
The Relationship between Nursing Students and Psychiatric Patients and Its Effect on Patients' Satisfaction during Clinical Training

Amina Ahmed Wahba El-Salamony

Demonstrator of Psychiatric & Mental Health Nursing Dept. Faculty of Nursing - Tanta University

Nahed Ahmed Morsy

Prof. of Psychiatric and Mental Health Nursing Faculty of Nursing-Tanta University

Mervat Hosny Shalaby

Assist. Prof. of Psychiatric and Mental Health Nursing Faculty of Nursing, Tanta University

Amal Ibrahim Sabra

Lecturer of Psychiatric and Mental Health Nursing, Faculty of Nursing, Tanta University

Abstract:

Background: In psychiatric and mental health nursing field, the therapeutic nurse-patient relationship is one of the building blocks on which nursing practice is built. Regardless of the clinical problem or the treatment modality being used, studies show that a positive therapeutic relationship robustly predict a positive response to treatment. The therapeutic relationship between the patient and the nurse was found to be important for patient satisfaction by values of seeing patients as equal partners in planning, developing and assess healthcare.

Aim: This study aimed to assess nursing student - patient relationship during their psychiatric clinical training and to assess the effect of nursing student - patient relationship on psychiatric patients' satisfaction during their clinical training.

Design: This study followed the descriptive correlational design.

Setting: It was conducted at Tanta Psychiatric and Mental Health Hospital affiliated to the ministry of health and population.

Subjects: The subjects of this study included 60 nursing students in their fourth academic year during their clinical training of psychiatric nursing at Tanta Mental Health Hospital and 60 psychiatric patients interact with these students.

Tools: Three tools were used to collect data;

(1) Student -Patient Relationship Questionnaire,

(2) Student -Patient Relationship Observation Checklist Schedule and

(3) Risser Patient Satisfaction Scale (PSS).

Results: The main results revealed that largest percentage of studied nursing student reported that they are able to communicate well and build therapeutic relationship with their patients. There was statistically significant positive relation between psychiatric patients' level of satisfaction and nursing student's ability to build relationship with their patients.

Conclusion: The present study concluded that, there is a positive relationship between the nursing students' ability to build therapeutic relationship with their patients, and patients' level of satisfaction.

Recommendations: The present study recommended that, in-service training and educational program for nurses who work with psychiatric patients should be implemented to provide a better understanding about effective communication skills and nurse-patient relationship to enhance better quality of care.

Key words: Nursing student-patient relationship, psychiatric patient satisfaction, clinical training.

I. Introduction

The ability to establish therapeutic relationship with people experiencing mental health problems is one of the most important skills a psychiatric nurse must develop. Establishing interpersonal relationship is an integral part of psychiatric mental health nursing, it serve as the underpinning for treatment success as the therapeutic nurse patient relationship enable the nurse to appreciate the uniqueness of human behavior and establish healthy nurse-patient interaction⁽¹⁻²⁾. In psychiatric nursing field, the therapeutic nurse-patient relationship is one of the building blocks on which nursing practice is built. Additionally, positive and appropriate interaction between the nurse and the client improves health status, self-esteem, and problem-solving ability in the client.⁽³⁻⁴⁾

The therapeutic relationship is described as a dynamic interactive process convened to help the patient to achieve a planned goal. The goal of psychiatric mental health nursing is to assist the patient to live more effectively, learn to solve problems and recognize when personal coping is ineffective and other resources are

needed. Therapeutic relationship is the key to achieve this goal. ^(1, 5) Therapeutic relationship has long been recognized as an important element of psychiatric nursing and it is fundamental to quality nursing practice. ^(1, 3)

Therapeutic relationship is a major factor in determining patient satisfaction, treatment compliance, and recovery. To mental health professionals, patient satisfaction is a valuable and widely-used as indicator of the quality of care. ⁽⁵⁻⁶⁾

Patient satisfaction with nursing services gains even more importance, since owing to the nature of nursing, patients may judge the overall quality of hospital services based on their perceptions of the nursing care received.

In recent years, the assessment of patient satisfaction with therapeutic relationship has become progressively more interesting to a number of researchers in evaluating the quality of nursing care. Reasons for assessing patient satisfaction with therapeutic relationship have been based on the following rationales; assessing patient satisfaction provides means of monitoring quality of nursing care and evaluating effectiveness of nursing interventions. Patient satisfaction also has been described as an indicator of patient outcome ^(1, 7-8). Moreover, because patient participation is a central tenet of nursing care, seeking patients' opinions is considered to be a therapeutic nursing activity. Finally, patient satisfaction with nursing care is the most important predictor of overall satisfaction with hospital care. ⁽⁹⁻¹⁰⁾

The therapeutic relationship has mostly many positive consequences for both students and patients. For the students, the therapeutic relationship promotes students' personal and professional growth which described as increased maturity as human beings and as nurses, develops their personal and professional values, and improves students' competence ^(3, 11). Further, *Haskard* et al (2009) added that the students' feelings of having succeeded with patient are related to increased confidence and self-esteem and played an important role in their decision to be a psychiatric nurse later. ⁽¹²⁾

Regarding the patients, it was found that effective nurse-patient relationship is associated with many benefits, which include patient satisfaction, adherence to treatment, symptom improvement, and reduction in psychological distress. ^(8,10)

Despite the therapeutic relationship being vital to treatment outcomes and patient satisfaction, the formation of a quality therapeutic relationship between the psychiatric mental health nurse and patient is not an instinctive occurrence and requires great skills to be established. Therefore preparing students to interact and create therapeutic relationship with clients is essential to nursing practice. The central importance of the nurse-patient relationship in nursing care should be emphasized in clinical learning. ^(8, 13)

Patients' perceptions of interaction are an important factor in assessing the quality of care. In order to study nurse-patient interactions, the perceptions of both the student and the patient are relevant. Dismissing patients' perceptions and experiences has important implications for the student-patient relationship. The different perceptions held by students and patients are identified as a major obstacle to nurse-patient relationship. ⁽¹⁴⁻¹⁵⁾

There is, nevertheless, a general consensus that satisfaction, as well as dissatisfaction with the therapeutic relationship between student and patient is of pivotal importance in the outcome not only in the psychiatric services, but also in other branches of medicine

Aim of the study

This study aimed to:

1. Assess nursing student - patient relationship during psychiatric nursing clinical training.
2. Assess the effect of nursing student - patient relationship on patients' satisfaction during psychiatric nursing clinical training.

Research question:

What is the effect of relationship between nursing student and psychiatric patient on patient satisfaction during clinical training?

Study design:

The design followed in this study was a descriptive correlational design.

Setting:

The study was conducted at Tanta Mental Health Hospital which affiliated to the Ministry of Health and Population with a capacity of 75 beds (three wards for men including 50 beds, and two wards for women including 25 beds); it provides health care services to Gharbya, Menofia, and kafr-elsheikh governates.

Subjects:

The target population of this study was selected randomly according to the equation of power analysis which

consisted of:

1. Sixty nursing students enrolled in fourth academic year during their clinical training of psychiatric nursing at Tanta Mental Health Hospital.
2. Sixty psychiatric patients interact with these students during their clinical training in the previous setting who fulfilled the following inclusion criteria:
 - They were willing to participate in the relationship.
 - They agree to participate in the study.
 - Patients who were assigned to the students in relationship during their clinical training.

Tools of the study:

Three tools were used to collect data for this study

Tool I: Student -Patient Relationship Questionnaire.

It was developed by *Dawood, (2007)* ⁽¹⁶⁾. It aims to assess student –patient relationship during psychiatric nursing clinical training.

It consisted of two parts:

Part one: Student Socio-demographic characteristic questionnaire:

This was constructed to describe a student's sex, residency and marital status.

Part two: Student -Patient Relationship Questionnaire:

It is a 57 item questionnaire. Each item was scored on a 2 point Likert scale (yes =1 & no =0). It presented in seven subscales, these subscales were:-

- Subscale one: - Type of the relationship between student and patient which subdivided into :
 - Authoritative relationship domain which contains 4 items from (1- 4).
 - Facilitative relationship domain which contains 4 items from (5- 8).
- Subscale two: - Characteristic of student-patient relationship: it contains 3 items from (9- 11) .
- Subscale three: - Main themes of conversation during student-patient relationship: this part contains 8 items from (12- 19).
- Subscale four: - Role played by the student during the relationship with patient: it contains 8 items from (20- 27).
- Subscale five: - Positive effect of the relationship with patient: this subscale contains 8 items from (28- 35) .
- Subscale six: - Negative effect of the relationship with patient: which contains 3 items from (36- 38) .
- Subscale seven: - Factors that help student to form a therapeutic relationship with patient: it includes 19 items from (39- 57).

The total score of the questionnaire range from 0-57 and the higher score of the Student -Patient Relationship Questionnaire refers to the higher ability of nursing student to build a therapeutic relationship with psychiatric patient during his or her psychiatric clinical training and vice-versa.

Tool II: Student–Patient Relationship Observation Checklist Schedule

It was developed by *Shehata, (2009)* ⁽¹⁷⁾ to observe student – patient relationship during psychiatric nursing clinical training .It consists of 65 items divided into 8 subscales. It was modified by the researcher to be 59 items divided into 7 subscales as the researcher canceled the subscale number 8 (6 items) which is related to technical tasks and it is not applicable during student's psychiatric nursing clinical training such as 'the student tell the patient about the time of taking medications'.

These subscales were defined as follow:-

- Subscale one:-The first time the student and the patient meet it contains 7 items from (1- 7) .
- Subscale two:-Preparation of suitable environment when communicate with the patient this subscale contains 5 items from (8- 12) ..
- Subscale three: - understand verbal communication with the patient it contains 11 items from (13- 23).
- Subscale four:-Understand non verbal communication with the patient , this part contains 9 items from (24- 32) .
- Subscale five:-Responding to the patient, this section contain 9 items from (33- 41).
- Subscale six:-Listening to the patient which consisted of 8 items from (42- 49)
- Subscale seven:-Principle of acceptance: it contain 10 items from (50- 59).

Each item was rated on a 2 point Likert scale (done, not done) on which "done" will be scored as (1),

"not done" will be scored as (0) the total score of the observational checklist range from 0-59 and the higher score of the Student -Patient Relationship Observation Checklist indicate the higher ability of nursing student to build a therapeutic relationship with psychiatric patient during his or her psychiatric clinical training and vice-versa.

Tool III: Risser Patient Satisfaction Scale (PSS):

Risser Patient Satisfaction Scale (PSS) was developed by *Hinshaw & Atwood (1982)*.⁽¹⁸⁾ It consisted of two parts :-

Part one :-Socio-demographic and clinical characteristic questionnaire of the patients:

This part aimed to describe patient's age, sex, marital status, level of education, occupation, residency, co-habitation, as well as diagnosis, duration of illness, number of previous hospitalization, and mode of present hospitalization.

Part two :- Risser Patient Satisfaction Scale (PSS)

The PSS was designed to measure patient's satisfaction with the nursing care provided, and originally contained 3 subscales with a total number of 25 items , but after modification done by the researcher one item removed from first subscale (The nurse is skillful in assisting the doctor in various procedures) and two items removed from second subscale such as (I wish the nurse would tell me about the results of my tests more than she does) because these items are not applicable during student's psychiatric nursing clinical training so the total number became 22 items to be answered on five points Likert scale. Both positive and negative sentences were included in each subscale positive sentences. The higher score of the PSS indicate that the patient is highly satisfaction with the nursing care provided and vice versa. These three subscales presented as follows:

- Technical-Professional (TP) domain contains 6 items from (1- 6) .
- Educational Relationship (ER) domain contains 5 items from (7- 11) .
- Trusting Relationship (TR) domain contains 11 items from (12- 22)

Method

The steps that have been followed in this study were as follows:

- An official letter was addressed from the dean of the faculty of nursing to the director of Tanta Mental Health Hospital to request their permission and cooperation to collect data in the selected setting.
- Tool three (Risser Patient Satisfaction Scale) was translated by the researcher to Arabic language and tested for its content validity by a group of 5 experts in the psychiatric nursing and psychiatric medicine field to ascertain content validity ,and the required correction and modification were carried out accordingly.
- Tool three was tested for its reliability by test -retest reliability it was 0.98%, and the reliability of tool I, tool II was done previously by the original researchers.
- Before embarking in the actual study, a pilot study was carried out on 10% of the subjects (6 students & their assigned patients) after taking their oral approval and explaining the purpose of the study to ascertain the clarity and applicability of the study tools and to identify obstacles that might be faced during data collection. These subjects were selected randomly and were excluded later from the study sample. After its implementation and according to its results the required modifications were carried out.
- Informed consent was obtained from the studied students and their studied patients to participate in the actual study before starting the study, after explaining the purpose of the study and assuring the participants about their privacy and confidentiality of the obtained data, and it used only for the purpose of the study, and the participants were informed that they have the right to withdraw from the study at any time if they wanted.
- During the end of the second week from the initiation of the students- patients relationship, the researcher distributed the study tool I (Student -Patient Relationship Questionnaire) on the students in small groups and asked the participant to respond to the questionnaire on the individual basis and in the presence of researcher for any clarification, in order to be sure that every statement was understood and clear to every student. Each student completed Student -Patient Relationship questionnaire in around 20 - 30 minutes. The data were collected in about 3 weeks.
- The researcher applied the study tool II (Student -Patient Relationship observational checklist) by herself for each student during the period of their clinical training by observing each student during his or her interaction with his or her patient. The data were collected in about 9 weeks.
- Each selected patient was interviewed individually by the researcher using the study tool III (Risser Patient Satisfaction Scale) at the second week of the period of clinical training. Each interview lasted from 30-45 minutes according to the patient's attention, concentration, learning abilities. The data were collected in about 3 weeks.

Statistical analysis:

The collected data was organized, tabulated, coded, and statistically analyzed using SPSS software statistical computer package version 16.0

The following statistical measured were used:

Statistical presentation and analysis of the present study was conducted using frequency, percentage, minimum, maximum, arithmetic mean, stander deviation and the linear correlation coefficient and chi-square.

II. Results

Table (1): Distribution of Studied Nursing Students according to their Socio- demographic Characteristics.

Socio-demographic characteristics	Studied nursing students (n = 60)	
	No.	%
Sex		
Female	46	76.7
Male	14	23.3
Residence		
Urban	45	75.0
Rural	15	25.0
Marital status		
Married	34	56.7
Single	26	43.3

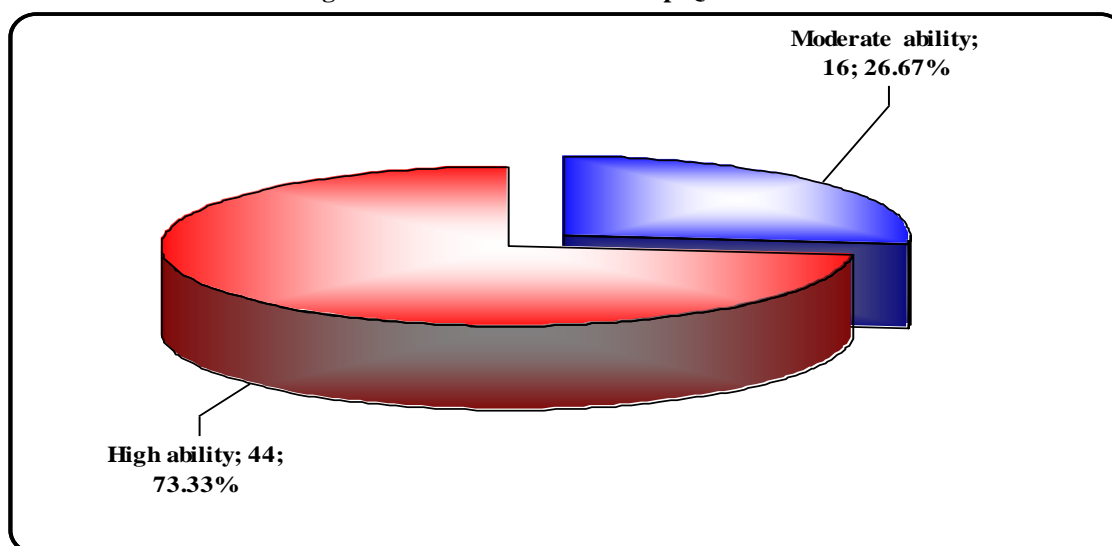
Table (2): Distribution of the Studied Psychiatric Patients according to their Socio-demographic Characteristics

Socio-demographic Characteristics	Studied patients (n = 60)	
	No.	%
Sex		
Male	44	73.3
Female	16	26.7
Age in years		
20-	15	25
30-	14	23.3
40-	18	30
50-	13	21.7
Mean ± SD	39.83 ± 10.878	
Residence		
Rural	40	66.7
Urban	20	33.3
Level of Education		
Illiterate	3	5.0
Read and write	23	38.3
Secondary education	22	36.7
University and higher education	12	20.0
Marital Status		
Single	29	48.3
Married	24	40.0
Separated	2	3.3
Divorced	4	6.7
Widowed	1	1.7
Occupation		
Free work	34	56.7
Without work	18	30.0
Housewife	1	1.7
Student	1	1.7
Employee	6	10.0
Co-habitation		
With his or/ her family	51	85.0
Alone	9	15.0

Table (3): Distribution of Studied Patients according to their Clinical Characteristics

Clinical Characteristics	Studied patients (n = 60)	
	No.	%
Diagnosis		
Schizophrenia	55	91.7
Mood disorders	5	8.4
Duration of Illness(in years)		
Less than one year	10	16.7
1-	16	26.7
5-	26	43.3
10-	8	13.3
Mean \pm SD	2.53 \pm .929	
Number of Hospitalization(s)		
Once	30	50.0
2-5	15	25.0
>5	15	25.0
Mode of Present Hospitalization		
Involuntary	49	81.7
Voluntary	11	18.3

Figure (1): The distribution of the ability of studied nursing students to develop therapeutic relationship according Student -Patient Relationship Questionnaire



Table(4):Mean and Std .Deviation of student-patient relationship questionnaire subscales

Subscale	Mean	Std .Deviation
Type of the relationship		
Authoritative relationship	1.9167	.97931
Facilitative relationship	3.6167	.64022
Characteristic of student-patient relationship	2.9167	.33404
Main themes of conversation	5.9833	1.04948
Role of student in relationship	7.3833	.94046
Positive effect of the relationship	7.0167	1.33393
Negative effect of the relationship	.5833	.69603
Nursing student opinion about factors promoting relationship		
Student related factors	6.6667	.65527
Patient-related factors	3.1167	.97584
Climate -related factors	6.2500	1.49150
Total	45.45	4.443

Figure (2): Mean and SD .Deviation Student–Patient Relationship Observation Checklist Schedule subscales

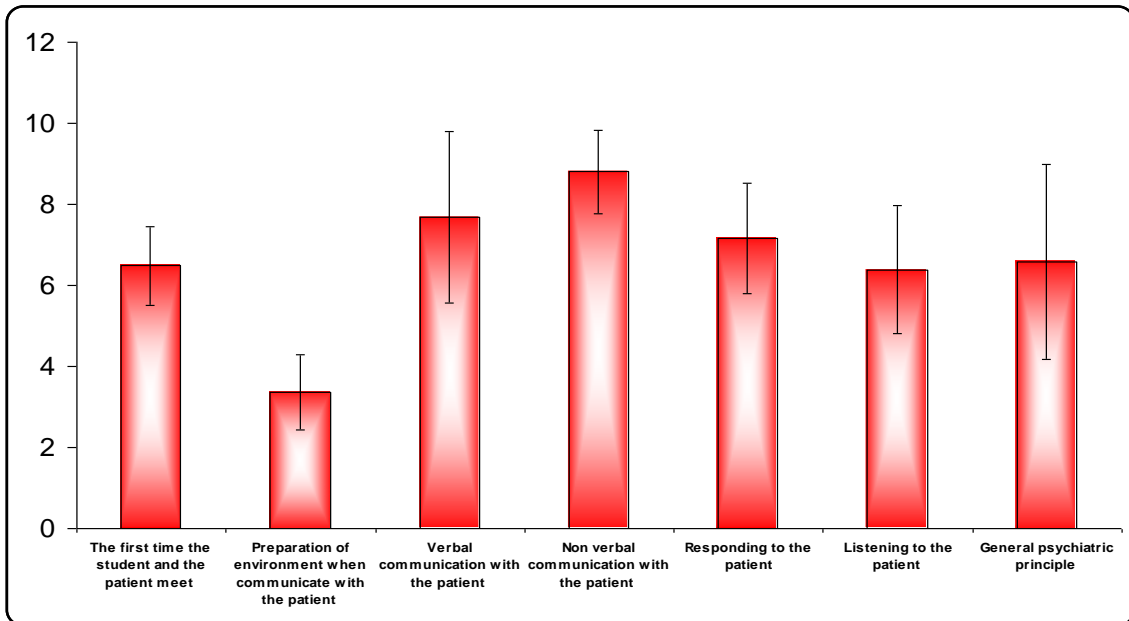


Figure (3) Distribution of the Patients' level of satisfaction according to Risser Patient Satisfaction Scale

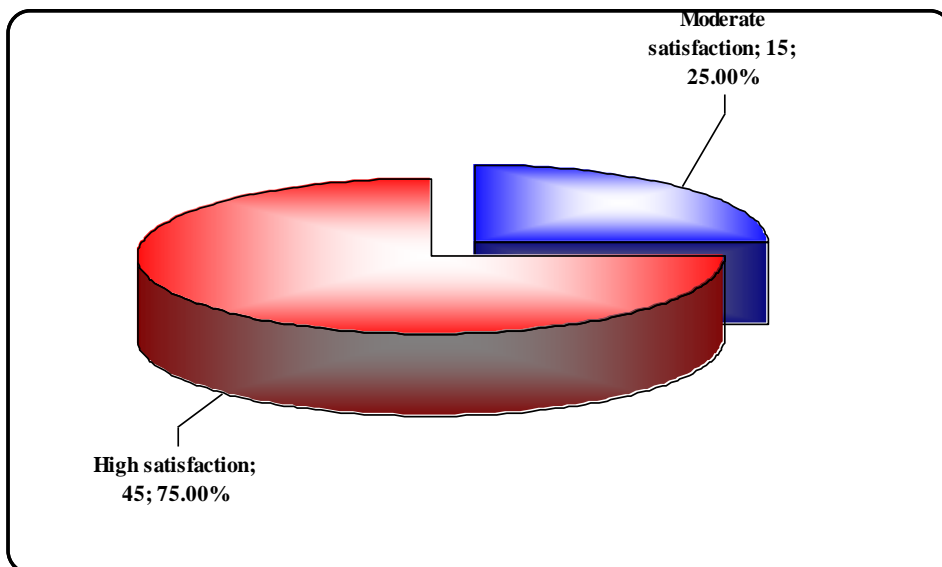
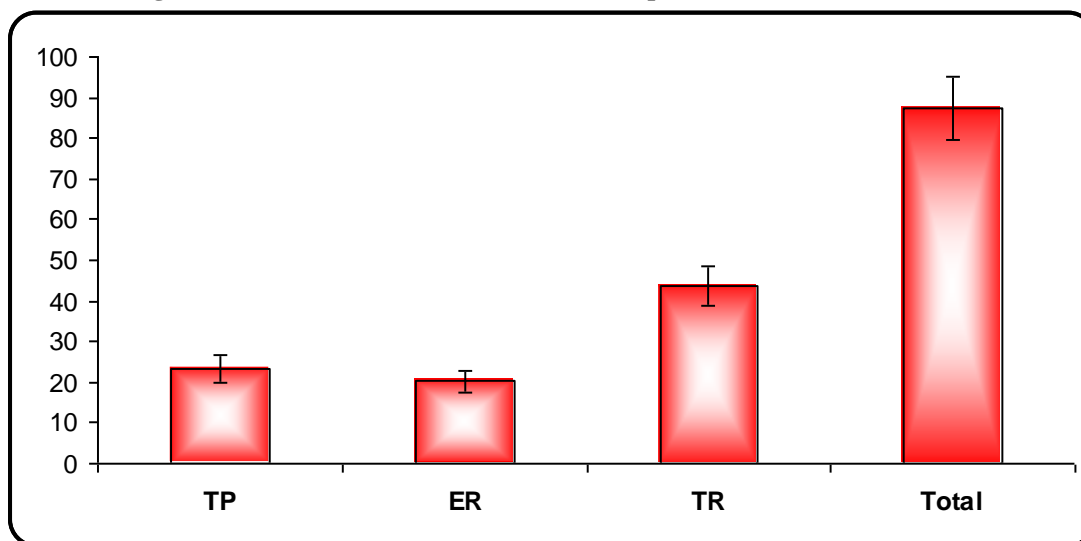


Figure (4): Mean and Std .Deviation of Risser patient satisfaction subscales



TP= Technical-Professional
ER= Educational Relationship
TR= Trusting Relationship

Table (5):- Correlation between Psychiatric Patients' Level of Satisfaction and Level of Studied Nursing Students' Ability to Establish Relationship with Patients

Studied students (n = 60)	Studied patients (n = 60)	
	Psychiatric Patients' Level of Satisfaction	
	r	P- value
Level of Studied Nursing Students' Ability to Establish Relationship with Patients	.882**	0.000

Correlation is significant at the 0.01 level.

Table 1 presents the distribution of studied nursing students according to their socio-demographic characteristic. The results revealed that the majority of studied students were female (76.7%). In relation to student's residency, most of students were living in urban area (75%). As regard to their marital status, more than half (56.7%) of studied nursing students were married.

Table 2 shows the distribution of the studied psychiatric patients according to their socio-demographic characteristics. The results revealed that the most of studied patients were male (73.3%). In relation to patient's age, it was founded that about one third of studied patients (30%) aged 40-49 years old, with the mean age was 39.83 ± 10.878 years. In relation to patient's residence, 66.7% of studied patients were living in rural areas. As regard to educational level, more than one third (38.3%) of studied patients read and write and (36.7%) of the studied patient had secondary education. In relation to their marital status, it was founded that less than half (48.3%) of studied patients were single, and (40%) were married. Regarding to their occupation, more than half (56.7%) of studied patients had free work. Those, who live with family, represented 85% of studied patients.

Table 3 presented distribution of studied patients according to their clinical characteristics. The results illustrates that the majority of studied patients were diagnosed by schizophrenic (91.7%). In relation to duration of illness, less than half of studied patients (43.3%) had duration between 5 to 10 years, (Mean $SD=2.53 \pm 929$ years). As regards number of hospitalization, one half of studied patients (50%) were admitted one time to hospital. In relation to their mode of present hospitalization, the results revealed that the majority of studied patients (81.7%) were admitted against their well.

Figure (1) represents the distribution of the ability of studied nursing students to develop therapeutic relationship according Student -Patient Relationship Questionnaire, the results revealed that about three quarter of studied nursing students (73.3%) had high ability to built therapeutic relationship with their assigned patients, this score was statistically significant ($\chi^2 = 13.067, P < .05$)

Table 4 illustrates mean and SD of student-patient relationship questionnaire subscales, it was founded that the subscale of student's role in the relationship take the highest mean ($7.3833 \pm .94046$) followed by the

subscale of positive effect of the relationship on student (7.0167±.69603). Also it was founded that the authoritative relationship had the smallest mean (1.9167±.97931).

Figure (2) illustrated Mean and Std .Deviation Student–Patient Relationship Observation Checklist Schedule subscales , it was founded that the subscale of non verbal communication with patients had the highest mean (8.8000±1.03825), while the smallest mean (3.3667±.91996) was founded with preparation of environment when communicating with the patients subscale

Figure (3) showed distribution of the Patients' level of satisfaction according to Risser Patient Satisfaction Scale . The results revealed that, the majority of studied patients (75%) of studied patients had high level of satisfaction, and this score was statistically significant ($\chi^2 = 15.000$, $P < .05$).

Figure (4) showed Mean and Std .Deviation of Risser patient satisfaction subscales .It show that the subscale of trusting relationship had the highest mean (43.7500 ± 5.03421) while the smallest mean (20.2833 ± 2.61736) was found with educational relationship subscale .

Table 5 illustrates the correlation between psychiatric patients' level of satisfaction and level of studied nursing students' ability to establish relationship with their patients. The results revealed a statistically significant positive relationship between psychiatric patients' level of satisfaction and level of studied nursing students' ability to establish relationship with their patients where P- value < 0.01.

III. Discussion

People experiencing mental health problem are vulnerable and usually afraid. Building relationship and communication with them pose challenges that require skills, knowledge, and perceptiveness to discern what will be most helpful. At the same time, working with those in emotional distress can be highly rewarding when nurse know that patients and families feel understood, cared for, and better able to cope with their unique situations. (4,7) The therapeutic relationship is a crucial component in the change process in psychiatric setting. Regardless of the clinical problem or the treatment modality be used, studies show that a positive therapeutic relationship robustly predict a positive response to treatment and patient satisfaction (19).

The aim of this study was to assess nursing student - patient relationship during psychiatric nursing clinical training and to assess the effect of nursing student - patient relationship on patient satisfaction during psychiatric nursing clinical training.

The present study revealed that the largest percentage of studied nursing student reported that they are able to build therapeutic relationship with psychiatric patients during their psychiatric clinical training. This may be related to before the participants students undertaken their psychiatric clinical practice ,they received theoretical knowledge about concepts of psychiatric nursing over three weeks which mainly include therapeutic communication, therapeutic nurse–patient relationship, general principals and general symptomatology of mental illness which may help student to be able to build therapeutic relationship with psychiatric patient. In this respect *Larsson et al ,2010* stated adequate preparation by students for clinical practice has been credited with making all the difference in the world, this preparation may include acknowledge the student by concepts of psychiatric (20).Also, it may be related to that the sole duty of the students during their clinical training is centered on one patient only which give opportunity for the students to study well the behavior of his or her patient consequently enable students to build relationship with their patients.

The presence of supportive and approachable clinical teacher may be one of the factors that help student to build therapeutic relationship with their patients during clinical training. In this point, *Wafaa (2012)* mentioned that the ideal clinical instructor should be informative and resourceful, give available advice, provide support and encouragement to students, assist students in providing planned patient care, answer questions appropriately and be supportive and helpful (21).

Regarding role played by the student during the relationship with patient with patients, the present result shows that this scale has the highest M±SD among the student patient relationship questionnaire subscales .This indicate that the majorities of students listen to their patients, give answer to or reply on patient's questions and support patients to use their own resources. This result may be due to the student's assumptions that those roles are those expected from them and then are able to convey them clearly to their patients as they want to teach their patients to be independent individual. This result was in agreement with *Abd Elbaseer (2014)* who demonstrated that the studied students' role in relationship includes listen to their patients (22). In this respect, *Rogers et al., (2014)* reported that psychiatric nurses' role undertook most of the roles described in domain of patient physical care, psychosocial and communication and professional aspect of patient care management. Nurses rating of role perception and actual role content were related to their rating of job satisfaction, occupation stress and role conflict(23).

In spite of the present result regarding the type of student –patient relationship, data of this study revealed that the studied nursing student use facilitative relationship more than authoritative relationship. This may be due to the emphasize on the principle of acceptance through the psychiatric nursing course which may

lead the students to deal with their patient by acceptable way and being facilitative by just accepting them. Also, it may be result from the students' believes that facilitative relationship is more acceptable to their instructor or faculty member than authoritative relationship. This result is consistent with **Dawood (2007)** & **Abd- Elbaseer (2014)** who found that the largest percentage of the studied group of nursing students as being facilitative in their relationship^(16,22). Contrary to this finding, **Rask & Levander (2001)** pointed out that nurses from the field of general, psychiatric and community nursing considered themselves as having too little skills in the use of facilitative relationship skills such as catalytic and cathartic skills⁽²⁴⁾.

In the same direction of the present study, **Kuosmanen et al (2006)** see that it was encouraging to see that students gave high ratings for a facilitative relationship in which the student and patient have shared views on how to act and in which students attempt to satisfy the needs of individual patients. Facilitative relationships with patients also help students to meet the requirements set for the nursing profession, especially the skills of interaction and collaboration that are needed in order to meet patients' expressed wishes and needs⁽²⁵⁾.

In relation to the effect of the relationship on students as reported by students, the present study revealed that the student relationship with their patients has many positive effects. It gives students feeling of success in dealing with psychotic patients, helps them to learn how to provide individualized patient care, and improves their communication skills and social skills. This result may be due to positive expectation of students about psychiatric patients, students' accepting & respectful attitudes toward psychiatric patients and nursing students feeling of accomplishment resulting from helping a patient and this in turn contributed to their sense of competence which in turn result in the students begin to feel comfortable in caring for their patients. This is in agreement with **Dawood (2007)** who reported that, student –patient relationship gives students an opportunity for improving their communication skills and social skills and helps them to learn how to provide individualized patient care⁽¹⁶⁾. In this respect, it was highlighted that relationship with patients are connected with students' personal and professional growth, confidence and self-esteem⁽²⁶⁾

Regarding students' related factors affecting on students – patients relationship, the present findings indicate that the majority of studied nursing students reported that having communication skills, having theoretical knowledge, an accepting and respectful attitudes towards psychiatric patient , student's self-confidence and self-esteem and student's coping abilities were promoting factors that improve their relationship with patients. This is going in agreement with **Dawood (2007)** who stated that the students' accepting and respectful attitudes towards psychiatric patient were reported as promoting factors⁽¹⁶⁾.

Regarding the patients' level of satisfaction with nursing care provided by students as reported by the patients , the finding of the present study indicated that the majority of the studied patients had high level of satisfaction with nursing care provided by students, this may be related to the patient's perception of students as the only ones who really sit with them individually and actively listen to them. Also, sitting with nursing students considered the sole opportunity of the patients to express their feelings, problems, needs and concerns. As a result, the students may be the only opportunity for them to spend time with a person who does not judge their behavior, not punish them and listen to whatever they say without surprise. But in fact, most of nurses working in Tanta Mental Health Hospital provide custodial care, they do not have a time to talk or listen to their patients, just giving them orders most of the times. Nurses were more concerned with tasks more than with talking to patients. Additionally the present study found that the greatest level of patient satisfaction elicited from the interpersonal relationship domain. This result may be related to the students' background about the concepts of psychiatric nursing . Long stay of students with their assigned patients in hospital may be another rationale which help students in their interpersonal communication with patients and improve their relationship as having adequate time to stay with the same patient allow student to know patient's problems, needs and allow student to develop better communication skills with patients. In the same direction, **Anderson (2002)** noted that when nurse used patient-centered communication, patients reported higher satisfaction and improved outcomes⁽²⁷⁾. Additionally , **Duggins R.& Shaw (2006)** reported patients' perceptions of nurses' interpersonal and communication skills, friendliness, and ability to attend to the specific needs of the patient also have been found to be associated with higher satisfaction⁽²⁸⁾. Consistent with these result, **Alhusban M& Abualrub(2009)** showed a positive association between bio psychosocial communication style and increased patient satisfaction⁽²⁹⁾. Meanwhile , **Lawson (2002)** showed no direct association between the provider's communication style and patient satisfaction .⁽³⁰⁾

Also, the present study revealed that the lowest level of patients' satisfaction score elicited from educational domain. Consistent with this result, **Larrabee etal (2004)** reported in their study of patient satisfaction with nursing care that problems with information provision by nurses were indicated most frequently⁽³¹⁾.

The therapeutic relationship between the patient and the nurse was found to be important for patient satisfaction. Regarding the relation between patient satisfaction and student – patient relationship, the present study showed that there is a positive relation between patient's level of satisfaction and student's ability to establish therapeutic relationship with their patients. It was founded that when the nursing students have high

ability to build therapeutic relationship with their assigned patient, the more the patients were satisfied with nursing care provided by nursing students. In order to create a pleasant and positive interaction with patients, nurses need to be responsive, friendly, calm, encouraging, take the time to listen, show an interest and be able to understand patients' unexpressed questions and needs. Nurses are expected to meet these demands. If they are unable to cope with these demands, there is a risk that they will develop feelings of insufficiency. This, in turn, can negatively influence nursing care, resulting in decreased patient satisfaction.

Duggins R.& Shaw (2006) reported in their study that, anxiety and concerns felt by patients were alleviated through effective communication⁽²⁸⁾. Furthermore, nurses' interpersonal skills, communication skills, and the provision of information are predictors of patient satisfaction⁽³²⁾.

IV. Conclusion and Recommendations

From the present study, one could conclude that the majority of studied nursing students able to build therapeutic relationship with their patients, and the majority of studied patients had high level of satisfaction. Additionally, there is a statistically positive relationship between patients' level of satisfaction and studied nursing student ability to build therapeutic relationship with their patients. Accordingly, when studied nursing student ability to build therapeutic relationship with their patients increase, patients' level of satisfaction increase. Furthermore, there is no significant relation between patients' level of satisfaction and any socio-demographic and clinical characteristic except patient's level of education.

From the results of the present study one can recommend the following:

Recommendations regarding academic teachers:

- A communication skill is one of the major skills nurses require. On this regard, nursing faculties should give attention to developing the communication skills of their students side by side with cognitive and psychomotor skills and also nurses should practice these skills in their working places.
- Role playing, simulation and problem based should be emphasized as a method of teaching to teach students effective communication skills and how to response to various behavior of the patients.

Recommendations regarding hospital staff:

- In-service training and educational program for nurses who work with psychiatric patients should be implemented to provide a better understanding about effective communication skills and nurse-patient relationship.
- The mental health care professionals need to work on strengthening the therapeutic alliance in order to build up a close relationship with their patients as this will help in increasing patients' satisfaction and compliance of treatment.

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