

DETERMINANTE EMOCIONALNE KOMPETENTNOSTI KOD STUDENATA MEDICINSKIH I ZDRAVSTVENIH NAUKA

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Emocije čine osnovne elemente socijalnih interakcija, pa je za sva zanimanja koja su u interakciji sa drugim ljudima, važna emocionalna kompetencija. Za profesiju zdravstvenih radnika, pored stručnih znanja i vještina, posebno je važno ispunjavanje emocionalnih i socijalnih potreba, te poštovanje bolesnikovih želja i odluka. Cilj rada je sagledati distribuciju emocionalne kompetencije kod studenata medicinskih i zdravstvenih nauka, kao i sagledati relacije između socio-demografskih karakteristika ispitanika i nivoa emocionalne kompetentnosti. U radu smo koristili empirijsko-neeksperimentalni metod, a uzorak istraživanja činilo je 277 studenata Medicinskog fakulteta u Foči. Dobijeni rezultati pokazuju da srednja vrijednost distribucije emocionalne kompetentnosti kod studenata medicinskih i zdravstvenih nauka skreće ka višim rezultatima ($AS=3,80$; $SD=0,45$). Upoređujući rezultate na pojedinačnim subskalama Upitnika emocionalne kompetentnosti, zapaža se da ispitanici najbolje rezultate ostvaruju na subskali Sposobnost upravljanja emocijama ($AS=3,95$; $SD=0,42$), zatim na subskali Sposobnost uočavanja i razumijevanja emocija ($AS=3,80$; $SD=0,50$), dok je najniži rezultat dobijen za subskalu Sposobnost izražavanja i imenovanja emocija ($AS=3,64$; $SD=0,59$). U savremenom društvu, zdravstveni radnici se udaljavaju od tradicionalnih standarda brige o bolesnicima, te se sve više uvodi pojam holističkog i individualnog pristupa svakom pacijentu. U skladu s tim, smatramo da su učenja o vlastitim emocijama i razvijanje emocionalne kompetentnosti, neophodan korak u planiranju programa usmjerenih za dalji razvoj profesije zdravstvenih radnika.

Ključne riječi: emocionalna kompetentnost, zdravstveni radnici, studenti medicinskih i zdravstvenih nauka

DETERMINANTS OF EMOTIONAL COMPETENCE IN MEDICAL AND HEALTHCARE SCIENCES STUDENTS

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Emotions are the basic elements of social interactions, so for all occupations that interact with other people, emotional competence is important. For the profession of health workers in addition to professional knowledge and skills, it is especially important to meet emotional and social needs and respect the patient's wishes and decisions. The aim of this paper is to consider the distribution of emotional competence in medical and health sciences students, as well as to consider the relationship between socio-demographic characteristics of respondents and the level of emotional competence. We used the empirical-non-experimental method in our paper, and the research sample consisted of 277 students from the Faculty of Medicine in Foča. The obtained results show that the mean value of the distribution of emotional competence in medical and health science students turns to higher results ($AS=3.80$; $SD=0.45$). Comparing the results on the individual subscales of the Emotional Competence Questionnaire, it is noticed that the respondents achieve the best results on the subscale Ability to manage emotions ($AS=3.95$; $SD=0.42$), then on the subscale Ability to perceive and understand emotions ($AS=3.80$; $SD=0.50$) while the lowest result was obtained for the subscale Ability to express and name emotions ($AS=3.64$; $SD=0.59$). In modern society, health professionals are moving away from traditional standards of patient care, and the concept of a holistic and individual approach to each patient is increasingly being introduced. Accordingly, we believe that learning about one's own emotions and developing emotional competence is a necessary step in planning programs aimed at further developing the profession of health professionals.

Key words: emotional competence, health professionals, medical and health sciences students