Title:
The Effective Strategies of Teaching Nursing Students’ Therapeutic Communication in the Psychiatric Mental Health Unit

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Session Title:
Education Posters Session 1

Keywords:
effective strategies, nursing student and therapeutic communication

References:


Abstract Summary:
The purpose of this presentation is to share the experiences of using effective strategies to teach nursing students’ therapeutic communication and increase their learning motivation and interest in the Psychiatric Mental Health Clinical Practice.

Learning Activity:
<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
<th>EXPANDED CONTENT OUTLINE</th>
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<tr>
<td>1. After this presentation, the audiences will be able to describe the effective strategies to teach nursing students’ therapeutic communication in the psychiatric mental health unit.</td>
<td>1. Therapeutic and non-therapeutic communication techniques. 2. Self-defense mechanism. 3. Analysis of dialogue. 4. Role Play activity.</td>
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<td>2. After this presentation, the audiences will be able to describe the effective strategies to increase the nursing students’ learning motivation and interest in the psychiatric mental health clinical practice.</td>
<td>1. Weekly and daily activity. 2. Mental Health assessment material. 3. Nursing Education activity. 4. Recreation Therapy.</td>
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Abstract Text:
Background: Psychiatric mental illness is different from medical and surgical illness. The signs and symptoms of medical and surgical illness are easier to be observed from physical assessment than psychiatric mental illness. A lot of stigmas of mental illness from TV and website media increase the barriers for nursing students to interact with patients with mental illness.

Purpose: The purpose of this presentation is to share the experiences of using effective strategies to teach nursing students’ therapeutic communication and increase their learning motivation and interest in the Psychiatric Mental Health Clinical Practice.


Results: 1. Increasing students’ motivation and interest in this clinical practice. 2. Have good interactions between nursing students, patients, nursing staffs, and faculty. 3. Have very positive feedback from nursing students to nursing staffs in the clinical unit. 4. Have very positive feedback from nursing students to nursing faculty. 5. Have very positive feedback from nursing staffs to nursing students and faculty.

Conclusion: Multiple clinical practice activities increase nursing students’ learning interest. Using role play improves nursing students’ therapeutic communications. Establishing a good relationship with nursing staffs encourages them to be willing to teach nursing students in their units. Structured schedule and clear expectation help nursing students to achieve their learning goals.