

**Covenant School of Nursing**  
**LVN-RN Track 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.</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>• ATI: Ch. 1: Basic Mental Health Nursing Concepts</li> <li>• Ch. 3: Effective Communication</li> <li>• Ch. 5: Creating and Maintaining a Therapeutic and Safe Environment</li> <li>• Pearson, Comprehensive Review for NCLEX-RN 2<sup>nd</sup> edition. (2012). Read Ch. 19, Ch. 20</li> </ul> <p>Additional Resources:</p> <ul style="list-style-type: none"> <li>• ATI:(Products) Nurse's Touch: Professional Communication; Types of Communication, Therapeutic Communication and Factors that Affect Communication with Individuals and Groups</li> <li>• Varcarolis : Ch. 7: p. 77-82; Ch. 8: p. 91-103; Ch. 9: 105-117</li> <li>• A Nurse's Guide to Professional Boundaries @ <a href="https://www.ncsbn.org/ProfessionalBoundaries_Complete.pdf">https://www.ncsbn.org/ProfessionalBoundaries_Complete.pdf</a></li> </ul>	
<b>Learning Activities</b>	
<p>Classroom Activities:</p> <ul style="list-style-type: none"> <li>• Lecture with PowerPoint</li> <li>• Therapeutic Communication simulation</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> <li>• ATI view video: The Mental Status Examination (MSE) Chapter 1 page 2.</li> </ul> <p>Online Activities:</p> <ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>• Exams</li> <li>• ATI RN Mental Health Nursing Assessment</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</p> <p><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>Learning Outcomes</i>	<i>NCLEX Test Plan</i>
<p>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>Jeremy Ellis MSN, RN</p>

<b>Date originated:</b> 1/9/18	<b>Revision Dates:</b> NA

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