supervisor who is unpleasant to work for leaves Alfonso's work.
34. The nature of Sara’s job changes due to unpredictable factors and she no longer gets to do the portions of her work that she most enjoyed

38. The new manager at Enid’s work changes everyone’s hours to a less flexible work pattern, leaving no room for discussion

HOME-LIFE

1. A pleasant experience ceases unexpectedly and there is not much that can be done about it.

3. An irritating neighbour of Eve’s moves to another state

4. There is great weather on the day Jill is going on an outdoor picnic.

7. Something unpleasant is happening. Neither the person involved, nor anyone else can make it stop.

9. Song (Mary) finds out that a friend of hers has borrowed money from others to pay urgent bills, but has in fact used the money for less serious purposes.

12. Charles is meeting a friend to see a movie. The friend is very late and they are not in time to make it to the movie.

14. Someone believes that another person harmed them on purpose. There is not a lot that can be done to make things better.

16. Jim enjoys spending Saturdays playing with his children in the park. This year they have sporting activities on Saturdays and cannot go to the park with him any more.

17. If all goes well, then it’s fairly likely that Derek’s house will increase in value

22. Someone thinks that another person has deliberately caused something good to happen to them

26. Hasad (Tom) tries to use his new mobile phone. He has always been able to work out how to use different appliances, but he cannot get the phone to function.

27. Dorian’s friend is ill and coughs all over him without bothering to turn away or cover his mouth

28. Although she has been careful to avoid all risk factors, Tina has contracted cancer. There is only a small chance that the cancer will be benign and nothing Tina does now can make a difference.

30. An upcoming event might have bad consequences. Nothing much can be done to alter this.

31. It is clear that somebody will get what they want.

32. By chance, a situation arises where there is the possibility that a person will get what they want

35. Leila has been unable to sleep well lately and there are no changes in her life that might indicate why.

36. A person feels they have control over a situation. The situation turns out badly for no particular reason
37. Someone believes another person has deliberately caused something good to stop happening to them. However, they feel they can do something about it.

39. Someone believes that another person has caused harm to them, due to that person’s bad character. They think they can probably handle the situation though.

40. Pete gets home late, after his favourite TV show has ended. Pete’s partner has taped the show for him.

42. Penny’s hockey team trained hard and won the championship

Banked STEM Q5
9. Responses have been removed
10. Sorted under university, practicum, home life
11. Number indicates original Q number
12. Anticipate changing names later
13. To what extend can I change original questions and still keep them valid?
14. Have not used the Qs that have sentences for answers rather than emotions as difficult to give to panel of experts. Qs 5, 10, 19, 20, 29, 41
15. Red indicates changed to reflect nursing
16. Green indicates topic came up in student interviews/ focus groups
17. Blue indicates not appropriate to use or change

University/Study

10. Daria is nervous about presenting her work to a group of seniors (students) who might not understand it, as they don’t know much about her area (topic).

12. Helga’s team has been performing very well. They receive poor-quality work from another team that they must incorporate into their own project.

16. Max prides himself on his work being of the highest quality. On a joint project, other people do a lousy job, assuming that Max will fix their mistakes

21. Upon entering full-time study, Vincent cannot afford the time or money he used to spend on water-polo training, which he was quite good at. Although he enjoys full-time study, he misses training

23. Greg has just gone back to university after a lapse of several years. He is surrounded by younger students who seem very confident about their ability and he is unsure whether he can compete with them

38. Hannah’s access to essential resources (Library/email) has been delayed and her work is way behind schedule. Her progress report makes no mention of the lack of resources.

42. Jumah has been working at a new job part-time while he studies. His shift times for the week are changed at the last minute, without consulting him

Practicum

1. Lee’s workmate fails to deliver an important piece of information on time, causing Lee to fall behind schedule also.
3. Pete has specific skills that his workmates do not and he feels that his workload is higher because of it.

4. Mario is showing Min, a new employee, how the system works. Mario’s boss walks by and announces Mario is wrong about several points, as changes have been made. Mario gets on well with his boss, although they don’t normally have much to do with each other.

5. Wai-Hin (Sarah) and Connie have shared an office for years but Wai-Hin gets a new job and Connie loses contact with her.

6. Martina is accepted for a highly sought after contract, but has to fly to the location. Martina has a phobia of flying.

7. Manual is only a few years from retirement when he finds out his position will no longer exist, although he will still have a job with a less prestigious role.

8. Alan helps Trudy, a peer he works with occasionally, with a difficult task. Trudy complains that Alan’s work isn’t very good, and Alan responds that Trudy should be grateful he is doing her a favour. They argue.

9. Surbhi (Ben) starts a new job where he doesn’t know anyone and finds that no one is particularly friendly.

17. Daniel has been accepted for a prestigious position in a different country from his family, who he is close to. He and his wife decide it is worth relocating.

18. A junior employee making routine adjustments to some of Teo’s equipment accuses Teo of causing the equipment malfunction.

20. The woman who relieves Celia at the end of her shift is twenty minutes late without excuse or apology.

27. Joel has always dealt with one particular client but on a very complex job his boss gives the task to a co-worker instead. Joel wonders whether his boss thinks he can’t handle the important jobs.

31. Juno is fairly sure his company is going down and his job is under threat. It is a large company and nothing official has been said.

32. Mallory moves from a small company to a very large one, where there is little personal contact, which she misses.

33. A demanding (patient) client takes up a lot of Jill’s time and then asks to speak to Jill’s boss (mentor) about her performance. Although Jill’s boss assures her that her performance is fine, Jill feels upset.

34. Blair and Flynn usually go to a cafe after the working week and chat about what’s going on in the (ward) company. After Blair’s job is moved to a different section in the (hospital) company, he stops coming to the cafe. Flynn misses these Friday talks.

39. Jill is given an official warning for entering a restricted area. She was never informed that the area was restricted and will lose her job if she gets two more warnings, which she thinks is unfair.
40. Alana has been acting in a high-ranking role for several months. A decision is made that only long-term employees can now act in these roles, and Alana has not been with the company long enough to do so.

**Home-life**

2. Rhea has left her job to be a full-time mother, which she loves, but she misses the company and companionship of her workmates.

11. Andre moves away from the city his friends and family are in. He finds his friends make less effort to keep in contact than he thought they would.

13. Clayton has been overseas for a long time and returns to visit his family. So much has changed that Clayton feels left out.

14. Katerina takes a long time to set the DVD timer. With the family watching, her sister says “You idiot, you’re doing it all wrong, can’t you work the video?” Katerina is quite close to her sister and family.

15. Benjiro’s parents are in their late 80s and living interstate in a house by themselves. He is worried that they need some help but they angrily deny it any time he brings up the subject.

19. Mei Ling answers the phone and hears that close relatives are in hospital critically ill.

22. Evan’s housemate cooked food late at night and left a huge mess in the kitchen that Evan discovered at breakfast.

24. Gloria’s housemates never buy essential non-food items when they are running low, relying on Gloria to buy them, which she resents. They know each other reasonably well, but have not yet discussed financial issues.

25. Shona has not spoken to her nephew for months, whereas when he was younger they were very close. She rings him but he can only talk for five minutes.

26. Moshe finds out that some members of his social sports team have been saying that he is not a very good player.

28. Hasina is overseas when she finds out that her father has passed away from an illness he has had for years.

29. Mina and her sister-in-law normally get along quite well, and the sister-in-law regularly baby-sits for her for a small fee. Lately she has also been cleaning away cobwebs, commenting on the mess, which Mina finds insulting.

30. Billy is nervous about acting a scene when there are a lot of very experienced actors in the crowd.

35. Jerry has had several short-term jobs in the same hospital industry, but is excited about starting a job in a different hospital industry. His father casually remarks that he will probably last six months.
36. Michelle's friend Dara is moving overseas to live with her partner. They have been good friends for many years and Dara is unlikely to come back.

37. Dorian needs to have some prostate surgery and is quite scared about the process. He has heard that it is quite painful.

41. Reece's friend points out that her young children seem to be developing more quickly than Reece's. Reece sees that this is true.

43. Jacob is having a large family gathering to celebrate him moving into his new home. He wants the day to go smoothly and is a little nervous about it.

44. Julie hasn't seen Ka for ages and looks forward to their weekend trip away. However, Ka has changed a lot and Julie finds that she is no longer an inter
Appendix 6

Recruitment Statement: Student Recruitment
Wednesday 28th August 2013 student recruitment
Staff member will introduce researcher and why she has come.
Researcher will re-introduce herself and say Thank You X for giving me
this opportunity to address the students
I am a research student at UNDA doing my PHD. The title of my research is the
enhancement of EI in student nurses; an exploratory study. I thank you for your
attention and today I want to tell you about my research with the aim of inspiring you to
be a part of it. I have some forms I will distribute that tell you the purpose of the
research and what your involvement would consist of.

The rational for my study is that;

Nursing is acknowledged to be a stressful occupation as due to the chaotic nature of the
work, maintaining relationships with patients and colleagues that can be negative at
times. Nursing also involves emotional labour which is supressing our own emotions to
deal with that of others.

Some students have difficulty coping in stressful working environments. Statistics show
us the drop our rate of 20% at university and into the graduate year to be high as well.

Students need a range of strategies to cope and manage their clinical environment.

An ability to monitor and regulate emotions may help students to cope better

This concept is called Emotional intelligence (EI)

Before being able to put into place a teaching intervention to aid in the development of
EI a tool to measure the effectiveness of the intervention needs to be established first.

Looking through the literature there wasn’t a tool that reflected nursing and the
framework of EI that the teaching intervention is based upon. An Australian too was
found that was close.

So, the initial part of my research will be to modify this tool to reflect the lived
experience of student nurses.

Participation from you would involve being part of some small groups of 3-5 students
who describe realistic critical incidents they have experienced or witnessed whilst on
practicum. It is anticipated this will take around 1 hour.

The information will be recorded then transcribed so the scenarios used in the modified
tool reflect student nurses. The information will remain confidential and be locked
away.

My contact details are on the forms. Please do not hesitate to contact me for more
information.

I will be here the same time next week to collect consent forms or you can email me if
you are interested.

For Broome students, I will come up to Broome during week 8 Monday to Wednesday
to conduct focus groups there. So please send me an email if you are interested so I can
seek you out when I arrive.

Thank you for your time and all the best to you all. Thankyou X for giving me this
opportunity to address the students.
Appendix 7

Questioning Pathway for Focus Groups
<table>
<thead>
<tr>
<th>Opening</th>
<th>Introduction</th>
<th>transition</th>
<th>Key Questions</th>
<th>Ending Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>informal</td>
<td>not recorded</td>
<td>objectives</td>
<td>recorded objectives</td>
<td>objectives reflection</td>
</tr>
<tr>
<td>not recorded</td>
<td>not recorded</td>
<td>become aware of how others view topic</td>
<td>10-20 mins per Q</td>
<td></td>
</tr>
<tr>
<td>Objectives</td>
<td>objectives</td>
<td>drive the study</td>
<td>considered</td>
<td></td>
</tr>
<tr>
<td>Introduce individuals</td>
<td>check emotional language</td>
<td>view topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>get all talking</td>
<td>incorporate emotions into</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establish common purpose</td>
<td>understand issues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity/question</td>
<td>Activity/questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fill in name tag with preferred name</td>
<td>Give each a list of emotions-faces identify which they use/feel open Q</td>
<td>What was your clearest memory/feeling</td>
<td>Q: Think back to prac;</td>
<td></td>
</tr>
<tr>
<td>Q: Introduce self</td>
<td>Q: First thing that comes to mind when I say;....</td>
<td>Q: Think back to prac; Q: Think back to University Q:Think about home life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q: where have had prac.</td>
<td>Q: feelings when I say;....</td>
<td>Q: Think back to prac; Q: Think back to University Q:Think about home life</td>
<td>1. Times you felt;.... 2. what was going on;... 3. who was involved;...</td>
<td>Summary Q</td>
</tr>
<tr>
<td></td>
<td></td>
<td>looks at domains to prompt</td>
<td>Q: Did I capture what you said?</td>
<td>Final Q</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 8

Lists of Emotional Understanding and Emotional Management Scenarios from the Focus Groups
### Emotional Understanding Practicum

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>You feel you mentor doesn’t have the patients’ well-being at the centre of their actions. How do you feel?</td>
<td></td>
</tr>
<tr>
<td>You arrive on a new ward and are unsure of what the staff want you to do. How do you feel?</td>
<td></td>
</tr>
<tr>
<td>A mentor talks about a patient in their hearing. How do you feel?</td>
<td></td>
</tr>
<tr>
<td>Your mentor has told you are doing a good job. How do you feel?</td>
<td></td>
</tr>
<tr>
<td>Your mentor for the day says she doesn’t want a student and walks away from you. How do you feel?</td>
<td></td>
</tr>
<tr>
<td>You are on the ward and because you are a student nobody is interested in your opinion. How do you feel?</td>
<td></td>
</tr>
<tr>
<td>You have just started prac and get to spend time with a patient practising skills. How do you feel?</td>
<td></td>
</tr>
<tr>
<td>The staff gives you lots of work to do but spend no time talking to you and teaching. How do you feel?</td>
<td></td>
</tr>
<tr>
<td>You have been doing a procedure, then halfway through prac you are told it is outside your scope. How do you feel?</td>
<td></td>
</tr>
<tr>
<td>You have made a request from staff who interprets that as disrespectful. How do you feel?</td>
<td></td>
</tr>
<tr>
<td>Your rent is due and you have no money and you can’t go to work as you are on clinical practicum. How do you feel?</td>
<td></td>
</tr>
<tr>
<td>You give some confidential information to your clinical supervisor then you find she has told the staff on the ward. How do you feel?</td>
<td></td>
</tr>
<tr>
<td>Your mentor and clinical supervisor have the power to fail you on prac. How do you feel?</td>
<td></td>
</tr>
<tr>
<td>You arrive on the ward and the staff does not welcome you. How do you feel?</td>
<td></td>
</tr>
<tr>
<td>Your mentor insists you do a skill that is outside your scope of practice. How do you feel?</td>
<td></td>
</tr>
<tr>
<td>You have a new mentor for the day and she has different expectations of you. How do you feel?</td>
<td></td>
</tr>
<tr>
<td>Your mentor is impatient and says you take too long. How do you feel?</td>
<td></td>
</tr>
<tr>
<td>Emotional Understanding University</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td></td>
</tr>
<tr>
<td>You are having trouble with an assignment, knowing the university has an open-door policy. How do you feel about approaching the lecturer?</td>
<td></td>
</tr>
<tr>
<td>You have handed in your first assignment for the semester. How do you feel?</td>
<td></td>
</tr>
<tr>
<td>You have passed all your units and will be starting clinical practicum in four weeks. How do you feel?</td>
<td></td>
</tr>
<tr>
<td>You start University and do not know anyone. How do you feel?</td>
<td></td>
</tr>
<tr>
<td>You ask your tutor for assistance and she says she doesn't know what to do either. How do you feel?</td>
<td></td>
</tr>
<tr>
<td>You have passed all your exams. How do you feel?</td>
<td></td>
</tr>
<tr>
<td>You have a large amount of research and study to complete. How do you feel?</td>
<td></td>
</tr>
<tr>
<td>You have worked hard and achieved a commendation from the University. How do you feel?</td>
<td></td>
</tr>
<tr>
<td>You are going on clinical practicum to a ward you consider you have not been prepared for. How do you feel?</td>
<td></td>
</tr>
<tr>
<td>You're placed into a group of 6 people for an assignment with people of different ages. How do you feel?</td>
<td></td>
</tr>
<tr>
<td>You look at the requirements to pass the semester and see there is more than you anticipated. How do you feel?</td>
<td></td>
</tr>
<tr>
<td>You have completed a group assignment and are waiting for your result. How do you feel?</td>
<td></td>
</tr>
<tr>
<td>You approach a lecturer and find it easy to have a conversation. How do you feel?</td>
<td></td>
</tr>
</tbody>
</table>
You have changed your shift at work to meet with the people in your group assignment and they don’t make it to the meeting. How do you feel?

You ask a question and the lecturer gives an unrelated response. How do you feel?

The lecturer is disorganised. How do you feel?

You have to meet with others in your assignment group but your schedules do not seem to allow it. How do you feel?

The lecturer always points out negative student behaviour, never positive behaviour. How do you feel?

During your group assignment, some people put in little effort, but you all received the same mark. How do you feel?

---

**Emotional Understanding Home-Life**

You need to work 20hrs a week to pay for rent and food and study. How do you feel?

Your family understands of the demand on your time required at University. How do you feel?

You find you are reading the newspaper with more insight since going to University. How do you feel?

You have an assignment due and your family want your attention. How do you feel?

You find you have let important friendships lapse. How do you feel?

You have to work late at night to finish an assignment as you spent time during the day with your family. How do you feel?

You do an assignment instead of going to a family event. How do you feel?

You haven’t seen your best friend for 8 weeks. How do you feel?

You don’t have enough money to go out. How do you feel?

Your friends do not understand the demands of studying nursing. How do you feel?

---

**Emotional Management practicum**

While bathing a patient your mentor discloses personal information about the patient. What would you do?

Your mentor doesn’t understand your scope of practice and insists on you doing a procedure. What do you do?

Your mentor’s actions put a patient at risk. What do you do?

A friend from school is one of your patients. What do you do?
Your mentor for the day says she doesn’t want a student and walks away from you. What do you do?

There is an in service on bathing pressure care, all the staff go and leave the students on the ward. What do you do?

A patient tells you she would like her treatment changed. You mentor is not interested in this information. What do you do?

You hear a staff member speaking unkindly to a patient. What do you do?

You check scope with clinical supervisor who gives incorrect advice leading to failing clinical practicum. What do you do?

The staffs on the ward do not get on and have little time for students due to stress. What do you do?

You are unhappy on a ward but feel if you criticise the ward to your mentor you may not be passed. What do you do?

On prac you find you are given a different mentor each day. What do you do?

You mentor has said something to the rest of the staff that a negative impression of you. What do you do?

Your mentor is impatient and says you take too long. What do you do?

Your mentor insists that you work outside your scope to pass and prove you are a good student. What do you do?

Your mentor is stressed because of problems at home. She gets angry with you and you fear she may not pass you. What do you do?

You have a mentor who is unsure of her role. What do you do?

You are not sure how the staffs on the ward view you. What do you do?

You feel a nurse on the ward is looking for mistakes in your work. What do you do?

On prac your mentor keeps changing and each one has different expectations in regards to your scope of practise. What do you do?

You start a new prac and you have no input into the roster however, you also have to go to work after prac. What do you do?

The nurses on the ward appear to be bossing you around all the time. What do you do?
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>You hear that another class in the same subject had different information delivered in their tutorial. What do you do?</td>
<td></td>
</tr>
<tr>
<td>You have four assignments to do and are finding it hard to get started. What do you do?</td>
<td></td>
</tr>
<tr>
<td>You start at University and do not know anyone. What do you do?</td>
<td></td>
</tr>
<tr>
<td>You have a tutor who you feel doesn’t know the topic. What do you do?</td>
<td></td>
</tr>
<tr>
<td>You have a problem with your assignment, when you approach the lecturer they tell you to work it out yourself. What do you do?</td>
<td></td>
</tr>
<tr>
<td>You ask you tutor for assistance and she says she doesn’t know what to do either. What do you do?</td>
<td></td>
</tr>
<tr>
<td>You have a large amount of course work. What do you do?</td>
<td></td>
</tr>
<tr>
<td>You have been given an assignment and the instructions are unclear to you. What do you do?</td>
<td></td>
</tr>
<tr>
<td>You are doing a group assignment and a member suggests using some new software. What do you do?</td>
<td></td>
</tr>
<tr>
<td>You don’t agree with your tutor but are afraid to speak up in case you are failed. What do you do?</td>
<td></td>
</tr>
<tr>
<td>In a prac lab you feel you are being marked to a different standard than other students. What do you do?</td>
<td></td>
</tr>
<tr>
<td>You’re placed in a group of 6 people for an assignment and everyone has a different idea on how to approach the assignment. What do you do?</td>
<td></td>
</tr>
<tr>
<td>You feel group work creates uncertainty about the outcome. What do you do?</td>
<td></td>
</tr>
<tr>
<td>You feel you are putting too much pressure on yourself to perform. What do you do?</td>
<td></td>
</tr>
<tr>
<td>You feel nursing is too hard for you. What do you do?</td>
<td></td>
</tr>
<tr>
<td>You have an assignment due and already feel exhausted. What do you do?</td>
<td></td>
</tr>
<tr>
<td>You ask a question and the lecturer gives an unrelated response. What do you do?</td>
<td></td>
</tr>
<tr>
<td>You have to meet with others in your assignment group but your schedules do not seem to allow it. What do you do?</td>
<td></td>
</tr>
<tr>
<td>Scenario</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>You are working and studying, and then a family member gets sick and</td>
<td></td>
</tr>
<tr>
<td>needs you to care for them. What do you do?</td>
<td></td>
</tr>
<tr>
<td>You have the opportunity to do extra work that will help pay the rent,</td>
<td></td>
</tr>
<tr>
<td>however you have a midterm exam in two days. What would you do?</td>
<td></td>
</tr>
<tr>
<td>There is a family celebration, but you have an early shift in the</td>
<td></td>
</tr>
<tr>
<td>morning. What would you do?</td>
<td></td>
</tr>
<tr>
<td>Your friends want to go out but you have study to do. What do you do?</td>
<td></td>
</tr>
<tr>
<td>You are feeling in a negative mood but have a lot of studies to do.</td>
<td></td>
</tr>
<tr>
<td>What do you do?</td>
<td></td>
</tr>
<tr>
<td>You know if you get stressed at University you will take that stress</td>
<td></td>
</tr>
<tr>
<td>home. What do you do?</td>
<td></td>
</tr>
<tr>
<td>You have a family birthday and an assignment due. What do you do?</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 9

SMEs Recruitment for Content Validity of Scenarios
Expert university staff receive the same information as below but emailed to staff by research supervisor then followed up by the researcher in person.

**Preamble:** I am a research student at UNDA doing my PHD. The title of my research is the enhancement of EI in student nurses; an exploratory study. I thank you for your attention and today I want to tell you about my research with the aim of inspiring you to be a part of it. I have some forms I will distribute that tell you the purpose of the research and what your involvement would consist of. The rational for my study is that;

- Nursing is acknowledged to be a stressful occupation as due to the chaotic nature of the work, maintaining relationships with patients and colleagues that can be negative at times. Nursing also involves emotional labour which is suppressing our own emotions to deal with that of others.
- Some students have difficulty coping in stressful working environments. Statistics show us the drop our rate of 20% at university and into the graduate year to be high as well.
- Students need a range of strategies to cope and manage their clinical environment.
- An ability to monitor and regulate emotions may help students to cope better
- This concept is called Emotional intelligence (EI)
- Before being able to put into place a teaching intervention to aid in the development of EI a tool to measure the effectiveness of the intervention needs to be established first.
- Looking through the literature there wasn’t a tool that reflected nursing and the framework of EI that the teaching intervention is based upon. An Australian too was found that was close.
- The initial part of my research will be to modify this tool to reflect the lived experience of student nurses.

There are three times within this process that I will ask for your expert opinion.

**Times 1:** So far, I have had student focus groups to gain their words that reflect their nursing experience and critical incidents that have happened.

- **The aim of your involvement is:**
- Determine the validity of student reports of critical incidents.

- **What will participation in this involve?**
- Reading scenarios from student focus groups which reflect their first semester practicum
- Reflect on these scenarios and grade them on a scale of 1-4 one being not relevant and 4 being highly relevant.
- It is anticipated this will take 1.5 hours

**Times 2:** Then later (6 months) after I then give these validated scenarios to students to write what would they do and what should they do in these critical incidents.

- **The aim of your involvement is:**
- To determine the validity of student responses to scenarios which depict university, home and/or clinical practice.

- **What will participation in this involve?**
- Reading scenarios and possible responses created by students which reflect their experiences.
- Rank the responses to the scenarios from not relevant to highly relevant.
- It is anticipated this will take 1.5 hours

**Times 3:** The later (6 months) after the scenarios and responses are selected and the new tool is created.

- **The aim of your involvement is:**
- To determine the validity and reliability of new instruments for testing the emotional intelligence of student nurses.
- The information will remain confidential and be locked away.
- My contact details are on the forms. Please do not hesitate to contact me for more information.
Appendix 10

Content Validity Tool for Subject Matter Experts (SMEs)
Content validity instructions

In this section, you are asked to look at the scenarios and decide if you think they seem relevant to undergraduate student nurses and if they belong together.

Read all scenarios/ questions first. After you finish reading the scenarios, answer question (a) at the top of the response sheet – either YES or NO. Then answer question (b) for each scenario. Answer by circling the response you choose under question (b) – Using the four-point scale. Please add any relevant comments you wish to explain your answers.

Thank you for your assistance,

Laurel Collin

RESPONSE SHEET: CONTENT VALIDITY

Label: The development of two instruments to measure the emotional intelligence of student nurses

Definition: These scenarios/ questions aim to reflect the Clinical Practicum of the student.

(a) In general, do the scenarios/ questions fit?

Answer once for the whole survey by circling either YES or NO on next line.

YES     NO

(b) Does each question fit the label and definition? Please circle a number 1-4.

Where 1 = irrelevant, 2 = a little relevant, 3 = quite relevant, 4 = very relevant

<table>
<thead>
<tr>
<th></th>
<th>You feel you mentor doesn’t have the patient’s well-being at the centre of their actions. How do you feel? Comment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>You arrive on a new ward and are unsure of what the staff want you to do. How do you feel? Comment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>A mentor talks about a patient in their hearing. How do you feel? Comment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>You mentor has told you are doing a good job. How do you feel? Comment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>
Appendix 11

Pathway for Banked STEU Scenarios to Modified STEU Scenarios
<table>
<thead>
<tr>
<th></th>
<th>1. A pleasant experience ceases unexpectedly and there is not much that can be done about it.</th>
<th>Kept as many scenarios from focus group reflect going from position of all OK to not OK. E.g. go to prac and nobody wants you, helps you etc.</th>
<th>A pleasant experience ceases unexpectedly and there is not much that can be done about it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3. An irritating neighbour of Eve's moves to another state.</td>
<td>Came up on prac and at university.</td>
<td>An irritating student in Eve's tutorial moves to another tutorial.</td>
</tr>
<tr>
<td>3</td>
<td>4. There is great weather on the day Jill is going on an out-door picnic.</td>
<td>What they did with family.</td>
<td>There is great weather on the day Jill is going on an out-door picnic.</td>
</tr>
<tr>
<td>4</td>
<td>New question as old questions identifying regret were complex questions.</td>
<td>The topic of fear of failing prac due to working outside scope of practice was frequently referred to.</td>
<td>You fail practicum because you did not realise your actions were outside your scope of practice.</td>
</tr>
<tr>
<td>5</td>
<td>6. Edna's workmate organizes a goodbye party for Edna, who is going on holidays.</td>
<td>Staff on prac expressed thanks to students. Special morning or afternoon tea on last day.</td>
<td>Edna's workmate organizes a goodbye party for Edna, who is going on holidays.</td>
</tr>
<tr>
<td>6</td>
<td>7. Something unpleasant is happening. Neither the person involved, nor anyone else can make it stop.</td>
<td>How the students often felt on prac or at university with group work.</td>
<td>Something unpleasant is happening. Neither the person involved, nor anyone else can make it stop.</td>
</tr>
<tr>
<td>7</td>
<td>11. Leya works as a trouble-shooter. She is presented with a standard looking problem but cannot work out how to solve it.</td>
<td>How they feel at university sometimes with course work. The work standard was changed by experienced panel</td>
<td>You are presented with a simple problem but cannot work out how to solve it.</td>
</tr>
<tr>
<td>8</td>
<td>12. Charles is meeting a friend to see a movie. The friend is very late and they are not in time to make it to the movie.</td>
<td>A frequent critical incident was the inability of groups to get together and having to wait or have others not turn up</td>
<td>You are meeting with other students to complete a group assignment. The other students are very late and as a result the assignment is not completed.</td>
</tr>
<tr>
<td>9</td>
<td>13. Rashid needs to meet a quota before his performance review. There is only a small chance that he will be able to do so and there isn’t much he can do to improve the outcome.</td>
<td>Do to the nature of the nature of study block, the students feel there is not enough time to do justice to all assignments and course material.</td>
<td>You have a large amount of research to do to complete an assignment. There is only a small chance you will finish and get a good mark.</td>
</tr>
<tr>
<td>10</td>
<td>14. Someone believes that another person harmed them on purpose. There is not a lot that can be done to make things better.</td>
<td>Frequent topic; other students have an influence on your marks in group projects which leave student feeling helpless at times.</td>
<td>Sally believes another student has caused her to get a poor grade. There is not a lot that can be done to make things better.</td>
</tr>
<tr>
<td>11</td>
<td>New question as old questions identifying regret were complex questions</td>
<td>Needed to insert regret as correct response so used this incident.</td>
<td>You have yet to apply for an overseas practicum you want to do and now all the places are taken</td>
</tr>
<tr>
<td>12</td>
<td>New question as old questions identifying surprise were complex questions</td>
<td>Needed to insert surprised as correct response so used this incident.</td>
<td>You have had no time to study for a test and anticipate failure. The results come back and you have passed.</td>
</tr>
<tr>
<td></td>
<td>22. Someone thinks that another person has deliberately caused something good to happen to them</td>
<td>Mentors and clinical facilitators making big efforts to ensure practicum experience is more than student hope it could be</td>
<td>Mary thinks another person has deliberately caused something good to happen to her.</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>14</td>
<td>23. Kevin has been working at his current job for a few years. Out of the blue, he finds that he will receive a promotion</td>
<td>Students feel good about themselves when others praise their efforts</td>
<td>You have just completed your first semester at university. Unexpectedly you receive a letter of commendation.</td>
</tr>
<tr>
<td>15</td>
<td>24. By their own actions, a person reaches a goal they wanted to reach</td>
<td></td>
<td>On practicum, the other nurses tell you that you are doing a good job.</td>
</tr>
<tr>
<td>16</td>
<td>25. An unwanted situation becomes less likely or stops altogether</td>
<td>E.g. On practicum situations arise where the student is with a mentor they are not comfortable with and then mentors are changed</td>
<td>An unwanted situation becomes less likely or stops</td>
</tr>
<tr>
<td>17</td>
<td>27. Dorian’s friend is ill and coughs all over him without bothering to turn away or cover his mouth</td>
<td>Other students have no insight into how their actions affect others</td>
<td>Dorian’s friend is ill and coughs all over him without bothering to turn away or cover his mouth.</td>
</tr>
<tr>
<td>18</td>
<td>28. Although she has been careful to avoid all risk factors, Tina has contracted <strong>cancer</strong>. There is only a small chance that the cancer will be <strong>benign</strong> and nothing Tina does now can make a difference.</td>
<td>Students get quite fearful of not completing hours and failing prac due to days off.</td>
<td>Although she has been careful to avoid all risks factors, Tina has become ill. There is only a small chance she will be able to complete practicum and nothing Tina does now can make a difference.</td>
</tr>
<tr>
<td>19</td>
<td><strong>30. An upcoming event might have bad consequences.</strong> Nothing much can be done to alter this.</td>
<td>There is always a fear of being placed with a mentor who does not like students.</td>
<td>On practicum, you find the staff do not enjoy mentoring students, which you consider may lead to failing practicum. Nothing much can be done to alter this.</td>
</tr>
<tr>
<td>20</td>
<td>32. By chance, a situation arises where there is the possibility that a person will get what they want.</td>
<td>Being given a prac at the site you want to go.</td>
<td>By chance a situation arises where there is the possibility that a person will get what they want.</td>
</tr>
<tr>
<td>21</td>
<td>33. A <strong>supervisor</strong> who is unpleasant to work for leaves Alfonso's work.</td>
<td></td>
<td>A mentor whose unpleasant to work with leaves Ann's ward.</td>
</tr>
<tr>
<td>22</td>
<td>35. Leila has been unable to <strong>sleep well</strong> lately and there are no changes in her life that might indicate why.</td>
<td>Students say they have so much to do and just can't get motivated to get it all done.</td>
<td>Leila has been unable to study effectively lately and there are no changes in her life that might indicate why.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>36. A person feels they have control over a situation. The situation turns out badly for no particular reason</td>
<td>Students feel prac is going well and have been given no indications that that is not how the mentor or clinical facilitator sees it.</td>
<td>A person feels they have control over a situation. The situation turns out badly for no apparent reason.</td>
</tr>
<tr>
<td>24</td>
<td>37. someone believes another person has deliberately caused something good to stop happening to them. However, they feel they can do something good about it.</td>
<td>Students feel they are doing well on practicum or in a unit but the mentor or clinical facilitator give different feedback to them.</td>
<td>Mary feels her mentor has deliberately caused her to fail. However, Mary feels she can do something about it.</td>
</tr>
<tr>
<td>25</td>
<td>40. Pete gets home late, after his favourite TV show has ended. Pete's partner has taped the show for him.</td>
<td>Students are grateful when their friend understand that shift impact on our home life and friendships.</td>
<td>Pete gets home late, after his favourite TV show has ended. Pete's partner has taped the show for him.</td>
</tr>
<tr>
<td>26</td>
<td>42. Penny's hockey team trained hard and won the championship</td>
<td>Students are proud when they work hard and receive the commensurate results</td>
<td>Penny's group worked hard to complete an assignment and get a high grade.</td>
</tr>
<tr>
<td>27</td>
<td>31. It is clear that somebody will get what they want.</td>
<td>Students are often clear about what they want for prac, and their future plan in regards to post graduate placements.</td>
<td>It is clear that someone will get what they want.</td>
</tr>
</tbody>
</table>
Appendix 12

Student Recruitment Phase 1B Step 1
Good morning my name is Laurel Collin
I would like to thank everyone for being here today for the time you have given to me here today to talk about my research. The enhancement of emotional intelligence in student nurses: a mixed method pilot study. In particular, I would like to thank X

What we know

- Stress and inefficient coping skills of student nurse has been shown to lead to attrition at university and later into the work place.
- We can’t remove the stress from working in a chaotic environment
- Chaotic meaning many things happening at the same time
- Nurses need to form and maintain relationships with colleagues and patient. Relationships that might not always be positive
- Nursing will always involve emotional labour which is suppressing your own emotion to deal with the problems of others
- Nursing is stress full and student nurses need strategies to cope with this stress to become resilient
- Emotional intelligence or an ability to monitor and regulate emotions and use this emotional information may be a strategy to cope skills within this stressful environment.

Background

- My background of voluntary work in the last 15yrs, involves placing chaplains into government school with a purpose of producing a more resilient child through programs that create more self-awareness, enhance self-esteem and resilience as a clinical supervisor the researcher listened to the students talk about their work experiences and how they coped with stressful situations.
- The predominant topics were their relationships with other staff and the culture within the clinical environment, rather than their level of nursing knowledge and clinical skills.
- This phenomenon points to emotion playing a major role in nurses’ clinical placement.
- Emotional memory
- We attach emotions to experience (Reeves
- Positive and negative experience stays with us (Hooper
- Impacts on students’ home life, university and clinical experience
- Given the workforce statistics and the nature of nursing work, it is pertinent to investigate EI as an appropriate strategy that may decrease the attrition rate in the university and the workplace.

Outcome

- The ability to adjust to adversity and maintain a sense of control
So, nurses Need coping strategies to create resilience and sense of control. I.e. can cope with stress

Research plan; create a tool to measure an educational intervention aimed at enhancing EI

There is a proliferation of EI tools, but they currently lack standardisation.
- This deficit is associated with disagreement concerning the nature and definition of EI as either ability based or mixed model has been used.
- The number of tools is related in part to the demand of the corporate world to aid in the recruitment of managers who are able to be more innovative.

Thank you for being willing to take part in this research project.
Appendix 13

Scenarios for Student Responses Phase 1B & 1
**Purpose**
To provide realistic responses to scenarios addressing the questions;  
What would you do?  
What should you do?

Please write down your immediate thoughts on “what would you do?” then “what should you do?” after a short deliberation. It is this differences that will help to create possible responses to the scenarios. It is anonymous and the answers cannot be tracked back to you as a student.

**Completed sheets**
When you have completed the response sheets please return them to the School of Nursing reception to be forwarded onto my research supervisor. This phase of data collection will need to be completed by .... I will send a reminder prior to this date.

**Regards**
Laurel Collin

*laurel.collin@nd.edu.au*

0414727515

<table>
<thead>
<tr>
<th></th>
<th>STEM Questions for student panel</th>
</tr>
</thead>
</table>
| 1HL | You are working and studying, and then a family member gets sick and needs you to care for them  
What would you do?  
What should you do? |
| 2HL | You have the opportunity to do extra work that will help pay the rent, however you have a midterm exam in two days.  
What would you do?  
What should you do? |
| 3HL | There is a family celebration but you have an early shift in the morning.  
What would you do?  
What should you do? |
| 4HL | Your friends want to go out but you have study to.  
What would you do?  
What should you do? |
Appendix 14

Student Responses to the Questions “What would you do?” and “What should you do?”
<table>
<thead>
<tr>
<th>Responses to STEM Questions from student panel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ambiguity in Q  Duplication of answer</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1HL You are working and studying, and then a family member gets sick and needs you to care for them</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What would you do?</strong></td>
</tr>
<tr>
<td>1. Work out if it is long-term, short-term etc. discuss with UNDA if could defer.</td>
</tr>
<tr>
<td>2. I would try to reschedule my work and study around them</td>
</tr>
<tr>
<td>3. Attend to them as soon as possible</td>
</tr>
<tr>
<td>4. Provide care appropriate to the illness while fitting in my studies</td>
</tr>
<tr>
<td>5. Advice work of time off requirement and lecturer of sick family member. Organise for extension</td>
</tr>
<tr>
<td>6. Take time off from uni</td>
</tr>
<tr>
<td>7.</td>
</tr>
<tr>
<td>8.</td>
</tr>
<tr>
<td>9. Organize other family members to co-ordinate schedules to help sick individual</td>
</tr>
<tr>
<td>10. Try to get help to look after them</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2HL You have the opportunity to do extra work that will help pay the rent, however you have a midterm exam in two days.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What would you do?</strong></td>
</tr>
<tr>
<td>1. Take the work and do less study</td>
</tr>
<tr>
<td>2. Work but endeavour to use the time appropriately, make sure you organise before you commit</td>
</tr>
<tr>
<td>3. Take the work and stay up late studying</td>
</tr>
<tr>
<td>4. Do the work and study when time available i.e. before and after breaks</td>
</tr>
<tr>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
</tr>
<tr>
<td>7. <strong>not take work and study</strong></td>
</tr>
<tr>
<td>8. concentrate on studying for the exam</td>
</tr>
<tr>
<td>9. Think about how prepared I am for the exam and will working effect this?</td>
</tr>
<tr>
<td>10.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3HL There is a family celebration but you have an early shift in the morning.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What would you do?</strong></td>
</tr>
<tr>
<td>1. Go to the celebration and drink little and leave early</td>
</tr>
<tr>
<td>2. Go to the celebration but make sure you get home at a reasonable time</td>
</tr>
<tr>
<td>3. Go to family celebration but don’t stay late</td>
</tr>
<tr>
<td>4. Go for a little while</td>
</tr>
<tr>
<td>5. Go to the celebration and leave when appropriate</td>
</tr>
<tr>
<td>6. Go to family celebration and leave early</td>
</tr>
<tr>
<td>7. Go to celebration and leave early, do not drink</td>
</tr>
<tr>
<td>8. Go for a little while then leave early</td>
</tr>
<tr>
<td>9. Go to the celebration for a short period of time</td>
</tr>
<tr>
<td>10. Attend</td>
</tr>
<tr>
<td>11. Go to family celebration</td>
</tr>
</tbody>
</table>
**What should you do?**

1. Go to the celebration and drink little and leave early
2. Explain to family/they should understand/ attend even if only for a little time. Don’t go to bed late
3. Go for a little while
4. Go to celebration and don’t stay late
5. As above
6. As above
7. As above
8. As above
9. Explain I am on early shift and go only go for a short period of time or not at all
10. Attend and be cautious of the time explaining you have a shift in the morning
11. Not go

---

**4HL**

Your friends want to go out but you have study to.

**What would you do?**

1. Workout how you can balance both do study before you go out
2. Stay home and study
3. Study, depending on what point in the semester it is
4. 
5. Don’t drink too much, have a limit
6. Work out a balance to be able to do both
7. See where I’m at with the study make compromise go for a short time or meet later
8. Tell friends no

---

**5HL**

You are feeling in a negative mood but have a lot of study to do.

**What would you do?**

1. Exercise take some time off for me then study
2. Break down the assignments and focus
3. Have a break for a few hours and get in a more positive mood
4. Leave them till another day
5. Find something else to do
6. Study, mood will pass
7. Have a break and start later
8. Time management, short breaks followed by working on the assignment
9. Get help to feel more positive

---

**6HL**

You know if you get stressed at Uni you will take the stress home.

**What would you do?**

1. Have some quiet time before encountering family
2. Talk to a lecturer or tutor about what you are stressed about and hope to get back on focus
3. Get stressed at home
4. Yoga, run, time out
5. Exercise, relax take the night of Uni
6. Study at Uni instead of at home and come home when I have done some study
7. Go home and vent to my partner
8. Speak to friend and family about it, cope by finding distractions eg
While bathing a patient your mentor discloses **personal information** about the patient

**What would you do?**
1. Smile and nod but not ask questions
2. Remind her about confidentiality and nursing codes
3. Change topic and distract from talking over the patient, remind them it is not appropriate at this time
4. Explain afterwards I don’t like talking about other patients in front of patients
5. Ignore the mentor
6. ?? What does personal info mean?? As a nurse we need to know personal info
7. **Depend on the information.** If medical follow through personal information confidentiality.
8. Not say anything to mentor. Make conversation with patient rather than about patient
9. Listen
10. Change subject
11. Not say much

**What should you do?**
1. Involve the patient and ask if it is ok for me to hear this information
2. Remind about patient confidentiality
3. Say “I think we should talk about this outside the room”, do not further discuss topic
4. Talk to the CNS
5. Depending on what’s mentioned I’d report it CELO or ask the mentor if we are allowed to discuss it in manner appropriate to the situation
6. Depends on info, but do nothing
7. As above
8. Politely suggest to mentor we discuss the issue later
9. Listen, remain confidential with such information
10. Not discuss personal info, and talk in a private place to mentor about it
11. Talk to them after, apologise to pt

Your mentor doesn’t understand your scope of practise and insists on you doing a procedure.

**What would you do?**
1. Don’t do it, get some backup from supervisor
2. Refuse and explain why
3. Tell them you would like to observe, keep reminding them it is out of their scope.
4. Don’t do it as unsafe practise
5. Say no not within my scope and report to clinical supervisor
6. Decline procedure if not in my scope

7. Refuse and if they keep insist they speak to my clinical supervisor
8. Give mentor information on scope of practise
<table>
<thead>
<tr>
<th>Exercise/reading. Procrastinate from work</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. <strong>Exercise</strong></td>
</tr>
<tr>
<td>10. Take the coast road home and try and reflect on the day</td>
</tr>
<tr>
<td>11. <em>much as possible at uni to avoid stress</em></td>
</tr>
</tbody>
</table>

**What should you do?**

| 1. Plan de-stress time after work, exercise specifically on a bad day |
| 2. Work out what is stressing you and why, try to focus on what you could do |
| 3. Talk to a councillor |
| 4. Yoga, run, time out |
| 5. Find out what’s stressing me if possible then as above |
| 6. Try and separate Uni and home |
| 7. Talk to university services |
| 8. Speak to family and friends and ask for help. Don’t procrastinate |
| 9. Leave the stress at Uni at it doesn’t belong at home |
| 10. Reflect and work out why stressed and what I can do to change it |
| 11. Get advice to cope |

---

7HL

**You have a family birthday and an assignment to do**

**What would you do?**

| 1. I start them early to ensure this doesn’t happen |
| 2. Family birthday |
| 3. Do assignment ahead of time then go to birthday |
| 4. Try to do both, go to birthday and leave early to get assignment done |
| 5. Go to the birthday while working around the assignment, if due hand in early |
| 6. Do as much of the assignment as possible beforehand but still go to the party for a bit |
| 7. Attend birthday for short time then go home and finish. I would have planned and completed before hand |
| 8. Try and fit them both in |
| 9. Both |
| 10. Both |
| 11. Go to family birthday |

**What should you do?**

| 1. Family birthday |
| 2. Start assignment early if you know a birthday is coming up to birthday |
| 3. As Above |
| 4. Start assignment early |
| 5. Assignment take priority, assignment should already be done |
| 6. Finish the assignment first |
| 7. Plan so finished before hand |
| 8. Organise to get assignment done earlier |
| 9. Time manage |
| 10. Attend quickly to birthday and get home to ensure assignment completed on time |
| 11. Complete assignment |
| 3P | Your mentor's actions put a patient at risk.  
**What would you do?**  
1. Try and intervene to stop the act. Suggest that maybe it could be done another way  
2. Talk to my clinical supervisor about it  
3. Speak up. Talk to nurse by asking why they are doing actions and why there could be good reason  
4. Depending on the situation, suggest measures to preserve patient safety. Get help if patient in immediate danger or distress  
5. step in and stop mentor  
6. Stop them. Away from the patient explain why I stopped them  
7. Don't ignore it, take action at a student level, remain calm not aggressive  
8. Inform nurse manager |
|---|---|
| 4P | A friend from school is one of your patients.  
**What would you do?**  
1. Ask them if they are ok with me being their nurse  
2. Mention to your mentor you wish not to take care of this patient, explain your situation  
3. Speak out in handover and ask not to have that patient  
4. Maintain professional boundaries. However I'll be more relaxed around the patient as I know who they are  
5. Mention to your mentor your wish not to take care of this patient and why.  
6. if the nursing action is too intimate refuse |
| 6P | There is an in-service in bathing and pressure-care, all the staff goes and leaves the students on the ward.  
**What would you do?**  
1. Alert the nurse managers, stand up and say it is out of your scope  
2. Go to the in service and let them know a nurse needs to be on the ward.  
3. Contact clinical supervisor immediately  
4. Politely explain it is not within our scope to care for patients without supervision. Call clinical supervisor if situation continues  
5. Ask to attend in-service  
6. Suggest to the CNS at least one nurse be left on the ward to supervise the students  
7. Don't remain quiet, tell someone, remaining quiet can create an negative outcome  
8. Ensure easy access to support if required |
| 8P | You hear a staff member speaking unkindly to a patient.  
**What would you do?**  
1.  
2. Suggest to staff member it creates a negative nursing culture  
3. Afterwards speak to the patient in a nicer way, see if they are OK  
4. Tell clinical supervisor  
5. Intervene asking if I can help with anything. Hostility is usually caused by frustration  
6. Ask the nurse why they spoke to the patient in that way once alone and |
| 7. | Remain calm, not aggressive |
| 8. | Politely address staff members attitude with them |
| 9. | Later asked what happened. Tell the supervisor |

**You check your scope of practise with your clinical supervisor who gives incorrect advice leading to failing clinical practicum.**

**What would you do?**

1. Complain to the clinical team via email
2. Discuss with your clinical supervisor why they gave you incorrect advice, and get evidence
3. Advise the prac team at Notre Dame and explain the situation
4. I would always get it in writing if I was unsure to attach to my CPAT to prevent this from happening
5. Review relevant material to see if documentation is available regarding scope. Appeal decision with placement team.
6. Know it’s my responsibility to know my scope

| 10. | The staff on the ward do not get on well and have little time for students due to stress. |

**What would you do?**

1. Gravitate to the happiest and least stressed nurse
2. Try to be helpful, use initiative to do things within your scope of practice
3. Try to help as much as possible, tell supervisor if the staff are not treating me with respect
4. Make an effort not to get involved in drama and focus on learning as much as possible.
5. Work as efficiently as possible
6. Try to be helpful and proactive and don’t be a burden
7. Inform clinical supervisor that nurses have little time for students and hope management can help
8. See if I can change clinical areas

| 11. | You are unhappy on a ward but feel if you criticise the ward to your mentor you may not be passed. |

**What would you do?**

1. Grin and bear it as prac will be over soon and use as a learning curve
2. Speak up and tell the truth, try not to be aggressive but explain to them how you feel
3. See if you can change ward
4. Talk to my clinical supervisor
5. Make an effort to be professional and just get through the placement. Get support from friends and family. Provide feedback after placement.
6. Try change mentor for a day
7. Try not to bottle it up, it can affect how you work function

| 13. | Your mentor has said something to the rest of the staff that gives a negative impression of you |

**What would you do?**

1. Not much you can do about gossip, just do your best
2. Talk to staff one on one, and ask what it is about you they don’t like
3. Speak to Notre Dame practicum team and express my concerns
4. Prove her wrong by acting in a way is contrary to the negative impression, tell the CELO
5. Talk to clinical supervisor and mentor
6. Ask her what prompted her to say it
7. Seek feedback from them regarding your performance and how you can improve as well as from facilitator. Take extra effort to perform well
8. Not take it personally and remain professional

**14P**
Your mentor is impatient and says you take too long.

What would you do?
1. Apologise but explain that as a student I want to be sure I am following correct process
2. Find another mentor
3. Pick up the pace to a level I am comfortable with
4. Work within scope and take as long as it takes
5. Can ask how I can do it quicker, any tips and advice, for more training, experience
6. Speak to my clinical supervisor
7. Make an effort to work faster but politely explain that you are concerned about making an error when rushed speak to facilitator if problem persists
8. Work on time management

**15P**
Your mentor insists you work outside your scope to pass and prove you are a good student

What would you do?
1. Explain you are not willing to do that and are happy to observe
2. Insist that I can't and that such an action would harm the patient and reflect badly on the mentor
3. Politely refuse explaining that working outside your scope would cause me to fail and tell facilitator
4. Decline to work outside my scope
5. Not do it, talk to clinical supervisor

**16P**
Your mentor is stressed because of problems at home. She gets angry with you and you fear she may not pass you

What would you do?
1. Try to have a quiet word with her, ask if there is anything I can do. Ignore her anger
2. Say nothing
3. Complain, seek assistance and try and change mentor
4. Talk to clinical supervisor and nurse manager
5. Ask to have anew mentor
6. Speak to clinical supervisor about concerns explain that you are very worried about the outcome for you
7. Stay calm
8. Suggest you work with someone else for the rest of the shift

**17P**
You have a mentor who is unsure of her role.
What would you do?
1. Give her a copy of the universities mentor policy and expectations
2. Talk to a nurse you trust or staff development nurse about it at an appropriate time
3. Ask another mentor to explain what she needs to do
4. Explain my learning objectives and what I’m hoping to achieve
5. Explain it to her and suggest she talk to your clinical supervisor
6. Ask to change mentors
7. Mention it to clinical supervisor, to make sure mentor is confident in being a mentor
8.

You feel a nurse on the ward is looking for mistakes in your work.

What would you do?
1. Ask her if what you are doing is ok, any advice, tips on how you could improve
2. Practise professionally, inform senior staff and let them know of the situation
3. Double check everything I do and work within my scope
4. Make sure do everything correct in scope
5. Express these feelings to my mentor
6. Remain confident and keep doing the best you can
7. Inquire why she is doing it, get another mentor.
8. Talk to supervisor and ask how to approach situation or change

You are working with a carer and you have little time for each resident, causing some rough handling.

What would you do?
1. Try to ensure the rough handling is kept to a minimum
2. Speak to the nursing home manager
3. Purposely slow down to reduce rough handling get the carer to explain everything she does and ask lots of Qs
4. Act professional and ensure each patient handled correctly in a time efficient manner
5. Staying within my scope I would go and get help
6. Report to clinical supervisor
7. See if anyone else free to assist
8. Talk about how to time manage each patient

You hear that another class in the same subject has different information delivered in their tutorial.

What would you do?
1. Approach my tutor with the conflicting info and ask her for an explanation as to why the difference
2. Email tutor about it clarifying your concerns, talk to other students,, check if this is correct
3. Try to work out what is the right answer
4. Find out what’s most important to know by emailing lecturer/tutor
5. Go to the lecturer, use lecture notes
6. Talk to academic rep so they can take it higher, talk to tutor
7. Get in touch with someone from the tute and swap info
8. Ask students in class what they were told, if it is different ask the
tutors/lecturer/co-ordinator for clarification

9. Question the teacher
10. Ask teacher at next tutorial, discuss with other students
11. Go ask and discuss with tutor

What should you do?
1. Make sure it is not gossip first. Clarify the info then approach the tutor
2. As above
3. Speak to head of subject
4. As above
5. As above
6. Talk to academic rep
7. Contact lecturer/tutor
8. As above
9. As above
10. As above
11. Email unit co-ordinator for clarification

2U

You have four assignments to do and are finding it hard to get started

What would you do?
1. Start with the easiest first that I enjoy
2. Focus on what is due first, try not to swap between the 4 as confusion increases as well as stress
3. Start them
4. Push through it
5. Plan and organise myself prepare the workload
6. Talk to other students, just start one of them
7. Work out a schedule and time allocations to get them done on time
8. Do a little research for each then leave them till the night before
9. Ask for assistance
10. Prioritise, work out due dates and discuss with other students
11. Start one at a time, make a start

What should you do?
1. Analyse each and draw up a plan
2. Start on them early, work out which ones are due, weighted the most, spend time researching what each one specifically requires
3. Priorities my workload
4. As above
5. As above
6. Talk to tutors/academic help
7. As above
8. Break them down into manageable tasks and create a schedule to follow
9. Seek assistance
10. Get started after made a plan
11. Get help from tutor/lecturer

3U

You start at University and do not know anyone

What would you do?
1. Introduce myself to the person sitting next to me
2. Go to social events, sit next to people and chat in the lecture breaks, get to know people in your tutes
3. Talk to people
4. Be nice to people, they'll eventually be your friend
5. Sit by myself, wait for someone to come talk to me, try to overcome my shyness
6. Talk to people in my class
7. Make friends
8. Talk to students in my class to try to meet some people
9. Introduce myself
10. Join social group try to make friends in tutorial
11. Talk to fellow students

What should you do?
1. Approach others or get involved in Uni activities
2. As above
3. Join a group
4. As above
5. Go out socialise join clubs seek out like minded individuals
6. Blank
7. As above
8. As above
9. Participate
10. Look into support group/activities at Uni
11. Introduce myself

You have a tutor who you feel doesn't know the topic

What would you do?
1. Persist with it and do my own study and give poor evaluation at end of course
2. Discuss with the right Uni staff your concerns so they can look at it
3. Just go with it
4. email unit co-ordinator
5. get notes off uni mates in different tutorials and lecturer Qs
6. Ask other students if they think the same. Talk to academic rep
7. talk to lecturer
8. Pursue research/extra information outside class to try and understand on topic. Provide constructive feedback in evaluation
9. Blank
10. Listen in class, check outline lecture material
11. Talk to unit co-ordinator

What should you do?
1. Approach unit co-ordinator with concerns
2. As above
3. Speak to your rep
4. As above
5. Raise the issue with the Uni then as above
6. As above
7. As above
8. As above
9. Blank
10. Discuss with lecturer/co-ordinator
11. As above
5U

You have a problem with your assignment. When you approach the lecturer they tell you to work it out for yourself.

**What would you do?**

1. I would approach the tutor, then work it out for myself, or ask fellow students
2. Tell them it's their duty to inform you of correct information, explain in a reasonable way
3. Work it out myself
4. Academic enabling, complain to unit co-ordinator
5. Go to another source since the lecturer is useless
6. Talk to another tutor or lecturer I trust
7. Go to the school, seek a senior staff member for help in resolving my problem
8. Seek support of other students, family. Approach tutor to see if can get some help. If the problem is widespread seek action through academic rep and provide constructive feedback in evaluation
9. Try and work it out
10. Ask tutor/other students
11. Go speak to tutor unit co-ordinator

**What should you do?**

1. ?
2. Ask tutor for further advice on the assignment
3. Speak to head of year
4. As above
5. Try to figure out be encouraged by the lecturer by his encouragement for self-learning and initiative
6. As above
7. No idea
8. As above
9. Go to another person in this field
10. Ask students, tutor, email lecturer ask again and rephrase problem
11. As above

6U

You ask your tutor for assistance and she says she doesn't know what to do either.

**What would you do?**

1. Ask other students
2. Email the lecturer for further advice, work out if the assistance you needs relates to them
3. Work it out on my own / talk to others
4. Query my tutor is teaching a subject they don’t know enough about. Seek assistance from lecturer
5. Ask a different lecturer or tutor
6. Talk to head of uni
7. Approach lecturer and other students
8. Seek advice from other staff members and students. Provide feedback about issue in evaluation
9. Ask her who I should speak to
10. Go to someone else who might lecture
11. Speak to unit co-ordinator
What should you do?
1. ?
2. Why do they not know? Ask if she can clarify then get back
3. Speak to head of year
4. As above
5. Inquire to other sources of information
6. As above
7. Approach lecturer
8. As above
9. Seek further assistance
10. Ask a friend
11. As above

You are doing a group assignment and a member suggests using some new software.
What would you do?
1. Ask them to explain the software and how it would help
2. Take it on board, ask if they would mind showing you how to use it so you can contribute equally
3. Give it a go
4. Try it out
5. Stick to old software, give it a shot after the essential work is done
6. Look at the new software
7. Could be good, look into it as a group
8. Find out more about the software and how we could use it. Suggest a trial in conjunction with other members of the group
9. Agree if it was going to be of benefit
10. Voice opinion
11. Ask them to explain

What should you do?
1. Take on board all suggestions and get a group democratic response
2. If you have the time to learn to use it, go for it, if you are equally comfortable doing it
3. As above
4. As above
5. Work out the benefits of the new software
6. As above
7. Group vote
8. As above
9. Discuss with the group the pros and cons of using such software
10. Discuss as a group and agree on a decision
11. As above

You don’t agree with your tutor but are too afraid to speak up in case you are failed
What would you do?
1. Talk to another student to discuss the issue
2. Speak up, they can’t fail you for it
3. Speak up I won’t fail because of it
4. Query with lecturer
5. Let a classmate disagree with the tutor, address the lecturer about the disagreement
6. Don’t speak up
7. Not speak up but research when I get home
9. Keep quiet
10. Ask questions talk to lecturer
11. Speak to fellow students

**What should you do?**
1. Approach the tutor with reasonable arguments for disagreeing
2. Talk in an adult way, every person has opinions there is no right or wrong
3. As above
4. As above
5. Approach the lecturer about the disagreement
6. Speak up they can’t fail you for that
7. As above
8. Seek action through academic rep if concerned
9. Speak up
10. Not be afraid ask questions
11. Speak to unit co-ordinator

---

11U

In a prac lab you feel you are being marked to a different standard than other students

**What would you do?**
1. Contact the unit lecturer or co-ordinator with my concerns
2. Discuss this with who marked you, make a verbal written complaint,
go over with them how they marked you
3. Speak to the marker
4. Address issue with tutor/ co-ordinator
5. Talk to a supervisor and express my concerns/ unit co-ordinator
6. Ask if other students noticed, possibly talk to unit head
7. Speak to tutor/lecturer
8. Approach tutor for feedback on performance and request rational for marks. If response inadequate appeal moving through appropriate channels
9. Question it with the marker
10. Voice opinion
11. Unit co-coordinator

**What should you do?**
1. ?
2. Suss out if you did something wrong or if you are being marked differently
3. As above
4. As above
5. Try to understand the situation and the reason behind it, then as above
6. Blank
7. As above
8. As above
9. As above
10. Discuss marking rubric, if unsure discuss with appropriate person
11. As above
Your placed in a group of 6 people for an assignment, and everyone had a different idea on how to approach the assignment

**What would you do?**
1. Get everyone’s ideas down on paper, discuss all the pros and cons of each and as a group decide
2. Have an open discussion, listen to each other’s points and come to a compromise
3. All listen to each other and combine all ideas
4. Arrange to meet with lecturer to clarify as a group
5. Eventually everyone will agree on something, try to find common ground
6. Compromise, ask everyone to compromise if it doesn’t work talk to tutor
7. Seek assistance from tutor/lecturer
8. Suggest that we brainstorm together to first try and determine what everyone agrees and disagrees on and for from there. Give each person responsibility for one aspect of the assignment
9. Discuss what is the main point
10. Try go with majority
11. Talk/make time to discuss

**What should you do?**
1. ?
2. As above
3. As above
4. As above
5. Sort out each idea for its benefits and disadvantages then as above
6. As above
7. As above
8. As above
9. Group discussion in relation to topic, relevance and allocating areas of study for everyone
10. Manage time, discuss all options make group decision
11. Have tutor as a person to clarify

You feel group work creates uncertainty about the outcome

**What would you do?**
1. Try to do my best and coax the others along
2. Clarify with each other, keep each other on track
3. Do the group work
4. Not sure
5. Try to create a common goal for achievement organise time for ground work
6. Blank
7. Not much you can do, I hate group work at uni
8. Accept that learning how to work as a team is more important than getting a good mark for everyone to try and value everyone’s input so long as that members contribute appropriately
9. Just do it
10. Avoid it where possible
11. Be comfortable in the group your in
<table>
<thead>
<tr>
<th>What should you do?</th>
<th>16U You have an assignment due and already feel exhausted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ?? what do I mean by outcome</td>
<td><strong>What would you do?</strong></td>
</tr>
<tr>
<td>2. Meet up frequently</td>
<td>1. Push through and get it done</td>
</tr>
<tr>
<td>3. Speak to dean of nursing</td>
<td>2. Keep going, think once it is finished you can relax</td>
</tr>
<tr>
<td>4. Not sure</td>
<td>3. Finish it and rest after</td>
</tr>
<tr>
<td>5. Review the assessment well before it is due to create a similar structure and flow then as above</td>
<td>4. Drink coffee, or get sleep and start early</td>
</tr>
<tr>
<td>6. Blank</td>
<td>5. Red bull</td>
</tr>
<tr>
<td>7. Speak to lecturer</td>
<td>6. Make a plan or start, then rest and keep going the next day</td>
</tr>
<tr>
<td>8. As above</td>
<td>7. I would already have had it done</td>
</tr>
<tr>
<td>9. Discuss this with the group</td>
<td>8. Determine whether it is more productive to go to sleep and finish the next day or cop the penalty for being late and battle through</td>
</tr>
<tr>
<td>10. Try communicate have common goal/ frequent progress meetings</td>
<td>9. Just do it</td>
</tr>
<tr>
<td>11. Ask unit co-ordinator/ marking rubric</td>
<td>10. Finish assignment</td>
</tr>
<tr>
<td></td>
<td>11. Do a little, get as much done</td>
</tr>
<tr>
<td>What should you do?</td>
<td>17U You ask a question and the lecturer gives an unrelated response</td>
</tr>
<tr>
<td>1. Prepare and start the assignment earlier</td>
<td><strong>What would you do?</strong></td>
</tr>
<tr>
<td>2. Have a good night’s sleep and start fresh in the morning, go for a walk, set a reasonable goal you would like to achieve and get done before having a break</td>
<td>1. Google it- research it myself</td>
</tr>
<tr>
<td>3. Apply for an extension</td>
<td>2. Re-ask the Q get them back on track</td>
</tr>
<tr>
<td>4. As above</td>
<td>3. Ask later in a different way</td>
</tr>
<tr>
<td>5. Break down the assignment to appropriate workable parts plan and organise how to complete then as above</td>
<td>4. Roll my eyes</td>
</tr>
<tr>
<td>6. Spend time planning</td>
<td>5. Ask in a more clear tone</td>
</tr>
<tr>
<td>7. Finish it</td>
<td>6. Google it</td>
</tr>
<tr>
<td>8. Battle through and finish it</td>
<td>9. Just do it. Get enough sleep, exercise and eat well</td>
</tr>
<tr>
<td>10. Finish assignment/nap/eat healthy food</td>
<td>11. Speak to unit co-ordinator</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>7.</td>
<td>Ask Q again, be specific</td>
</tr>
<tr>
<td>8.</td>
<td>Try asking the Q in a different way to see if that helps. If not find other ways to get the answer about the issue and provide feedback about the issue in the evaluation</td>
</tr>
<tr>
<td>9.</td>
<td>Didn’t do, page not returned</td>
</tr>
<tr>
<td>10.</td>
<td>Nod and say thanks</td>
</tr>
<tr>
<td>11.</td>
<td>Speak to them after for clarification</td>
</tr>
<tr>
<td><strong>What should you do?</strong></td>
<td><strong>What would you do?</strong></td>
</tr>
<tr>
<td>1.</td>
<td>Ask again</td>
</tr>
<tr>
<td>2.</td>
<td>Ask how the response relates to your Q</td>
</tr>
<tr>
<td>3.</td>
<td>As above</td>
</tr>
<tr>
<td>4.</td>
<td>Ask to clarify</td>
</tr>
<tr>
<td>5.</td>
<td>As above</td>
</tr>
<tr>
<td>6.</td>
<td>Talk to other students</td>
</tr>
<tr>
<td>7.</td>
<td>As above</td>
</tr>
<tr>
<td>8.</td>
<td>As above</td>
</tr>
<tr>
<td>9.</td>
<td>Didn’t do page not returned</td>
</tr>
<tr>
<td>10.</td>
<td>Email lecturer later and say didn’t understand response to question</td>
</tr>
<tr>
<td>11.</td>
<td>As above</td>
</tr>
</tbody>
</table>

**18U** You have to meet with others in your assignment group but your schedules do not seem to allow it.

**What would you do?**

1. Have two separate meetings and one person to attend both to ensure all on the same page.
2. Use blackboard discussion or keep talking, stay back after tutes to meet or come to Uni early before lecture or tute and try and work a way that will allow you to
3. Do it online
4. Catch up with info later and if they can re-schedule
5. Delegate parts of the assignment then email to other
6. Talk over email or talk with some members
7. Move things around
8. Use alternative means to discuss the project eg email, facebook
9. Didn’t do page not returned
10. Have group email
11. Organise another way to communicate

**What should you do?**

1. ?
2. As above
3. Make a time
4. As above
5. Make time or if can’t as above
6. Do the best you can, talk online
7. As above
8. As above
9. Didn’t do, page not returned
10. Email/meet after hours/ weekend
11. Book study room in advance as above
Appendix 15

Instructions to SMEs Ranking Scenarios
Responses and Examples
Thank you for taking the time to read these questions and score them.

These questions reflect critical incidents that focus groups of graduating third year students identified within their practicum placements.

1. Please read each question and possible answers.
2. Then in the all boxes on the left score the possible answers commencing with 1 to reflect what you would consider to be the best answer from a student, through to the worst choice.
3. It is important to put a score in each box.
4. Your scores will be used to determine which responses to use in the final questionnaire.
5. There is a space for your comments in regards to clarity and validity of each question.

Laurel Collin
0414727515

Example of the question format for the SME/expert panel
You hear that another class in the same subject has different information delivered in their tutorial.

1u

What would you do?

- Approach my tutor with the conflicting information and ask her for an explanation as to why the difference
- Email tutor about it clarifying your concerns, talk to other students to check if this is correct
- Try to work out what is the right answer
- Go to the lecturer, use lecture notes
- Talk to academic rep so they can take it the unit coordinator
- Ask students in class what they were told, if it is different ask the tutors/lecturer/coordinator for clarification
- Ask at next tutorial and discuss with other students

COMMENT:

2u You have four assignments to do and are finding it hard to get started

What would you do?

- Start with the easiest first that I enjoy
- Focus on what is due first, try not to swap between the four as confusion increases as well as stress
- Organise myself and plan the workload
- Talk to other students, just start one of them
- Prioritise, work out due dates and discuss with other students
- Start one at a time, just make a start

COMMENT:
Appendix 16

Method for Developing Scoring Scales for the STEM/Ng
Process of grading responses from the nine subject matter experts (SME)
The questions had a variety of responses available i.e. 5, 6, 7 or 8 to grade

The individual responses are grades 1 being best response

There were 9 subject matter experts (SME)

The scores for all experts' responses to a question were placed in a grid (table 1.) Expert SME 1 is highlighted

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expert sme</strong></td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>7</td>
<td>6</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>2</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>6</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>5</td>
<td>7</td>
<td>6</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>3</td>
<td>8</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>8</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>7</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Table 1.

The ratings for each option were tallied. In this instance, there were 8 options for the question. See graph below

The rules when 8 responses

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Best(1) 1</strong></td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Worst(-1) 2</strong></td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Middle(0) 4</strong></td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Middle(0) 6</strong></td>
<td>2</td>
<td>1</td>
<td>2</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td></td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

- To establish best answer: Add the first two columns and minus the last two columns. This number must be greater than 3 to represent greater than one third of the SMEs chose that option (if two columns the same take the greatest number in column 1 as in columns 1 and 8)). This will be scored 1 if chosen in the questionnaire, eg response 1

- To establish the worst answer, add the last two columns and minus the first two. This number must be greater than 3 to represent greater than one third of the SMEs chose that option (if two the same take the one
with the greater number in the last column). This will be scored -1 if chosen in the questionnaire, e.g. response 2.

- To determine the two middle responses, add the two middle responses (i.e. columns 4 and 5) and take the two with the greatest scores, after eliminating any that have a score more than three in the first or the last column as that would indicate a third of the experts had considered it the best or worst answer as in response 5. These are then scored 0 in the questionnaire.

7 seven responses:

- You take the score in the middle column only to establish the responses for scoring 0. In the example above there are no rows where SMEs have grades the question less than 3 in either worst or best columns so this question is valid.

```
3 2 1 2 1
1 1 3 3 1
2 1 1 2 3
1 1 1 2 3
3 4 1 1
```

- In the above grid, there is only one valid option for a 0-scored response, therefore this question is not valid.

```
1 3 2 2 1 1
2 1 1 2 3 1
3 3 2 3 1 1
4 3 4 1 1 1
5 2 4 3 1 1
6 3 2 1 2 6
7 1 1 1 6 1
```

- This question would be valid

With 6 responses

```
1 2 4 1 1 5
3 1 5 1
2 4 2 1 2
3 3 1 2
middle (0)
worst (-1)
```

```
Middle (0)
best (1)
```
- only use first and last column to establish best and worst responses
- Use the middle two columns to establish the middle responses that will be scored 0

With 5 responses

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>4</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>2</td>
<td></td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

- For best answer, you only take column 1 and minus last column establishing one third difference at least
- For worst choice, you take last column and minus first column establishing one third difference at least
- To establish two middle responses for the questionnaire, add vertical row 3 i.e. middle row and take the two greatest numbers providing they do not have a number greater than 3 i.e. one third of the SMEs in first or last row

If you have too many questions, then

- First remove any questions with less than two thirds SME responses to 1&4
- Second remove any questions with less than one third SME responses to 2&3 after determining that there is less than one third in the last or first column.
Appendix 17

Clarity Tool Phase 1B Step 4: Instructions and Sample of Tool
CLARITY
Instructions
These questionnaires are based on interviews and responses from graduating student nurses. They are designed to measure their emotional intelligence. You are asked to rate:
(a) The questionnaires instructions. (b) The clarity of each question.
Please print the response sheets before completing and leave in Dr Carol Piercy’s mailbox in the staff room prior to the 15th December 2014.

There is room for comments or questions. If you wish to discuss the questions with the researcher, Laurel Collin, please do not hesitate to ring or email.
Thank you for your assistance.

Laurel Collin 0414727515 laurel.collin@nd.edu.au

RESPONSE SHEET: CLARITY TOOL  Situation Test of Emotional Understanding in Nursing (STEU/N)
(a) Are the instructions to the questionnaire clear? Circle yes or no YES NO
(b) Please read each question and indicate whether each question is C (clear) or U (unclear) to you.
Circle One

Comments/ questions
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Appendix 18

Version Three STEU/Ng and STEM/Ng
Situational Test of Emotion Understanding in Nursing (STEU/N)

Instructions

The following questions describe a situation, and ask you as a student nurse to choose which one of the five emotions is most likely to result from that situation.

Here is an example:
Clara receives a gift. Clara is most likely to feel?
(a) happy  (b) angry  (c) frightened  (d) bored  (e) hungry

If you think Clara would feel happy you would mark option A, and then move to the next question. There are 27 questions.

Items (correct alternative in bold text)

1. A pleasant experience ceases unexpectedly and there is not much that can be done about it.
   The person involved is most likely to feel?
   (a) Ashamed  (b) Distressed  (c) Angry  (d) Sad  (e) Frustrated

2. An irritating student in Eve's tutorial moves to another tutorial.
   Eve is most likely to feel?
   (a) Regret  (b) Hope  (c) Relief  (d) Sadness  (e) Joy

3. There is great weather on the day Jill is going on an outdoor picnic.
   Jill is most likely to feel?
   (a) Pride  (b) Joy  (c) Relief  (d) Guilt  (e) Hope

4. You fail practicum because you did not realise your actions were outside your scope of practice.
   You are most likely feel?
   (a) Confused  (b) Surprised  (c) Regret  (d) Distressed  (e) Sad

5. Edna's workmate organizes a goodbye party for Edna, who is going on holidays.
   Edna is most likely to feel?
   (a) Surprise  (b) Gratitude  (c) Pride  (d) Hope  (e) Relief

6. Something unpleasant is happening. Neither the person involved, nor anyone else can make it stop.
   The person involved is most likely to feel?
   (a) Guilty  (b) Distressed  (c) Sad  (d) Scared  (e) Angry

7. You are presented with a simple problem but cannot work out how to solve it.
   You are most likely to feel?
   (a) Confused  (b) Frustrated  (c) Surprised  (d) Relieved  (e) Distressed

8. You are meeting with other students to complete a group assignment. The other students are very late and as a result the assignment is not completed.
   You are most likely to feel?
   (a) Depressed  (b) Frustrated  (c) Angry  (d) Contemptuous  (e) Distressed

9. You have a large amount of research to do to complete an assignment. There is only a small chance you will finish and get a good mark.
   You would most likely to feel?
   (a) Irritated  (b) Scared  (c) Distressed  (d) Sad  (e) Hopeful

10. Sally believes that another student has caused her to get a poor grade. There is not a lot that can be done to make things better.
    Sally is most likely to feel?
   (a) Dislike  (b) Rage  (c) Jealousy  (d) Surprise  (e) Anxiety

11. You have yet to apply for an overseas practicum you want to do and now all the places are taken.
    You are most likely to feel?
   (a) Regret  (b) Anger  (c) Frustration  (d) Sad  (e) Distressed
12. You have not had time to study for a test and anticipate failure. The results come back and you have passed.
   
   You are most likely to feel?
   (a) Relief  (b) Surprise  (c) Pride  (d) Joy  (e) Guilt

13. Mary thinks that another nurse has deliberately caused something good to happen to her.
   
   Mary is most likely to feel?
   (a) Hope  (b) Pride  (c) Gratitude  (d) Surprise  (e) Relief

14. You have just completed your first semester at university. Unexpectedly, you receive a letter of commendation.
   
   You are most likely to feel?
   (a) Pride  (b) Relief  (c) Joy  (d) Hope  (e) Guilt

15. On practicum the other nurses tell you that you are doing a good job.
   
   You are most likely to feel?
   (a) Joy  (b) Hope  (c) Relief  (d) Pride  (e) Surprise

16. An unwanted situation becomes less likely or stops altogether.
   
   You are most likely to feel?
   (a) Regret  (b) Hope  (c) Joy  (d) Sadness  (e) Relief

17. Dorian's friend is ill and coughs all over him without bothering to turn away or cover his mouth. Dorian is most likely to feel?
   
   (a) Anxiety  (b) Dislike  (c) Surprise  (d) Jealousy  (e) Rage

18. Although she has been careful to avoid all risk factors, Tina has become ill. There is only a small chance that she will be able to complete practicum and nothing Tina does now can make a difference. Tina is most likely to feel?
   
   (a) Scared  (b) Distressed  (c) Irritated  (d) Sad  (e) Hopeful

19. On practicum you find the staff do not enjoy mentoring students, which you consider may lead to failing practicum. Nothing much can be done to alter this.
   
   You are most likely to feel?
   (a) Sad  (b) Irritated  (c) Distressed  (d) Scared  (e) Hopeful

20. By chance, a situation arises where there is the possibility that a person will get what they want. The person is most likely to feel?
   
   (a) Distress  (b) Hope  (c) Surprise  (d) Joy  (e) Fear

21. A mentor who is unpleasant to work with leaves Ann's ward. Ann is most likely to feel?
   
   (a) Joy  (b) Hope  (c) Regret  (d) Relief  (e) Sadness

22. Leila has been unable to study effectively lately and there are no changes in her life that might indicate why. Leila is most likely to feel?
   
   (a) Angry  (b) Scared  (c) Sad  (d) Distressed  (e) Guilty

23. A person feels they have control over a situation. The situation turns out badly for no apparent reason. The person involved is most likely to feel?
   
   (a) Confused  (b) Relieved  (c) Surprised  (d) Frustrated  (e) Distressed

24. Mary believes her mentor has deliberately caused her to fail. However, Mary feels she can do something about it. Mary is most likely to feel?
   
   (a) Angry  (b) Contemptuous  (c) Distress  (d) Depressed  (e) Frustrated

25. Pete gets home late, after his favorite TV show has ended. Pete's partner has taped the show for him. Pete is most likely to feel?
   
   (a) Surprise  (b) Hope  (c) Pride  (d) Relief  (e) Gratitude

26. Penny's group worked hard to complete an assignment and get a high grade. Penny is most likely to feel?
   
   (a) Hope  (b) Pride  (c) Relief  (d) Joy  (e) Surprise

27. It is clear that someone will get what they want. They are most likely to feel?
   
   (a) Pride  (b) Relief  (c) Joy  (d) Hope  (e) Guilt

---

Adapted from the Situational Test of Emotional Understanding (STEU), MacCann & Roberts (2008)
Situational Test of Emotion Management in Nursing (STEM/N)

Instructions
In this test, you will be presented with brief details about an emotional situation. There are four possible responses to each situation. You are asked to choose the most effective response to manage the emotions the student is feeling and the problems they face in that situation.

Although more than one response might be acceptable, you are asked to choose what you think the most effective response would be in that situation.

Remember, you are not necessarily choosing what you would do, or the nicest thing to do, but choosing the most effective response for a student nurse, in that situation.

1. Sarah is working and studying, when a family member becomes seriously ill and needs her to care for them.
What would be the most effective thing for Sarah to do?
(a) Try to reschedule work and study around the family member. 0
(b) Attend to the family member as soon as possible. 1
(c) Take time off from university. -1
(d) Try to get help to look after the family member. 0

2. Mark has the opportunity to do extra work that will help pay the rent; however, he has a mid-term exam in two days.
What would be the most effective thing for Mark to do?
(a) Take the work and do less study. -1
(b) Take the work and stay up late studying. 0
(c) Do the work and study when time is available i.e. before and after breaks. 0
(d) Think about how prepared he is for the exam and whether the extra work will affect this. 1

3. Lee’s friends want to go out, but Lee has study to do.
What would be the most effective thing for Lee to do?
(a) Stay home and study. 0
(b) Consider study, depending on what point in the semester it is. 0
(c) Go out but don’t drink too much; have a limit. -1
(d) Assess where she is at with study and make a compromise to go for a short time, or meet up later. 1

4. Sue is feeling in a negative mood but has a lot of studying to do.
What would be the most effective thing for Sue to do?
(a) Exercise and take some time off, then study. 0
(b) Study, the mood will pass. -1
(c) Have short breaks followed by working on the assignment. 1
(d) Get help to feel more positive. 0

5. Taylor knows she gets stressed during the day at university and takes the stress home.
What would be the most effective thing for Taylor to do?
(a) Talk to a lecturer or tutor about what is stressing her and hope to get back on focus. 1
(b) Get stressed at home. -1
(c) Exercise, relax take the night off study. 0
(d) Study at university instead of at home and go home when she has done some study. 0

6. Cathy’s mentors’ actions put a patient at risk.
What would be the most effective thing for Cathy to do?
(a) Talk to her Clinical Facilitator about it. 0
(b) Depending on the situation, suggest measures to preserve patient safety. 1
(c) Stop her mentor and when away from the patient explain why she stopped them. 0
(d) Inform the Nurse Manager. -1

Adapted from the Situational Test of Emotional Management (STEM) MacCann & Roberts (2008)
7. There is an in-service on bathing and “pressure-care”. All the staff go off, leaving the students on the ward. **What would be the most effective thing for the students to do?**
   (a) Contact the Clinical Facilitator immediately. 0
   (b) Ask to attend in-service. 0
   (c) Suggest to the Nurse Manager that at least one nurse is left on the ward to supervise the students. 1
   (d) Ensure easy access to support if required. -1

8. Helen hears a staff member speaking unkindly to a patient. **What would be the most effective thing for Helen to do?**
   (a) Suggest to the staff member that this creates a negative nursing culture. -1
   (b) Afterwards speak to the patient in a nicer way, and see how they are. 0
   (c) Tell the Clinical Facilitator. 0
   (d) Remain calm, and not aggressive. 1

9. Pia checks her scope of practice with her Clinical Facilitator who gives incorrect advice leading to her failing practicum. **What would be the most effective thing for Pia to do?**
   (a) Complain to the University Clinical Team via email. -1
   (b) Advise the University Clinical team and explain the situation. 0
   (c) Review relevant material to see what documentation is available regarding scope of practice, and appeal the decision. 0
   (d) Know it is her responsibility to know her scope of practice. 1

10. Susan is working on a ward where the staff does not get on well and are impatient with students. **What would be the most effective thing for Susan to do?**
    (a) Try to be helpful, and use her initiative to do things within her scope of practice. 1
    (b) Try to help as much as possible. Susan should tell her Clinical Facilitator if staff are not treating her well. 0
    (c) She should try to be proactive and help and not be a burden. 0
    (d) See if she can change clinical areas. -1

11. David is unhappy on a ward, he feels if he criticizes the ward staff to his mentor, he may not pass practicum. **What would be the most effective thing for David to do?**
    (a) Speak up and tell the truth, try not to be aggressive but explain to his mentor how he feels. 0
    (b) See if he can change wards. -1
    (c) Make an effort to be professional and just get through the placement. Get support from friends and family and complain after the practicum. 1
    (d) Try to change mentors for the day. 0

12. Helga’s mentor is impatient and tells her she is taking too long. **What would be the most effective thing for Helga to do?**
    (a) Apologise and explain that as a student she wants to be sure she is following correct process. 1
    (b) Find another mentor. -1
    (c) Speak to her Clinical Facilitator. 0
    (d) Work on time management. 0

13. Emma’s mentor insists she work outside her scope of practice to prove she is a good student. **What would be the most effective thing for Emma to do?**
    (a) Insist that she cannot and that such an action would harm the patient and reflect badly on her mentor. -1
    (b) Politely refuse, explaining that working outside her scope of practice would cause her to fail, then contact Clinical Facilitator. 1
    (c) Decline to work outside her scope of practice. 0
    (d) Do no do it; talk to her Clinical Facilitator. 0
14. Sharon's mentor is stressed due to problems at home. The mentor gets angry with Sharon who is worried she will not pass practicum.

*What would be the most effective thing for Sharon to do?*
(a) Try to have a quiet word with her mentor, and ask if there is anything she can do and ignore the anger. 0
(b) Say nothing. -1
(c) Ask to have a new mentor. 0
(d) Speak to her Clinical Facilitator about concerns and explain she is very worried about the outcome of practicum for her. 1

15. Fiona feels a nurse on the ward is looking for mistakes in her work.

*What would be the most effective thing for Fiona to do?*
(a) She should ask the nurse if what she is doing is okay and ask for advice on how to improve. 1
(b) Practice professionally, inform the Nurse Manager of the situation. -1
(c) Make sure she is doing everything within her scope of practice. 0
(d) Remain confident and keep doing the best she can. 0

16. Max is working with a carer and they have a heavy patient load leading to little time for each resident which has caused some rough handling.

*What would be the most effective thing for Max to do?*
(a) Speak to the nursing home manager. -1
(b) Act professionally and ensure each resident is handled correctly and in an efficient manner. 1
(c) Report the problem to his Clinical Facilitator. 0
(d) See if anybody else is free to assist. 0

17. Emily hears that another class in the same subject had different material delivered in their tutorial.

*What would be the most effective thing for Emily to do?*
(a) Try to work out what is the right material. -1
(b) Go to the lecturer and use the lecture notes. 0
(c) Ask students in other class what they were told; if different, ask tutors and lecturer for clarification. 1
(d) Ask at next tutorial and discuss with other students. 0

18. Wendy has four assignments to do and is finding it hard to get started.

*What would be the most effective thing for Wendy to do?*
(a) Start with the most enjoyable. 1
(b) Focus on what is due first; try not to swap between the four as this increases confusion and stress. 0
(c) Talk to other students and just start one assignment. 0
(d) Prioritise, working out due dates and discuss assignments with other students. 0

19. Sam is starting university and does not know anyone.

*What would be the most effective thing for Sam to do?*
(a) Introduce himself to the person sitting next to him. 0
(b) Sit by himself and wait for someone to come and talk to him, try to overcome his shyness. 0
(c) Join social groups and try to make friends in tutorials. -1
(d) Talk to fellow students. 1

20. Carol has a group assignment and a member of the group suggests using some new software.

*What would be the most effective thing for Carol to do?*
(a) Stick to the old software, and try the new software after the essential work is done. -1
(b) It could be okay so look into it as a group. 0
(c) Find out more about the software and how it can be used. Suggest a trial. 1
(d) Take on board all suggestions and make a democratic decision. 0
21. Joanne does not agree with her tutor but is too afraid to speak up in case she is failed.  
*What would be the most effective thing for Joanne to do?*
(a) Speak up; she can’t be failed for speaking up.  
(b) Do not speak up and research the area more when she gets home.  
(c) Do not speak up, but provide feedback about the issue in the unit evaluation.  
(d) Approach the tutor with reasonable arguments for disagreeing.

22. Rebecca has a pracicum lab and feels she is being marked to a different standard than other students.  
*What would be the most effective thing for Rebecca to do?*
(a) Contact the unit lecturer or co-ordinator with her concerns.  
(b) Discuss this with the tutor who is assessing her; then make a verbal or written complaint.  
(c) Approach the tutor for feedback on her performance and request a rational for her marks. If she is still not happy, go through appropriate channels.  
(d) If unsure of requirements discuss the marking rubric with the tutor.

23. Gina has been randomly placed in a group of six students for a group assignment. Everyone has a different idea on how to approach the assignment.  
*What would be the most effective thing for Gina to do?*
(a) Get everyone’s ideas down on paper, discuss the advantages and disadvantages of each then make a group decision.  
(b) Listen to each other and combine all ideas.  
(c) Try to find common ground and you will eventually agree on something.  
(d) Discuss what the main point of the assignment is.

24. Gloria feels group work creates uncertainty about her marks.  
*What would be the most effective thing for Gloria to do?*
(a) Clarify the expected outcome with each group member, and then keep each other on track.  
(b) Meet up frequently.  
(c) Review the assessment well before it is due to create structure and flow.  
(d) Speak to the lecturer about her concerns.

25. Alice has to meet with the other students in her assignment group, but their schedules do not seem to allow this.  
*What would be the most effective thing for Alice to do?*
(a) Have two separate meetings and one person attend both to ensure all students are taking a consistent approach.  
(b) Use email to keep the discussion going and try to work out a way that will allow the group to meet up.  
(c) Delegate parts of the assignment, and then email each other the information.  
(d) Organise another way of communication.

Adapted from the Situational Test of Emotional Management (STEM) MacCann & Roberts (2008) Page 4