

# Therapeutic Communication Gerontology Assignment

Learning Objectives and Outcomes		
Area	Objective	Course Student Learning Outcome (CSLO's), Baccalaureate Essential's & QSEN
Knowledge	<p>Apply therapeutic communication nursing concepts in the delivery of nursing care to gerontology patients.</p> <p>Examine the influence of age on nursing care decisions and actions for patients.</p>	<p>CSLO Baccalaureate Essential VIII QSEN Patient-Centered Care</p>
Skills	<p>Apply therapeutic communication principles, concepts such as active listening, silence, focusing, open ended questions, clarification, exploring, paraphrasing, reflecting, restating, providing leads, acknowledgement, and offer of self.</p> <p>Increase their own self-awareness of judgments and pre-conceived notions that</p>	<p>CSLO Baccalaureate Essential VIII QSEN Patient-Centered Care</p>

	<p>may affect their advocacy for older adults.</p> <p>Evaluate effectiveness individual performance.</p>	
Attitudes	<p>Values the role of therapeutic communication in nursing care decisions and actions.</p> <p>Recognize personally held attitudes about working with patients from different age, ethnic, cultural and social backgrounds.</p>	<p>CSLO Baccalaureate Essential VIII QSEN Patient-Centered Care</p>

## Instructions:

This assignment is designed to help students feel comfortable initiating conversations with older adults and to raise awareness of older person's wishes, expectations, resources, cultural traditions, and strengths. Students will select an older adult to interview. Students will utilize therapeutic communication to explore the quality of life perceptions, risk the person is willing to take or has taken to preserve the quality of life.

Therapeutic communication is a fundamental component of nursing and is a complex concept. Ensuring positive encounters between nurses and patients is important for improving the quality of nursing interactions, performance of various nursing duties, and meet patients' diverse needs (Abdolrahimi, Ghiyasvandian, Zakerimoghdam, & Ebadi, 2017).

### Reference

Abdolrahimi, M., Ghiyasvandian, S., Zakerimoghdam, M., & Ebadi, A. (2017). Therapeutic communication in nursing students: A Walker & Avant concept analysis. *Electronic physician*, 9(8), 4968-4977. doi:10.19082/4968

National League of Nursing (NLN). Retrieved from <http://www.nln.org/professional-development-programs/teaching-resources/ace-s/teaching-strategies/aces-knowledge-domains/individualized-aging/examining-risks-and-benefits-to-enhance-quality-of-life>

## **Pre-assignment work-**

Students should answer the following questions to fully understand the quality of life, personal choice of decision making, and self-reflection.

1. Which of these two statements is most important to you?

- I want to live as long as possible regardless of the quality of life that I experience.
- **I want to preserve a good quality of life even if this means that I may not live too long.**

2. Do you feel you have full autonomy for decision making? I feel I do have full autonomy, but I don't always utilize it, I tend to make decisions based off my peers and what they decide or do.

3. How do you feel when people make decisions for you? I tend to be influenced by what people decide and will follow, but when someone intervenes and tells me "this is what I'm going to do" then I feel agitated or lesser of a person who should be able to make decisions by myself.

4. What do you see as important in your life? Family and doing things for yourself. I've learned family is always there for you. Also, I learned if you don't do the things you like or want to do, you'll live a life of regret and sorrow. Life is about enjoying it to the fullest. Personally, I think I've always tried doing things for others and haven't spent much time focusing on what I want in life. Life isn't about nice cars and a lot of money, it's about doing what you like and respecting others.

5. What risks have been identified to your quality of life that you agree or disagree with? I agree with the risks I've taken to go back to school and choose a new career path has paid off so far.

6. What risks have you taken in the past and how has this affected you? One risk was going back to school after earning a bachelor's in criminal justice, I risked pursuing a new career path with nursing now, but very happy with my decision. Honestly, everything you do each day can be a risk for where your future leads you.

7. What is your understanding of the risks you want to take now? As you get older you take more risks; "do I take this new job? Do I move to a new city and start over? Do I start a family now, is it good timing?" questions like these come around when we get older and are on our own. I am risking wanting to move far away to a big city after Lakeview, I think about it every day if that's what I should be doing.

8. What risks are you not willing to take? Not willing to invest money in stocks and play with large amounts of money. Other than that, I love risks. It makes for a thrill of anxiety.

9. How would you explain to the people who love you why you want to take this risk? I would be risking it for myself in a mindset that I don't want to regret it if something my come of it. I think hiding in a shell and living comfortably is not as enjoyable as doing risky or uncomfortable things in life. Id rather live a life of no regret because I experienced too much regret in my past already.

10. What frightens you about taking this risk? Not paying off, or not being what I expected.

## **Interview process:**

Find an older adult to interview, the interviewee may be a family member and does not have to be a patient. Each interview should be a minimum of 20 minutes. Students should use therapeutic communication techniques to build therapeutic relationships within the community. Students should ask a minimum of 5 question listed below. A student may ask a question not listed below but will need to write down additional questions asked in the post-interview evaluation.

1. Which of these two statements is most important to you?

- I want to live as long as possible regardless of the quality of life that I experience.
- **I want to preserve a good quality of life even if this means that I may not live too long.**

2. Do you feel you have full autonomy for decision making? She replied yes, she thinks she does. As an adult she knows she can choose for herself, and she doesn't have any medical restrictions; no one making decisions for her.
3. How do you feel when people make decisions for you? She replied she does not like it, she feels she needs more control in the decision making even if it's the same outcome as if someone deciding for her.
4. What do you see as important in your life? Views faith, family and health as the most important aspects in her life.
5. What risks have been identified to you that you agree or disagree with? One risk is not completing college by leaving after her Jr year to get married but agrees with the risk because she was able to still finish college and have teacher certification in two states.
7. What is your understanding of the risks you want to take now? The risks she would be taking now would involve more people than just herself, mainly her family.
8. What risks are you not willing to take? She doesn't want any risks involving money.

## **Interview Evaluation-Reflective Activity**

After interviewing an older adult, students are to complete a self-reflective evaluation.

- 1) What therapeutic communication techniques did you use during the interview? Provide examples I let the interviewed person elaborate without jumping in between conversations.
- 2) What went well? The positive reinforcement feedback I talked about pertaining to their thoughts.
- 3) What would I do differently next time? I'd like to create questions of my own so that it helps me build critical thinking type questions in a real-life setting.
- 4) What are the major take-home lessons after interviewing an older adult? Life is valuable and you should utilize the time you have. Family and health are the most important aspects as well.
- 5) How can I adapt my nursing practice to be more responsive to the unique needs of an older adult client? Think critically and be creative.
- 6) In what way am I building my nursing skills? Therapeutically, and I am engaging in meaningful communication.

STUDENT NAME \_\_\_\_\_

**RUBRIC FOR THERAPUTIC COMMUNICATION GERONTOLOGY ASSIGNMENT**

**Pre-Assessment**

<b>Objective</b>	<b>Unsatisfactory 0 points</b>	<b>Satisfactory 5 point</b>	<b>Grade</b>
<b>Increase own self-awareness of judgments and pre-conceived notions that may affect their advocacy for older adults.</b>	Description adequate with superficial thought and preparation; doesn't address all aspects of the task	Description well developed assignment that fully addresses and develops all aspects of the task.	

<b>Content Contribution</b>	Information that is off-topic, incorrect, or irrelevant to discussion.	Factually correct, reflective and substantive contribution.	
<b>Clarity &amp; Mechanics</b>	Communicates in manner with some 2-3 errors clarity, spelling, grammatical, or mechanics errors.	Contributes valuable information with minor 1 clarity, spelling, grammatical, or mechanics errors.	

**Comments:**

**Pre-Assessment POINTS: \_\_\_\_\_/15**

**Interview Evaluation-Reflective Activity**

<b>Objective</b>	<b>Unsatisfactory 0 points</b>	<b>Satisfactory 10 point</b>	<b>Grade</b>
<b>Evaluation therapeutic communication process with older adult</b>	Description adequate with superficial thought and preparation; doesn't address all aspects of the task	Description well developed assignment that fully addresses and develops all aspects of the task.	
<b>Content Contribution</b>	Information that is off-topic, incorrect, or irrelevant to discussion.	Factually correct, reflective and substantive contribution.	
<b>Clarity &amp; Mechanics</b>	Communicates in manner with some 2-3 errors clarity, spelling, grammatical, or mechanics errors.	Contributes valuable information with minor 1 clarity, spelling, grammatical, or mechanics errors.	

**Reflective POINTS: \_\_\_\_\_/30**

**Total Points: \_\_\_\_\_/45**

**Instructor Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

