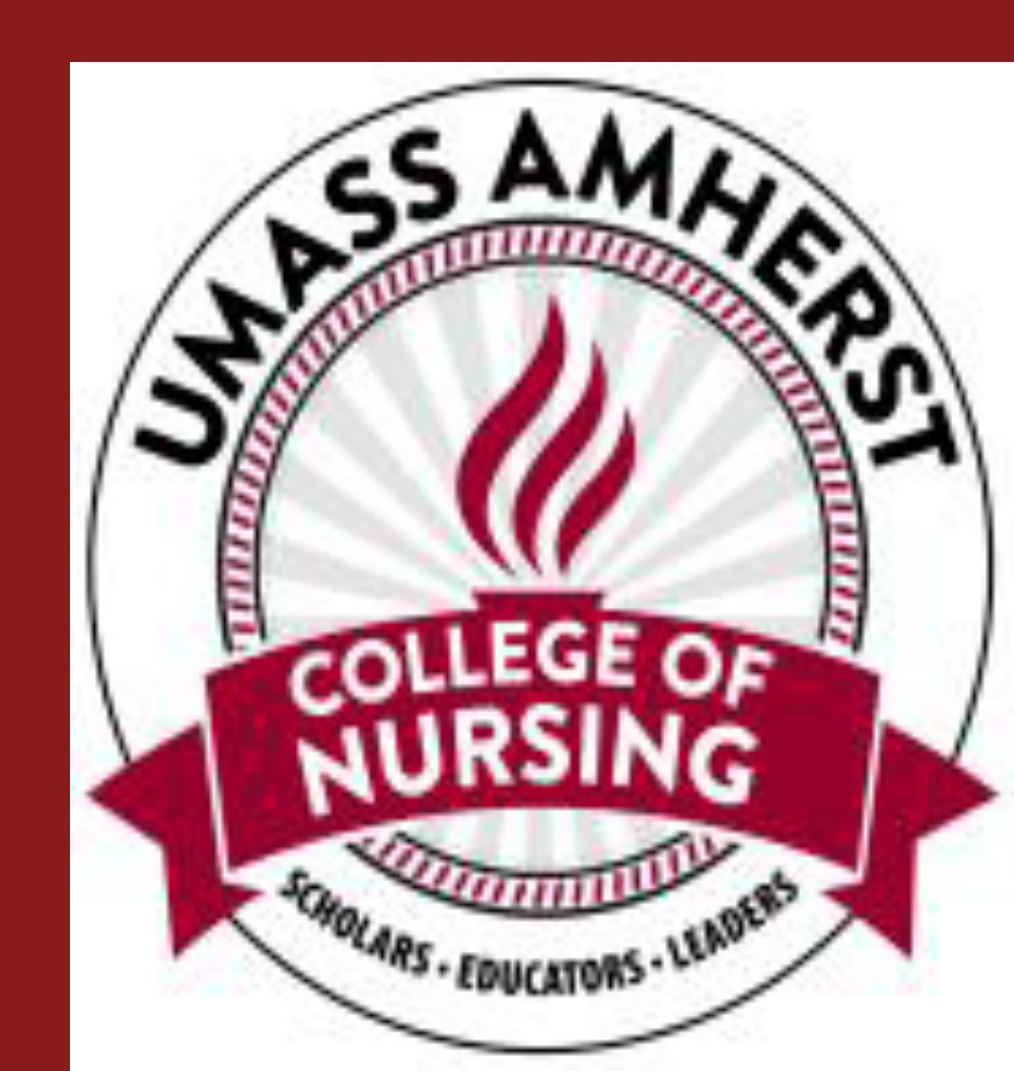


Applying the Theory of the Dynamic Nurse-Patient Relationship to Develop Communication Skills for Nurses



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Introduction

Today's bedside nurse communicates with the patient in an environment that incorporates a wide variety of technology, from simple instruments such as a penlight to complex devices including cellphones and interactive computers.

Hospital executives recognize that the nurses' communication skills are linked to best care practices and the overall healthcare experiences¹.

Communication: transmits a message and exchanges information

Developing nurse-patient communication that keeps the focus on the patient may enhance patient centered care².

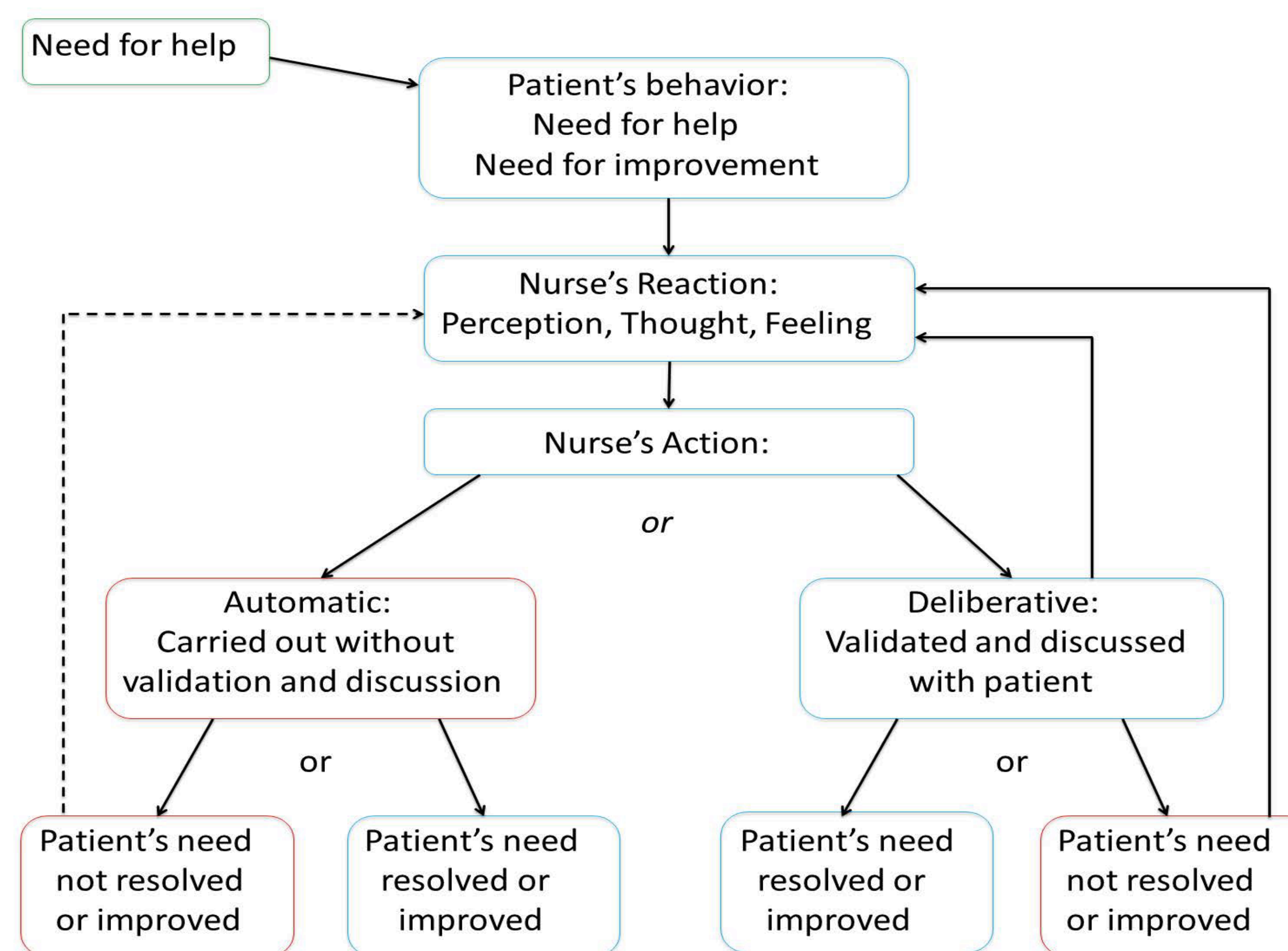
Purpose

The researchers propose that an illustration of the Theory of the Dynamic Nurse-Patient Relationship can be used as a teaching tool for nurse-patient communication.

Background

The Theory of the Dynamic Nurse-Patient Relationship was formulated after three years observing and participating in the hospital experience with patients, students, nurses, and support staff.

The observations and experiences demonstrated that improved patient outcomes were linked to the nurse's observable and non-observable responses to the patient³.



Definitions

Need: "physical and mental comfort to be assured as far as possible while they are undergoing some form of medical treatment or supervision"³(p.5)

Nurse's Reaction: Occurs within the nurse and consists of perception, thought, and feeling. The nurse's action is a result of the reaction.

Nurse's Action: Activity that a nurse carries out or what is said by the nurse to benefit the patient.

Automatic: Carried out without verification by the patient; may or may not be of benefit.

Deliberative: Communication between the nurse and patient, with verification from the patient that the need was/was not met.

Application to Nursing Education

- Comprehension of communication
- Examination of communication
- Synthesis of exchange
- Assessment of one's own communication

Implications

The illustration can be used during in-class discussions, simulations, and clinical settings.

Each student determines their rationale for what they perceive as the nurse's reaction and subsequent action.

Reflection and discussion of nurse/patient communication can help to create meaning for the student.

Students work collaboratively to discuss the patient's need, which provides a richer learning experience⁴

References

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