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PROGRAMAS DE LITERACIA EMOCIONAL PARA ENFERMEIROS GESTORES: UM PROTOCOLO DE SCOPING REVIEW
EMOTIONAL LITERACY PROGRAMS FOR NURSE MANAGERS: A SCOPING REVIEW PROTOCOL
PROGRAMAS DE ALFABETIZACIÓN EMOCIONAL PARA ENFERMERAS GESTORAS: UN PROTOCOLO DE SCOPING REVIEW

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RESUMO

Introdução: O enfermeiro gestor com competências emocionais reconhece, compreende e geri as suas próprias emoções e as dos profissionais que lidera, contribuindo para um ambiente de trabalho propício a uma prática de excelência. Aprender as capacidades emocionais, que permitam ser emocionalmente competente, consiste na literacia emocional. O desenvolvimento de programas de literacia emocional para enfermeiros gestores são fundamentais para otimizar a gestão em enfermagem.

Objetivo: Mapear os programas de literacia emocional aplicáveis aos enfermeiros gestores.

Métodos: Foi efetuada uma pesquisa inicial limitada na MEDLINE, CINAHL Complete e repositórios científicos para avaliar o estado da arte sobre o tema. A scoping review será analisada de acordo com as diretrizes estabelecidas pelo Joanna Briggs Institute e PRISMA-ScR e incluirá estudos sobre programas de literacia emocional dos enfermeiros gestores. Serão considerados estudos publicados e não publicados, escritos em inglês, português ou espanhol, sem limite temporal. Os duplicados serão removidos durante o processo de seleção dos artigos. Será analisada a relevância dos títulos, resumos e textos completos. A extração de dados será efetuada através de um instrumento previamente concebido para o efeito, baseado no modelo do Manual do Instituto Joanna Briggs.

Conclusão: Esta revisão contribuirá para a identificação dos programas de literacia emocional dos enfermeiros gestores.

Palavras-chave: inteligência emocional; habilidades sociais; programa; literacia; enfermeiros administradores

ABSTRACT

Introduction: Nurse managers with emotional competences recognise, understand and manage their own emotions and those of the professionals they lead, contributing to a work environment conducive to excellent practice. Learning the emotional skills that enable you to be emotionally competent is emotional literacy. The development of emotional literacy programmes for nurse managers is fundamental to optimising nursing management.

Objective: Mapping emotional literacy programmes applicable to nurse managers.

Methods: An initial limited search was carried out on MEDLINE, CINAHL Complete and scientific repositories to assess the state of the art on the subject. The scoping review will follow guidelines from the Joanna Briggs Institute and PRISMA-ScR. It will include studies on emotional literacy programs for nurse managers, considering both published and unpublished studies in English, Portuguese, or Spanish, no time limit. Duplicates will be removed, and the relevance of titles, abstracts, and full texts will be analyzed. Data extraction will use a pre-designed instrument based on the Joanna Briggs Institute Manual.

Conclusion: This review will contribute to identify emotional literacy programs for nurse managers.

Keywords: emotional intelligence; social skills; program; literacy; nurse administrators

RESUMEN

Introducción: Los directivos de enfermería con competencias emocionales reconocen, comprenden y gestionan sus propias emociones y las de los profesionales que dirigen, lo que contribuye a crear un entorno de trabajo propicio para una práctica excelente. El aprendizaje de las habilidades emocionales que permiten ser emocionalmente competente es la alfabetización emocional. El desarrollo de programas de alfabetización emocional para enfermeras gestoras es fundamental para optimizar la gestión de la enfermería.

Objetivo: Cartografía de los programas de alfabetización emocional aplicables a los enfermeros gestores.

Métodos: Se realizó una búsqueda inicial limitada en MEDLINE, CINAHL Complete y repositorios científicos para evaluar el estado del arte sobre el tema. La revisión exploratoria se analizará de acuerdo con las directrices establecidas por el Instituto Joanna Briggs y PRISMA-ScR e incluirá estudios sobre los programas de alfabetización emocional de los gestores de enfermería. Se considerarán estudios publicados y no publicados escritos en inglés, portugués o español, sin límite de tiempo. Durante el proceso de selección de artículos se eliminarán los duplicados. Se analizará la pertinencia de los títulos, resúmenes y textos completos. La extracción de datos se realizará mediante un instrumento previamente diseñado para tal fin, basado en el modelo del Manual del Instituto Joanna Briggs.

Conclusión: Esta revisión contribuirá a la identificación de programas de alfabetización emocional para enfermeras gestoras.

Palabras Clave: inteligencia emocional; habilidades sociales; programa; alfabetización; enfermeras administradoras

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INTRODUCTION

Emotional competence is based on emotional intelligence, a learned ability that enhances work performance (Goleman, 2022). Branco (2005) differentiates between emotional intelligence and emotional competence, noting that competence is realized through practical application. Emotional intelligence encompasses the potential to learn practical skills based on five basic emotional and social competences that are important in working life: self-awareness; self-regulation; motivation; empathy and social skills (Goleman, 2022). These skills can be developed through emotional literacy training, which aims to achieve personal and professional success (Branco, 2004). Emotional literacy involves educating emotions themselves rather than using emotions to educate (Goleman, 2021).

An educational program is a set of organized and sequential educational activities designed to achieve specific predefined learning objectives over a given period of time (United Nations Educational Scientific and Cultural Organization Institute for Statistics, 2012). The program can include educational activities grouped into sub-themes such as courses or modules (UNESCO, 2012). The emotional literacy program consists of teaching about emotions and developing emotional skills (Goleman, 2021). Effective, emotional competence programs must include emotional skills, identifying and labelling feelings, expressing feelings, assessing the intensity of feelings, managing feelings, controlling impulses, reducing stress, knowing the difference between feelings and actions. They also develop cognitive skills, self-talk, reading and interpreting social cues, using problem-solving and making decisions, understanding others' perspectives, understanding behavioral norms, positive attitude towards life, self-awareness, non-verbal and verbal (Goleman, 2021).

Emotional literacy programs benefit the development of social and emotional competence, particularly in areas such as emotional self-awareness, managing emotions, controlling emotions productively, empathy and managing relationships (Goleman, 2021). Developing emotional self-awareness promotes the ability to recognise and identify one's own emotions, improve understanding of the feelings roots and recognise the difference between feelings and actions (Goleman, 2021). Regarding emotional competence and managing emotions, this improves frustration tolerance, promotes more positive feelings towards oneself, greater ability to deal with stress, less loneliness and social anxiety (Goleman, 2021). Developing the emotional competence of self-motivation, controlling emotions in a productive way, promotes more responsibility, greater focus ability, more attention, fewer impulses and more self-control (Goleman, 2021). Social competence, empathy, leads to a greater ability to accept others' perspectives, greater empathy and sensitivity to others' feelings, a greater ability to listen to others (Goleman, 2021). Social competence and interpersonal relationship management leads to greater ability to analyse, understand and resolve relationships and greater ability to resolve conflicts (Goleman, 2021). Equally, to more openness and communication skills, more 'pro-social' and harmonious in groups, more sharing, cooperation and help, more democratic in the way you deal with other people (Goleman, 2021).

Despite their importance, emotional competencies are often overlooked in professional training, as technical skills (Silva et al., 2019). Nonetheless, they are essential in promoting humanised and quality healthcare (Silva et al., 2019). Developing nurse managers' emotional competencies is essential for addressing the challenges in healthcare management, such as constant demands, changing service profiles, and technological advancements (Rosa et al., 2022).

Emotional competence helps nurse managers handle stressful situations and maintain effective communication and team motivation (Assi & Eshah, 2023).

It is essential for nurse managers to have interpersonal skills, and training is the key to acquiring these skills, contributing to effective management (Suhariyanto & Ungsianikb, 2018). Ribeiro (2020) suggests that training in emotional intelligence should be integrated into healthcare institutions, in the practical context of nurse managers. In this sense, it is important to have programs to develop nurse managers' emotional competences to optimise nursing management.

Preliminary exploratory research was conducted from 1 to 15 May 2023, using the EBSCO search engine, CINAHL Complete and PubMed MEDLINE search, databases, and scientific repositories such as the Portuguese Open Access Scientific Repository (RCAAP), with the aim of understanding the 'state of the art' and research needs on nurse managers' emotional competence programs. There are few studies describing the development of these competences, highlighting the need for further research to support the continuous development of nurse managers (Rosa et al., 2022). Despite the benefits described in the literature about the importance of emotional literacy programs for nurse managers, they are rarely implemented in the clinical practice. Healthcare institutions are emotionally charged places where appropriate professional behaviour is expected (Ribeiro, 2020).

Developing the competencies of nurse managers through a comprehensive understanding of emotional intelligence allows them to recognize, understand, and manage their own emotions as well as those of their team members. This contributes to a positive and productive work environment. Emotionally competent managers can effectively communicate and motivate their teams, fostering suitable working conditions, professional development, and high-quality practice (Rosa et al., 2022). Therefore, emotional competency programs for managers are crucial for optimizing nursing management (Rosa et al., 2022).

Mapping emotional literacy programs for nurse managers is crucial. A scoping review will examine the extent of existing literature, synthesize diverse evidence, and identify gaps to guide future research (Tricco et al., 2018). Searches in the Cochrane Database, JBI Evidence Synthesis, and Open Science Framework Registries (OSF) (2023), and no current or ongoing systematic reviews or scoping reviews on the topic were identified. The evidence found on this topic is scarce, unclear and dispersed, with no current or ongoing reviews on this topic, underscoring the need for this scoping review to map emotional literacy programs for nurse managers and their characteristics.

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Based on the objectives of the study, the guiding questions of the scoping review are:

1. what are the emotional literacy programs for nurse managers?
2. what are the characteristics (structure, content, duration and evaluation tool) of emotional literacy programs for nurse managers?

1. METHODS

The scoping review will follow the guidelines proposed by the Joanna Briggs Institute (Peter et al., 2020). and the Preferred Reporting Items for Systematic Reviews and Meta-Analyses for Scoping Reviews Extension (PRISMA-ScR) checklist will be followed for writing the review (Tricco et al., 2018).

The current protocol followed the Preferred Reporting Items for Systematic Review and Meta-Analysis Protocols (PRISMA-P) (Moher et al., 2015). The scoping review protocol was registered in the OSF, <https://osf.io/9yfvu/> (Porfírio et al., 2023).

Inclusion criteria

Participants

Studies will be included in the scoping review if they involve nurse managers in the management of clinical services, within the professional role of nurse manager or specialist nurse, regardless of their experience performing management competencies.

Concept

This review will consider studies that describe the emotional literacy program of nurse managers. The emotional competencies include intrapersonal or personal skills (self-awareness, self-regulation and self-motivation) and interpersonal or social skills (empathy and management of group relationships) (Goleman, 2022). Emotional competence programs should include emotional competencies and cognitive competencies (Goleman, 2021).

Context

This review will include studies in any nursing context, regardless of the type of country or culture.

Types of Sources

This review will include published and unpublished, primary and secondary, qualitative, quantitative and mixed method articles that address the emotional literacy program of nurse managers to be included in the scoping review. This review will cover research in English, Portuguese and Spanish without time restrictions. Studies in other languages will be excluded due to time and financial constraints for translations.

Exclusion criteria will include all articles that do not address emotional literacy program and those where the population does not include nurse managers.

Search strategy

The search strategy will aim to locate published and unpublished studies. An initial limited search of MEDLINE (PubMed) and CINAHL Complete (EBSCOhost) was conducted to identify literature on the topic. The text words contained in the titles and abstracts of relevant articles and their index terms were used to develop a complete search strategy for the PubMed database (Table 1).

Table 1- Search strategy in MEDLINE (PubMed) on October 29, 2024.

Search	Query
#1	"Nurse Administrators" [MeSH Terms] OR "Nursing, Supervisory" [MeSH Terms]
#2	"Emotional Intelligence" [MeSH Terms] OR Program [MeSH Terms]
#3	Hospital [MeSH Terms] OR "Community Health Centers" [MeSH Terms]
#4	"Nurse Manager" OR "Head Nurse" OR "Charge Nurse" OR "Chief Nurse" OR "Nursing Supervisor" OR "Nurse Administrators" OR "Nursing, Supervisory" OR "Nursing Supervisory" [Title/Abstract]
#5	"Emotional Competencies Program" OR "Emotional Literacy" OR "Emotional Literacy Program" OR Program OR "Program Implementation" OR "Emotional Competencies" OR "Emotional Intelligence" OR "Emotional Regulation" [Title/Abstract]
#6	Hospital* OR "Community Health Centers" OR "Primary Health Care" OR "Medical Centre" OR "Health Centre" OR "Covaescent Home" [Title/Abstract]
#7	#1 OR #4
#8	#2 OR #5
#9	#3 OR #6
#10	#7 AND #8 AND #9
#11	#10 AND ((1993/1/1:2022/1/28[pdat]) AND (english[Filter] OR portuguese[Filter] OR spanish[Filter]))

The text words contained in the titles and abstracts of the relevant articles and the indexed terms used to describe the articles will be used to develop a comprehensive search strategy in the following databases: MEDLINE (PubMed); CINAHL Complete (EBSCOhost); Psychology and Behavioral Sciences Collection (EBSCOhost); PsychInfo (EBSCOhost); MedicLatina (EBSCOhost); Nursing and Allied Health Collection (EBSCOhost); Scopus; Web of Science Core Collection (Web of Science); SciELO Citation Index

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(Web of Science); JBI Evidence Synthesis (JBI); Cochrane Reviews (Cochrane Library); Cochrane Central Register of Controlled Trials (Cochrane Library); LILACS (Biblioteca Virtual em Saúde). Sources of unpublished studies include WorldWideScience, Open Access Theses and Dissertations and the Repositório Científico de Acesso Aberto em Portugal (RCAAP). The search strategy includes all identified keywords and indexing terms, which will be adapted for each database and scientific repository included in the review. The list of references of all sources of evidence included in the first search will be analyzed to add additional studies.

Study selection/source of evidence

The process of selecting records identified through searches in databases and scientific repositories will be performed carried out, after eliminating duplicate articles, through title analysis, followed by summary and finally analysis of the full text based on the inclusion criteria previously defined.

If the selected article full text is not available or in case doubts arise about the interpretation of the article, its authors will be asked for the text and/or clarification and provision of additional information, via email.

Likewise, a selection of relevant articles will be carried out based on the bibliographic references present in the articles included in the primary research.

Data extraction

Two reviewers (CP, IM) will extract data from the selected studies with the purpose of characterizing the articles and describing the identified emotional literacy program of nurse managers, responding to the objective and review question of the scoping review. Any disagreements that arise between the reviewers will be resolved through discussion, or with a third reviewer (MM). The data will be extracted into a table (Table 2) built upon the model from the Joanna Briggs Institute Manual (Peter et al., 2020). The data extraction table can be reviewed and modified, with agreement between reviewers, if necessary, during the data extraction process.

Table 2 - Data extraction instrument

Data extraction Article
Title
Author
Year of publication
Origin/country of origin (where the study was published or carried out)
Study objectives
Study methods
Intervention program
Participants
Years of experience as nurses managers
Theoretical reference
Implementation context
Content
Intervention strategies
Number of sessions
Duration of sessions
Implementation timing
Emotional competence assessment instrument
Dynamiser
Results
Conclusion

Data analysis and presentation

The presentation of research results and selection of articles will be carried out using the PRISMA flowchart (Peters et al., 2020). The results that emerge from the analysis of the extracted data, in accordance with the objective and review question of the scoping review, will be presented in table format and narrative synthesis.

CONCLUSION

This review will help identify emotional literacy programs for nurse managers, providing a solid evidence base for future studies aimed at developing or adapting these programs.

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AUTHORS' CONTRIBUTION

Conceptualization, C.P., I.M., M.M., C.S., M.R.S. and R.P.; data curation, C.P., I.M., M.M., C.S., M.R.S. and R.P.; formal analysis, C.P., I.M., M.M., C.S., M.R.S. and R.P.; investigation, C.P., I.M., M.M., C.S., M.R.S. and R.P.; methodology, C.P., I.M., M.M., C.S., M.R.S. and R.P.; project administration, C.P., C.S., M.R.S. and R.P.; resources, C.P., I.M., M.M., C.S., M.R.S. and R.P.; software, C.P., I.M. and M.M.; supervision, C.S., M.R.S. and R.P.; validation, C.P., I.M., M.M., C.S., M.R.S. and R.P.; visualization, C.P., I.M., M.M., C.S., M.R.S. and R.P.; writing-original draft, C.P.; writing-review and editing, C.P., I.M., M.M., C.S., M.R.S. and R.P.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

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