# Study on Processes of Understanding Humans according to Psych iatric Nursing Practice

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## [The purpose of this presentation]

The psychiatric nursing practice of this study aimed to make student nurses aware of interactions with patients by evaluating their interpersonal relationship objectively. Self-understanding was considered a key factor for building interpersonal relationship in psychiatric nursing. Therefore, we designed this study to clarify processes to understand human beings including self and non-self. Student nurses who participated in the psychiatric nursing practice attempted to understand patients by deepening self-understanding.

### [Methods2]

In the psychiatric nursing practice of this study, we adopt record paper introduced by book "The dicipline.and teaching of nursing process: An evaluative study" that was written by Orlando, I. Jean and was published in 1972 as a record sheet of "nursing reconstruction". Furthermore, as a document to look back toward the nursing reconstruction in conference, we adopt a self-evaluation item introduced in book "Clinical nursing: A helping art" that was written by Wiedenbach, Ernestine and was published in 1964.

## [Results and Discussion]

We analyzed the results to extract the following five categories related to experiences that nurses linked their self-awareness to understanding of patients: "students' considerations of patients' emotions and thoughts," "students' reactions to patients' emotions and thoughts," "students' self-expressions according to their feelings," "patients' sympathize and cooperate with students," and "students' recognition of nursing effects."

## [Results and Discussion]

In addition, to make decisions about nursing, student nurses communicated with their patients to confirm whether their considerations were correct, and changed their nursing styles according to individuals' responses. Even when students did not empathize with their patients, they were encouraged to reconsider themselves. This resulted in student nurses' self-insight and understanding.

#### [Results and Discussion]

Furthermore, students attempted to find the best way to express their feelings consciously after they reconsidered themselves, and explained to their patients that they used not only their knowledge but also feelings and considerations to take care of patients. As the result, patients felt that student nurses respected patients' emotions and were actively engaged in nursing activities. This made patients sympathize and cooperate with nurses. Accordingly, student nurses could perform nursing care more efficiently.

#### [Results and Discussion]

Students were also encouraged to become interested in and pay attention to patients when they felt good responses from patients. The results of the understanding processes shown by student nurses during the psychiatric nursing practice suggest that humans need to understand themselves to deepen understanding of other people as well as they become interested in themselves through a process of understanding of others and deepen self-understanding after they reconsider themselves.

#### [Methods1]

We provided written and verbal instructions on the objectives and methods of this study, encouragement of voluntary participation, and privacy protection; accordingly, 22 nurses consisting of graduates and fourth-year students of our school gave written consent to be enrolled in the study. After the psychiatric nursing practice, we conducted a semi-structured interview to allow the nurses to speak freely, and also used the document recorded during the practice, "nursing reconstruction," in order to review their "experiences of self-awareness" and "experiences that they deepened understanding of patients through self-awareness."

## [Method of the data analysis]

The Grounded Theory approach developed by Strauss and Corbin was employed for analysis.

<The procedure of the analysis based on Grounded Theory approach>

- 1. The reading of data for understanding
- ↓ Extracting of propaties and a dimensions every piece2. Labeling data
- Comparison of dimensions and proparties between labels
- 3. Labeling categories ↓ Comparison of dimensions and proparties between categories
- 4. Grasping relations between categories
- 5. Theoretical sampling
  - \* The comparison is performed through all processes of analysis

## [Results and Discussion]

Nurses strove to consider patients' emotions and thoughts when they became interested in and paid attention to patients. They deepened understanding of patients in proportion to their capacity for imagination.

< Discussion 1> [ students' considerations of patients' emotions and thoughts ] [ students' considerations of patients' emotions and thoughts ] **abundant** : Variation of the guess : **few** many: The number of questions for the patient: few **high**: Frequency of the confirmation for the patient: **low** [ students' reactions to patients' emotions and thoughts ] Rarity of the interest **high**: The degree of interest in patient by the student: low in feelings and weak : Strength of the negative feelings that a student had for a patient : strong thought **high**: Frequency of facing each other with the self: low of the patient **high**: Frequency of the insight: low deep : Depth of the insight : shallow [ students' self-expressions according to their feelings ] Difficulty of the expressiveness based on the self-agreement < Discussion 3> [ students' self-expressions according to their feelings ] [ students' self-expressions according to their feelings ] **high** : Frequency of facing each other with the self: low **high**: Frequency of the insight: low deep : Depth of the insight : shallow **high**: Frequency of the expressiveness based on the self-agreement: **low** : Association with the choice reason of the care and feelings : weak [ patients' sympathize and cooperate with students ] Suffering **high**: The degree of the cooperation to the care by the patient: **low** by cooperation **effective**: *Effect of the care*: **Non-effective** not being provided **high**: The degree that an effect of the care was able to suppose: **low** on caring [ students' recognition of nursing effects ] Difficulty of realizing significance of the care < Discussion 5> [ students' recognition of nursing effects ] [ students' recognition of nursing effects ] **high**: The degree that an effect of the care was able to suppose: **low high**: The degree that was able to confirm an effect of the care: **low** 

**Positive feelings**: Kind of the feelings of the student: Negative feelings

Negative evaluation

for the care

Rarity of

the interest

in feelings and

thought

of the patient

Surge of the interest in

feelings and thought

of the patient

[ students' considerations of patients' emotions and thoughts ]