



Editorial

Emotional intelligence training: A necessity for nursing education curriculum



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These days training nursing students to perform their professional duties in the best possible manner has become a major concern for nursing education centers all over the world (Farshi et al., 2015). Generally, nursing students should be able to make suitable emotional rapport with their clients so as to be able to adequately respond to their healthcare needs (McQueen, 2004). Owing to the unique characteristics of the nursing discipline, they should learn to control their emotions in the clinical setting and in their professional activities. Thus the way of controlling and managing these emotions in their vocational environment is considered a main subject in the training of nursing students (Farshi et al., 2015).

According to present studies, nursing students who had a better control on their emotions and manifested a higher emotional intelligence, showed higher professional competence compared to their counterparts (Beauvais et al., 2011, 2014; Farshi et al., 2015; Por et al., 2011). Therefore emotional intelligence, which includes a series of abilities and competencies needed by the students of nursing in order to enable them to do their professional duties more successfully, has drawn the attention of many Nursing experts to itself (Benson et al., 2010; Farshi et al., 2015; McQueen, 2004).

In fact, emotional intelligence and its related components can be taught to nursing students through effective educational planning (Bulmer Smith et al., 2009). That is why the emotional intelligence has been highlighted as an important part of the curriculum by means of which suitable opportunities can be created to transfer this knowledge to nursing students so that they can fulfill their duties in the best possible manner (McQueen, 2004; Por et al., 2011; Scott, 2015).

Although such requirements, previous studies indicate that nursing students had not developed proper capabilities of emotional intelligence and this directly influenced their clinical competence; and this could partly be affected by their present curriculum (Beauvais

et al., 2011; Benson et al., 2010; Codier and Odell, 2014). Until now, the education of emotional intelligence has not been considered as an essential and related part to professional competency of students in the nursing discipline; and this is a major concern to nursing education systems all over the world (Codier and Odell, 2014).

In summary, it seems that emotional intelligence needs to find its rightful place as a key factor in the nursing education curriculum by educational planners. This will result in not only a promotion of abilities and professional competence but also in an improvement of professional activity, client-satisfaction and public health, as a whole.

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