

Enhancement of Nurse-Patient Communication Skills: an Intervention Study

Thesis

Submitted for partial fulfillment of the requirements of the
Doctorate Degree in Nursing Sciences
(Psychiatric Nursing)

By

Bahira Fouad Shehata

M.Sc. Nursing

Faculty of Nursing
Ain Shams University
2009

Enhancement of Nurse-Patient Communication Skills: an Intervention Study

Thesis

Submitted for partial fulfillment of the requirements of the
Doctorate Degree in Nursing Sciences
(Psychiatric Nursing)

Supervisors

Dr. Zeinab Abd El Hamied Lotfy

Professor of Psychiatric Nursing
Faculty of Nursing
Ain Shams University

Dr. Tarek Asaad Abdou

Professor of Neurology & Psychiatry
Faculty of Medicine
Ain Shams University

Faculty of Nursing
Ain Shams University
2009

تعزيز مهارات الاتصال بين الممرضة والمريض: دراسة تدخلية

رسالة مقدمة توطئة للحصول علي درجة الدكتوراه
في علوم التمريض (تمريض الصحة النفسية)

مقدمة من

بهيرة فؤاد شحاته

ماجستير التمريض - جامعة عين شمس

كلية التمريض
جامعة عين شمس
2009

تعزير مهارات الاتصال بين الممرضة والمريض: دراسة تدخلية

رسالة مقدمة توطئة للحصول علي درجة الدكتوراه
في علوم التمريض (تمريض الصحة النفسية)

تحت إشراف

أ.د. زينب عبد الحميد لطفي

أستاذ تمريض الصحة النفسية
كلية التمريض - جامعة عين شمس

أ.د. طارق أسعد عبده

أستاذ الأمراض النفسية والعصبية
كلية الطب - جامعة عين شمس

كلية التمريض
جامعة عين شمس
2009

Acknowledgement

First and foremost, I give my thanks to **GOD** for all the blessings and help bestowed upon me in my life and during this work.

I present all my thanks, appreciation, and gratitude, to my professor **Dr. Zeinab A. Lotfi**, Professor of Psychiatric Nursing, Faculty of Nursing, Ain Shams University. The help she has provided me from the very start of the idea of this work, till its full achievement was unlimited, and full of generous advice, and scientific wisdom.

My deep appreciation and thanks are also due to **Dr. Tarek Asaad**, Professor of Neurology and Psychiatry, Faculty of Medicine, Ain Shams University for his close supervision, endless support, constructive criticism, and valuable guidance throughout my work in this thesis. Words cannot express my thanks for him.

I am also greatly indebted to all nurses and patients who consented to participate in this study; without their cooperation and help nothing could have been done.

ABSTRACT

Communication is the most powerful tool a nurse can have, and is critical to successful outcome of nursing interventions. The aim of this study was to improve nurses' abilities in nurse-patient communication skills through identifying the defects in nurses' knowledge, attitude, and practice of basic communication skills with patients, constructing an intervention program for improving nurses' communication skills with patients, and applying the program and assessing its effect. The study was conducted on 60 nurses working at surgical wards in Ain-Shams University Hospital, and 180 patients using a quasi-experimental design. The tools used for data collection included a self-administered questionnaire, an attitude scale, and an observation checklist, and a patient satisfaction interview form. The researcher designed and implemented a training program for improving nurses' knowledge and practice of therapeutic communication, and its effect was assessed at post and three-month follow-up, along with assessment of patients' satisfaction. The results of the study revealed statistically significant improvements in nurses' knowledge and practice at the posttest, and follow-up tests. Meanwhile, nurses' attitude and patients' satisfaction increased at the posttest, but declined to baseline at the follow-up. Attendance of the training program was a statistically significant independent predictor of improvement of knowledge and practice scores at post and follow-up tests. In conclusion, the implemented training program in communication had a long-term positive effect on nurses' knowledge and practices of communication skills, but its effect on their attitude and on patients' satisfaction was only short-term. It was recommended that nursing schools curricula should allocate more hours for the subject of communication, as also in orientation and in-service training programs, which should be both theoretical and practical. Close monitoring, with corrective feedback is suggested. Further studies are proposed to assess the long-term effects of the present study program and similar ones.

Keywords

Therapeutic communication, nurse-patient relationship

اسم الباحث	بهيرة فؤاد شحاتة
عنوان الرسالة	تعزيز مهارات الاتصال بين الممرضة والمريض: دراسة تدخلية
الكلية	كلية التمريض- جامعة عين شمس
القسم العلمي المانح	تمريض الصحة النفسية
الدرجة العلمية	دكتوراه في علوم التمريض (الصحة النفسية)
تاريخ المنح	2009
لغة الرسالة	الإنجليزية
المشرفون	أ.د. زينب عبد الحميد لطفي - أ.د. طارق أسعد



كلية التمريض
جامعة عين شمس

شكر

خالص الشكر والتقدير لأساتذتي الذين قاموا بالإشراف

أ.د. زينب عبد الحميد لطفي

أستاذ تمريض الصحة النفسية
كلية التمريض - جامعة عين شمس

أ.د. طارق أسعد عبده

أستاذ الأمراض النفسية والعصبية
كلية الطب - جامعة عين شمس



كلية التمريض جامعة عين شمس

اسم الطالبة: بهيرة فؤاد شحاتة

اسم الدرجة: دكتوراه في علوم التمريض (تمريض الصحة النفسية)

القسم التابع له: تمريض الصحة النفسية

اسم الكلية : كلية التمريض

الجامعة : عين شمس

سنة التخرج: 1985

سنة المنح: 2009

DEDICATION

*This work is dedicated
with full gratitude and love
to my parents,
husband,
and my daughter.*

TABLE OF CONTENTS

	Page
INTRODUCTION	1
AIM OF THE STUDY	5
REVIEW OF LITERATURE	6
COMMUNICATION	6
Components of communication	6
Modes of communication	8
Types of communication	16
Factors influencing communication	18
NURSE-PATIENT THERAPEUTIC RELATIONSHIP	21
Therapeutic vs other types of relationships	22
Purposes of therapeutic relationship	24
Essential traits of therapeutic relationship	25
Obstacles to establishing therapeutic relationship	32
Phases of nurse-client relationship	37
Nurse role in therapeutic communication	43
Therapeutic communication and the nursing process	45
Responding techniques enhancing therapeutic communication	46

	Page
Responding techniques hindering therapeutic communication	51
Therapeutic communication in special situations	56
Therapeutic communication skills (education and training)	59
DETERMINANTS OF CHANGES IN NURSES' BEHAVIOR AFTER CONTINUING EDUCATION	60
Problems in communication skills teaching	62
SUBJECTS AND METHODS	68
RESULTS	84
DISCUSSION	118
CONCLUSION	144
RECOMMENDATIONS	145
SUMMARY	147
REFERENCES	151
APPENDICES	
ARABIC SUMMARY	

LIST OF TABLES

Table		Page
1	Socio-demographic characteristics of nurses in the study sample	85
2	Nurses' Satisfactory knowledge about communication throughout program phases	86
3	Nurses' positive attitude towards communication throughout program phases	88
4	Nurses' observed practices related to meeting patient and personal appearance throughout program phases	90
5	Nurses' observed practices related to arranging for suitable environment throughout program phases	92
6	Nurses' observed practices related to verbal communication throughout program phases	93
7	Nurses' observed practices related to non-verbal communication throughout program phases	95
8	Nurses' observed practices related to listening throughout program phases	97
9a	Nurses' observed practices related to response to patient talk throughout program phases	98
9b	Nurses' observed practices related to response to patient speech content throughout program phases	99
10	Nurses' total observed practices related to communication throughout program phases	100
11	Relation between pre-program nurses' knowledge, attitude, and practice of communication and their socio-demographic characteristics	102

Table	Page
12 Relation between post-program nurses' knowledge, attitude, and practice of communication and their socio-demographic characteristics	103
13 Relation between follow-up (FU) nurses' knowledge, attitude, and practice of communication and their socio-demographic characteristics	104
14 Correlations among nurses' knowledge, attitude, and practice scores throughout program phases	105
15 Best fitting multiple linear regression model for post-program knowledge score	106
16 Best fitting multiple linear regression model for post-program attitude score	107
17 Best fitting multiple linear regression model for post-program practice score	108
18 Best fitting multiple linear regression model for follow-up knowledge score	109
19 Best fitting multiple linear regression model for follow-up attitude score	110
20 Best fitting multiple linear regression model for follow-up practice score	111
21 Socio-demographic characteristics of patients in the pre-, post-, and follow-up (FU) samples	112
22 Patients' satisfaction with nurses' communication throughout program phases	114
23 Relation between patients' satisfaction with nurses' communication and their socio-demographic characteristics the pre-program phase	116

LIST OF FIGURES

Figure	Page
1 Figure 1. Relations between nurses' knowledge, attitude, and practice mean scores and patients' satisfaction mean scores throughout program phases	117