

**Covenant School of Nursing  
Instructional Module 6 Learning Guide  
Topic: Nurse-Patient Relationship**

<b>Learning Goals/Outcomes</b>	
<p>Upon completion of this lesson, you will be able to:</p> <ul style="list-style-type: none"> <li>• Describe how the nurse uses the necessary components involved in building and enhancing the nurse–patient relationship (trust, genuineness, empathy, acceptance, and positive regard).</li> <li>• Describe the importance of self-awareness and therapeutic use of self in the nurse–patient relationship.</li> <li>• Differentiate the differences between social, intimate, and therapeutic relationships.</li> <li>• Describe and implement the phases of the nurse–patient relationship as outlined by Hildegard Peplau.</li> <li>• Explain the negative behaviors that can hinder or diminish the nurse–patient relationship.</li> <li>• Describe boundaries in the nurse-patient relationship.</li> <li>• Describe the goals of therapeutic communication.</li> <li>• Differentiate between therapeutic communication and nontherapeutic communication.</li> <li>• Apply principles of therapeutic communication in patient interactions in the psychiatric setting.</li> <li>• Identify the roles that physical health and biologic makeup play in a patient’s emotional responses.</li> <li>• Obtain and organize psychosocial assessment data to use as a basis for developing a nursing plan of care.</li> <li>• Describe various cultural beliefs and practices that can affect the nurse-patient relationship.</li> </ul>	
<b>Pre-Class Preparation</b>	
<p>Required:</p> <ul style="list-style-type: none"> <li>• Varcarolis, E. M., Fosbre, C. (2021). Essentials of psychiatric mental health nursing (4th ed.): Ch. 7: pp. 75-88; Ch. 8: pp. 89-103; Ch. 9: pp. 104-119.</li> <li>• HESI Comprehensive Review for the NCLEX-RN Examination</li> </ul>	
<b>Learning Activities</b>	
<p>Classroom Activities:</p> <ul style="list-style-type: none"> <li>• Lecture with PowerPoint</li> <li>• Communication Scenarios</li> </ul> <p>Laboratory/Clinical Activities:</p> <ul style="list-style-type: none"> <li>• Care of the patient with a mental health disorder in the clinical setting</li> </ul> <p>Online:</p> <ul style="list-style-type: none"> <li>• See online assignments in “Instructional Module 6 Assignments and Required Work”</li> </ul>	
<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>• Exams</li> <li>• HESI PMH Exam</li> <li>• Clinical performance/evaluation</li> </ul>	
<i>Texas DECs</i>	<i>QSEN Competency (s)</i>
<p><b>Knowledge:</b> II.B.3; II.C.1a&amp;b; II.C.1a&amp;b; II.E.2; III.B.1b; IV.D.2  <b>Clinical Judgments &amp; Behaviors:</b> I.B.1 &amp; 3.a&amp; b; II.B.1; II.E. 9; III.B.9;</p>	<p>Patient Centered Care; EBP; Safety; Informatics</p>
<i>Instructional Module 6 Student Learning Outcomes</i>	<i>NCLEX Test Plan</i>
<p style="text-align: center;">1 &amp; 2</p>	<p><b>Psychosocial Integrity:</b> Therapeutic Communication and Therapeutic Environment, Cultural Awareness &amp; Influences on Health</p>
<i>Concepts</i>	<i>Faculty</i>
<p>Communication &amp; Interpersonal Relationships</p>	<p>R. Powers, MSN, RN-BC</p>
<p><b>Date originated:</b> 11/2/15</p>	<p><b>Revision Dates:</b> 7/20/16; 12/12/16; 12/5/17; 12/17/19; 12/3/20</p>

*CSON Learning Guide (adopted 5-2015 by Faculty vote) – REV 9-2016*