The effective strategies of teaching nursing students’ therapeutic communication in the Psychiatric Mental Health Unit

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Introduction

- 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.
- 2012 Fall, Chair Person wanted to close NMPRC, and asked me to be an instructor there.
- The purpose of this presentation is to share the experiences of using effective strategies to teach nursing students in the Psychiatric Mental Health Clinical Practice.

Strategies

1. Prepare folder for every student. The folder includes the following material.
   - (1) Clinical schedule and contact information
   - (2) Weekly and daily activity
   - (3) Assignments explanations and due date
   - (4) Clinical learning goals and evaluation form
   - (5) Mental Health assessment material
   - (6) Self-defense mechanism
   - (7) Therapeutic communication techniques

   Examples of techniques:
   - Using Silence
   - Accepting
   - Giving Recognition
   - Offering Self
   - Giving Broad Opening
   - Offering General Leads
   - Making Observation
   - Seeking clarification and validation

   (8) Non-therapeutic communication techniques

   Examples of techniques:
   - Giving Reassurance
   - Rejecting
   - Approving or Disapproving
   - Agreeing or Disagreeing
   - Giving Advice
   - Probing
   - Defending

2. Nursing Education activity
   - Mental Health Knowledge Education
   - Coping Strategies
   - Relaxation Skills

3. Role Play activity

   Students develop the scenario for 5 minutes of Therapeutic and 5 minutes of Non-therapeutic communication.

   Include 5 Therapeutic and 5 Non-therapeutic communication techniques.

4. Post conference

   12:10pm-1pm Students talk about their patients, care plans, difficulties, and experiences for today.

5. Recreation Therapy

   - Self-Esteem, Engagement,
   - Competence,
   - Spiritual Group, Bible Study,
   - Experiential Group, Exercise
   - Horticulture group, Respect Day,
   - Talent Show

6. Complete Students’ Evaluation and Nursing Staffs’ Evaluation at the end of every group.

7. Weekly self-quiz

8. Provide positive feedback to nursing staffs and students to establish a good relationship:

   Give Nurses Thanks Card and Chocolate at the end of each group.

9. Weekly reflection

10. Analysis of dialogue

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 faculty.

   NUR 435 Annual Evaluation (N = 70)
   M =1.126, SD = 0.36
   (1 indicates exceptional and 5 indicates poor.)

<table>
<thead>
<tr>
<th>Semester and Year</th>
<th>n</th>
<th>Mean</th>
<th>SD</th>
</tr>
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<tbody>
<tr>
<td>Fall 2015</td>
<td>20</td>
<td>1.052</td>
<td>0.254</td>
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<tr>
<td>Spring 2015</td>
<td>16</td>
<td>1.115</td>
<td>0.320</td>
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<tr>
<td>Fall 2014</td>
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<td>1.135</td>
<td>0.442</td>
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<tr>
<td>Spring 2014</td>
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<td>1.203</td>
<td>0.425</td>
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<tr>
<td>Total</td>
<td>70</td>
<td>1.126</td>
<td>0.360</td>
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</tbody>
</table>

4. Have very positive feedback from nursing staffs in the clinical unit.
   (Fall 2015 and Spring 2016) (N = 28)
   1= Strongly Disagree, 5= Strongly Agree

<table>
<thead>
<tr>
<th>Questions</th>
<th>Mean</th>
<th>SD</th>
<th>Min</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Clinical site orientation to setting was adequate</td>
<td>4.96</td>
<td>0.19</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. The staff engaged me in learning opportunities that will prepare me to be an RN.</td>
<td>4.82</td>
<td>0.39</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. The staff was receptive to me as a part of the health care team.</td>
<td>4.82</td>
<td>0.39</td>
<td>4</td>
<td>5</td>
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<tr>
<td>4. The staff treated me with respect and courtesy.</td>
<td>4.96</td>
<td>0.19</td>
<td>4</td>
<td>5</td>
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<tr>
<td>5. The staff provided appropriate feedback on my performance.</td>
<td>4.86</td>
<td>0.36</td>
<td>4</td>
<td>5</td>
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<td>Total Mean</td>
<td>4.89</td>
<td>0.22</td>
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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 expectations help nursing students to achieve their learning goals.