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COMUNICAÇÃO E COMPETÊNCIAS INTERPERSONAIS PARA ESTUDANTES DE GRADUAÇÃO EM ENFERMAGEM
COMMUNICATION AND INTERPERSONAL COMPETENCIES FOR UNDERGRADUATE NURSING STUDENTS
COMUNICACIÓN Y COMPETENCIAS INTERPERSONALES PARA ESTUDIANTES DE GRADUACIÓN EN ENFERMERÍA

Bridie McCarthy¹

¹*Université Cork, Irlande*

Bridie McCarthy - bridie.mccarthy@ucc.ie

Autor Correspondente

Bridie McCarthy
University College Cork
Cork, IRLANDE
bridie.mccarthy@ucc.ie

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RESUMO

Introdução: Habilidades de comunicação eficaz são essenciais para cuidados de enfermagem holísticos e para a prestação de uma atitude de cuidar profissional.

Objetivos: Este artigo pretende explorar a comunicação e as competências interpessoais em estudantes de enfermagem.

Desenvolvimento: Existe necessidade de aplicar uma teoria ou modelo como um guia para o desempenho profissional. Os estudantes precisam de formação para adquirirem os conhecimentos e habilidades de competência prática.

Conclusões: É necessário tempo e espaço para praticar e para se tornar eficaz e competente com as habilidades de: empatia; ouvir; atitude de não-julgamento; cuidados individualizados (cuidado centrado na pessoa).

Palavras-chave: Comunicação; Competências; Estudantes; Enfermagem

ABSTRACT

Introduction: Effective communication skills are essential for holistic nursing care and the provision of a caring professional attitude.

Objectives: This article aims to explore Communication and Interpersonal Competencies for Undergraduate Nursing Students.

Development: It's necessary to draw from some theory or model as a guide to professional performance. Students need education to acquire the knowledge and skills for practice competence.

Conclusions: It's necessary time and space to practice in order to become effective and competent with the skills of: empathy; listening; non-judgmental attitude; Individualized care (Person- centred care).

Keywords: Communication; Competencies; Students; Nursing

RESUMEN

Introducción: Las habilidades de comunicación eficaces son esenciales para la atención holística del oficio de enfermera y la provisión de una actitud profesional que cuida.

Objetivos: Este artículo tiene como objetivo explorar la comunicación interpersonal y las competencias en estudiantes de enfermería.

Desarrollo: Es necesario adoptar una teoría o modelo como una guía para el desarrollo profesional. Los estudiantes necesitan educación para adquirir los conocimientos y habilidades para la competencia práctica.

Conclusiones: Es necesario tiempo y espacio para practicar e para llegar a ser eficaz y competente con las habilidades de: empatía; escuchar; actitud sin prejuicios; cuidado individualizado (cuidados centrados en la persona).

Palabras clave: Comunicación; Competencias; Estudiantes; Enfermería

INTRODUCTION

Communication and competence are important skills in nursing practice. According to Balzer-Riley (2011, p.6) "... communication involves the reciprocal process in which messages are sent and received between two or more people". Moreover, competence is the capacity to act effectively in a certain type of situation.

Nurses need to communicate safely and effectively with patients and their families (An Bord Altranais, 2010, p.6).

Several theories and models are applied as a guide to communication behavior. For instance, Peplau (1952, 1991) describe the developing of a nurse-patient relationship, emphasizing the professional closeness between them (not over involvement). Other roles identified by the same author include counsellor, resource, teacher, technical expert and leader. Furthermore, it is important to foster patient recovery and rehabilitation, and also allow individuals to understand their health problems and to learn from their experience (Pearson et al., 2005, p.181).

In order to better understand the communication and interpersonal competencies for undergraduate nursing students, the present work addresses some concepts, perspectives and strategies to achieve this goal.

1. DEVELOPMENT

There have been enormous advances in the field of communication skills in teaching at the last years. Communication programmes have become a part of mainstream education at all levels of undergraduate curricula and particularly in health care training education.

1.1 - Communication Competencies in Current Practice

A caring professional attitude is being prioritized for several authors, such as Griffiths et al. (2012), Nursing and Midwifery Board UK, standards (2010), American Nurses Association Standards (2010) and Ireland Standards (2016). According to them, there are several items to consider, mainly:

- Fear of a shift from caring to an over reliance on academia;
- Feedback from patients on patient satisfaction surveys;
- Pre-registration –focus on caring, compassion and client- centred care.

To point out, nurses need to be technically competent and knowledgeable –but also need to have “softer nursing qualities” attitudes and skills such as (Griffiths et al., 2012, p.123-124):

- “Empathy;
- Listening;
- Non-judge mental attitude;
- Individualized care”.

1.2 - Therapeutic Communication Skills

In nursing therapeutic procedures, there are some important aspects to take into consideration concerning the communication skills:

- Listening and building rapport (Responding);
- Promoting Touch;
- Verbal and non-verbal Communication;
- Promoting Silence;
- Questioning Open–closed (Who; What; Where; When; Why; How).

The effective communication skills involve (Griffiths et al. 2012; Nursing and Midwifery Board UK, Standards, 2010; American Nurses Association Standards, 2010; Ireland Standards, 2016):

- Active listening;
- Building rapport;
- Asking open-ended questions;
- Self-awareness;
- Empathy;
- Genuineness;
- Non-judgmental approach;
- Working with patient’s beliefs and values;
- Involving patients in decision making;
- Show motivation and willingness to help.

1.3. Nurse of the Future: Core Competencies

The Massachusetts Department of Higher Education (2010), cited by Boykins (2014, p. 42), established a core competencies for a nurse of the future:

- “Uses clear, concise, and effective written, electronic and verbal communication;
- Understands visual, auditory, tactile communication;
- Impact of ones' own communications style on others;
- Understands the physiological, psychosocial, developmental, spiritual, and cultural influences on effective communication;
- Understands the nurses role and responsibility in applying principles of active listening;
- Chooses the right setting/time to initiate conversation;
- Assesses patient's readiness/willingness to communicate;
- Assesses the patient's ability to communicate;
- Assesses barriers to effective communication Makes appropriate adaptations in own communication based on patient and family assessment;
- Assesses the impact of use of self in effective communication;
- Establishes rapport;
- Actively listens to comments, concerns, and questions;
- Demonstrate effective interviewing techniques;
- Provides opportunity to ask and respond to questions;
- Assesses verbal and nonverbal responses;
- Adapts communication as needed based on patient’s response;
- Able to distinguish between effective and ineffective communication with patients and families”.

1.4 - Communication barriers between patient and nurse

There are some communication barriers between patient and nurse:

- Language, Developmental level, Medical condition/disabilities;
- Learning styles, Psychosocial, Literacy (reading and health literacy), and cultural factors;
- Defenses mechanisms, Attitudes and beliefs, Values, Prejudices.

2. COMMUNICATION COMPETENCIES EXPRESSED BY REGISTERED NURSES

According to Braga (2010, p.532), the communication competencies requirements of a nurse should be:

1. Experiencing it in one's professional and personal routine;
2. Listening to others;
3. Being attentive to non-verbal communication;
4. Validating message comprehension;
5. Being able to eliminate communication barriers;
6. Showing affectivity;
7. Investing in self-knowledge.

CONCLUSIONS

At the end of the 4th year, student of nursing should have the knowledge, appreciation and development of empathic communication skills and techniques for effective interpersonal relationships with people and other professionals in health care settings. (Griffiths et al. 2012; Nursing and Midwifery Board UK, Standards, 2010; American Nurses Association Standards, 2010; Ireland Standards, 2016).

According to the same authors the important points for professional development are:

The effective communication skills are essential for holistic nursing care and the provision of a caring professional attitude.

The education to acquire the knowledge and skills for competence is needed. Thus, it is essential to draw from some theory or model as a guide to behaviour, and consider the psychological input, in order to understand why people behave the way they do.

The students need time and space to practice to become effective and competent with the skills of: empathy; listening; non-judgemental attitude; individualized care (Person-centred care).

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