Chapter 7

The Nurse–Client Relationship
Nursing Roles Within the Nurse–Client Relationship

- Relationship established between nurse and client
- Four categories of client needs designated by The National Council of State Boards of Nursing
  - Safe, effective care environment
  - Health promotion and maintenance
Nursing Roles Within the Nurse–Client Relationship (cont’d)

- Four categories of client needs designated by The National Council of State Boards of Nursing (cont’d)
  - Psychosocial integrity
  - Physiologic integrity
Nursing Roles Within the Nurse–Client Relationship (cont’d)

• The four basic roles performed by nurses:
  – The nurse as caregiver
    o Performs health-related activities, contemporary caregiving role
    o Develops close emotional relationships
    o Understands that illness and injury cause insecurity; uses empathy
Nursing Roles Within the Nurse–Client Relationship (cont’d)

• The nurse as educator
  – Educates client about complex health care arena
  – Provides health teaching pertinent to each client’s needs, knowledge base
  – Avoids giving advice
  – Lets the client choose his health care
Nursing Roles Within the Nurse–Client Relationship (cont’d)

• The nurse as educator (cont’d)
  – Shares information and potential alternatives
  – Empowers client involvement
    o Self-help groups, rehabilitation, financial assistance, emotional support
Nursing Roles Within the Nurse–Client Relationship (cont’d)

- The nurse as collaborator
  - Works with the team toward achieving a common goal
  - Responsible for managing care
  - Shares information with other health care workers
Nursing Roles Within the Nurse–Client Relationship (cont’d)

• The nurse as delegator
  – One who assigns a task to someone
  – Necessary knowledge
  – Inspects completed task
  – Accountable for inadequate care
The Therapeutic Nurse–Client Relationship

- Desired outcome: restored health
  - Client-centered: time-bound goals
  - Encourage active client involvement
    - For communicating and questioning
    - For planning care and retaining maximum independence
The Therapeutic Nurse–Client Relationship (cont’d)

- Underlying principles
  - Treats client as a unique person and respects client’s feelings
  - Promotes client’s physical, emotional, social, and spiritual well-being
  - Encourages client participation
  - Individualizes client care
The Therapeutic Nurse–Client Relationship (cont’d)

• Underlying principles (cont’d)
  – Accepts client’s potential for growth and change
  – Communicates using understood terms and language; incorporates client support system
  – Implements compatible health care techniques: client’s values and culture
The Therapeutic Nurse–Client Relationship (cont’d)

- Phases of the nurse–client relationship
  - Introductory phase
    - Period of getting acquainted
    - Initial interaction
  - Client initiates relationship: identifies one or more health problems
The Therapeutic Nurse–Client Relationship (cont’d)

- Phases of the nurse–client relationship (cont’d)
  - Introductory phase (cont’d)
    - Nurses to demonstrate:
      - Courtesy and empathy
      - Active listening and competency
      - Appropriate communication skills
The Therapeutic Nurse–Client Relationship (cont’d)

- Phases of the nurse–client relationship (cont’d)
  - Working phase
    - Mutually planning care: enact plan
    - Participation from both sides
    - Nurse promotes client independence
The Therapeutic Nurse–Client Relationship (cont’d)

- Phases of the nurse–client relationship (cont’d)
  - Terminating phase
    - Nurse and client mutually agree on the improved immediate health problems
    - Caring attitude and compassion facilitate client’s care transition
The Therapeutic Nurse–Client Relationship (cont’d)

- Barriers to a therapeutic relationship
  - Positive relationship with every client not possible
    - Best approach is to treat a client as you would like to be treated
Communication

- Exchange of information between two people
- Followed by feedback to confirm understanding
- Occurs simultaneously
  - Verbal and nonverbal communication
- Nurses develop skills for therapeutic interactions
Communication (cont’d)

- Verbal communication
  - Using words: includes speaking, reading, and writing
    - To gather facts
    - To instruct, clarify, and exchange ideas
  - Factors: affect ability to communicate
    - Attention and concentration
Communication (cont’d)

- Verbal communication (cont’d)
  - Factors: affect ability to communicate (cont’d)
    - Language compatibility and verbal skills
    - Hearing and visual acuity
    - Motor functions involving the throat, tongue, and teeth
Communication (cont’d)

- Verbal communication (cont’d)
  - Factors: affect ability to communicate (cont’d)
    - Sensory distractions
    - Interpersonal attitudes
    - Literacy and cultural similarities
Communication (cont’d)

- Verbal communication (cont’d)
  - Nurse promotes factors enhancing the communication and eliminates those that interfere with the clarity of the expressed idea
  - Therapeutic verbal communication
    - Social or therapeutic level
    - Vocal/silent client: nurse response
### Therapeutic Verbal Communication Techniques

<table>
<thead>
<tr>
<th>Technique</th>
<th>Use</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broad opening</td>
<td>Relieves tension before getting to the real purpose of the interaction</td>
<td>&quot;Wonderful weather we’re having.&quot;</td>
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<tr>
<td>Giving information</td>
<td>Provides facts</td>
<td>&quot;Your surgery is scheduled at noon.&quot;</td>
</tr>
<tr>
<td>Direct questioning</td>
<td>Acquires specific information</td>
<td>‘Do you have any allergies?’</td>
</tr>
<tr>
<td>Open-ended questioning</td>
<td>Encourages the client to elaborate</td>
<td>‘How are you feeling?’</td>
</tr>
<tr>
<td>Reflecting</td>
<td>Confirms that the nurse is following the conversation</td>
<td><em>Client:</em> “I haven’t been sleeping well.” <em>Nurse:</em> “You haven’t been sleeping well.”</td>
</tr>
<tr>
<td>Paraphrasing</td>
<td>Restates what the client has said to demonstrate listening</td>
<td><em>Client:</em> “After every meal, I feel like I will throw up.” <em>Nurse:</em> “Eating makes you nauseous, but you don’t actually vomit.”</td>
</tr>
<tr>
<td>Verbalizing what has been implied</td>
<td>Shares how the nurse has interpreted a statement</td>
<td><em>Client:</em> “All the nurses are so busy.” <em>Nurse:</em> “You’re feeling that you shouldn’t ask for help.”</td>
</tr>
<tr>
<td>Structuring</td>
<td>Defines a purpose and sets limits</td>
<td>“I have 15 minutes. If your pain is relieved, we could discuss how your test will be done.”</td>
</tr>
<tr>
<td>Giving general leads</td>
<td>Encourages the client to continue</td>
<td>“Uh, huh,” or “Go on.”</td>
</tr>
<tr>
<td>Sharing perceptions</td>
<td>Shows empathy for the client’s feelings</td>
<td>“You seem depressed.”</td>
</tr>
<tr>
<td>Clarifying</td>
<td>Avoids misinterpretation</td>
<td>“I don’t quite understand what you’re asking.”</td>
</tr>
<tr>
<td>Confronting</td>
<td>Calls attention to manipulation, inconsistencies, or lack of responsibility</td>
<td>“You’re concerned about your weight loss, but you didn’t eat any breakfast.”</td>
</tr>
<tr>
<td>Summarizing</td>
<td>Reviews information that has been discussed</td>
<td>“You’ve asked me to check on increasing your pain medication and getting your diet changed.”</td>
</tr>
<tr>
<td>Silence</td>
<td>Allows time for considering how to proceed or arouses the client’s anxiety to the point that it stimulates more verbalization</td>
<td></td>
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</tbody>
</table>
Communication (cont’d)

- Verbal communication (cont’d)
  - Listening
    - Pay attention to what clients say
    - Avoid communicating signals indicating boredom, impatience, or pretense of listening
Communication (cont’d)

- Verbal communication (cont’d)
  - Silence
    - Encourages client participation
    - Intentionally withholding verbal commentary
Question

• Is the following statement true or false?

Silence is a form of verbal communication.
Answer

True.

Silence is a form of verbal communication.
Nontherapeutic Communication

<table>
<thead>
<tr>
<th>TABLE 7-2</th>
<th>NONTHERAPEUTIC VERBAL COMMUNICATION TECHNIQUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>TECHNIQUE AND CONSEQUENCE</td>
<td>EXAMPLE</td>
</tr>
<tr>
<td>Giving False Reassurance</td>
<td>You've got nothing to worry about. Everything will work out just fine.</td>
</tr>
<tr>
<td>Using Cliches</td>
<td>Keep a stiff upper lip.</td>
</tr>
<tr>
<td>Cheating Approval or Disapproval</td>
<td>I'm glad you're exercising so regularly. You should be testing your blood glucose each morning.</td>
</tr>
<tr>
<td>Agreeing</td>
<td>You're right about needing surgery immediately.</td>
</tr>
<tr>
<td>Disagreeing</td>
<td>That's not true! Where did you get that idea?</td>
</tr>
<tr>
<td>Demanding an Explanation</td>
<td>Why didn't you keep your appointment last week?</td>
</tr>
<tr>
<td>Giving Advice</td>
<td>If I were you, I’d try drug therapy before having surgery.</td>
</tr>
<tr>
<td>Defending</td>
<td>My Johnson is my best nursing assistant. She wouldn’t have let your light go unanswered that long.</td>
</tr>
<tr>
<td>Bolding</td>
<td>Lots of people learn to give themselves insulin.</td>
</tr>
<tr>
<td>Patrolling</td>
<td>Are we ready for our bath yet?</td>
</tr>
<tr>
<td>Changing the Subject</td>
<td>The client.</td>
</tr>
</tbody>
</table>

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Communication (cont’d)

• Nonverbal communication
  - Exchange of information without using words
  - Manner used affects meaning
    - Kinesics
      - Body language and knowledge of kinesics
Communication (cont’d)

• Nonverbal communication (cont’d)
  – Paralanguage
    o Communicating through vocal sounds
  – Proxemtics
    o Varies according to cultural background
    o Understand client’s comfort zone
Question

Which of the following defines personal space in proxemics?

a. 4 to 12 feet
b. 6 inches to 4 feet
c. Within 6 inches
d. More than 12 feet
Answer

b. 6 inches to 4 feet

According to the four zones in proxemics, personal space is defined as 6 inches to 4 feet. Social space is indicated by 4 to 12 feet. Intimate space is within 6 inches, and public space is more than 12 feet.
Communication (cont’d)

- Nonverbal communication (cont’d)
  - Touch
    - Tactile stimulus produced by making personal contact
      - Task-oriented touch
      - Affective touch
**Question**

- Is the following statement true or false?

  Affective touch involves the personal contact required when performing nursing procedures.
Answer

False.

Affective touch is used to demonstrate concern or affection. Task-oriented touch involves the personal contact required when performing nursing procedures.
General Gerontologic Considerations

- Demonstrate respect for older clients to establish a trusting relationship
- Avoid quick and presumptuous approach
- Initially greet the client by giving your name and title
- Appropriate use of touch
General Gerontologic Considerations (cont’d)

• Address the client using formal titles of respect
• Never treat older adults as children, uneducated
• Promote control over decisions
• Encourage reminiscing