## Connecting Theory to Practice: The Relationship-Based Care Model

**Patricia A. Sharpnack DNP, RN, CNE, NEA-BC and Catherine Koppelman MSN, RN, NEA-BC**

### Introduction
- The RBC conceptual framework is designed to strengthen three crucial relationships at the point of care: the relationship with the patient and/or family, the student’s relationship with present and future colleagues and finally, a balanced relationship with self.
- Caring theory aligns with the Institute of Medicine (IOM) patient centered care competency and the school of nursing philosophy of a holistic approach that supports caring and healing.
- “Disease and procedure approach to nursing no longer adequate” Patient-centered approaches to nursing (1960). The nurse can help the patient recover if she is aware of covert issues – keeping a patient in bed will not help him if he is worried about support for his family. (...p 3)

### Purpose and Underlying Principles
- To provide a relationship-based, patient-centered and leadership paradigm shift in education.
- The American Association of Colleges of Nursing (2008) acknowledged that nursing care must be compassionate and holistic.
- Effective nursing care is a combination of technical expertise, critical thinking, and a caring, compassionate comportment.
- Positive relationships can strengthen nursing practice, improve quality of care and ensure patient safety.

### Conceptual Framework
- Relationship Based Care (RBC) model and Quality and Safety Education for Nurses (QSEN) competency domains.
- RBC and quality and safety competencies served as the core for the curricular threads and graduate outcomes.

### Method

**INSPIRATION:**
The focus of curricular strategies included awareness of self-care methodologies, communication strategies that respect diversity, leadership strategies that facilitated moral courage, and strategic interprofessional team development.

**INFRASTRUCTURE:**
A curricular revision and faculty educational process resulted in a concept-based curriculum that used the RBC framework to identify opportunities for integrative learning and transfer of knowledge.

**EDUCATION:**
RBC education, promotion of just culture, AHRQ communication techniques, self-care partnership with Urban Zen, methods to combat incivility in the workplace.

### Curricular Conceptual Model

### Evidence
- Mindful of nurses’ role in the provision of quality-focused, patient-centered, relationship-based healthcare.
- Outcomes evidenced development of leadership skills, communication strategies and patient management competencies.
- Self-care awareness and use in classroom and practice.
- Value influence of patient and family relationships on healthcare outcomes.

### Future Implications
The exemplars for this theory to practice model include professional nursing practice, leadership and a caring environment.
- Further evaluation of program outcomes as students transition to practice is required.