

## 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>	CSLO Baccalaureate Essential VIII QSEN Patient-Centered Care
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>	CSLO Baccalaureate Essential VIII QSEN Patient-Centered Care

	<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, Zakerimoghadam, & Ebadi, 2017).

## Reference

Abdolrahimi, M., Ghiyasvandian, S., Zakerimoghadam, 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/aces-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 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?

Yes, I do feel that I have full autonomy for decision making.

3. How do you feel when people make decisions for you?

I do not mind if my fiancée makes decisions for me, as long as, we both talk about it beforehand.

4. What do you see as important in your life?

The most important aspect of my life is to keep my family safe and to provide for them.

5. What risks have been identified to your quality of life that you agree or disagree with?

The risk identified in my life is a life-altering disease that I have been diagnosed with. However, I do not agree with this diagnosis and do not allow it to hinder my lifestyle.

6. What risks have you taken in the past and how has this affected you?

While serving in the United States military as a Marine, I took substantial risks. Risks included nuclear, biological, chemical hazards, and the risk of being injured or killed. I also took chances of being an over-the-road truck driver trainer; spending exhausting hours on the road that could have led to life or death situations.

7. What is your understanding of the risks you want to take now?

I will always be a Marine, so I will always have the tenacity to save lives, even if it means risking my own. However, being older and serving my time, I want to take better care of myself so that I can take better care of others. I want to minimize risks to have a better chance of fulfilling my dreams.

8. What risks are you not willing to take?

I am not willing to risk exposing myself to threatening nuclear, biological, or chemical hazards.

9. How would you explain to the people who love you why you want to take this risk?

I would explain to my loved ones that I want to minimize risks to spend more time with them and to live a better quality of life.

10. What frightens you about taking this risk?

The exposure to nuclear, biological, or chemical agents cannot be reversed and only leads to weakening my body and deteriorating my quality of life.

## **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?

The patient wants to preserve a good quality of life even if this means that she may not live too long.

2. Do you feel you have full autonomy for decision making?

Yes, patient does feel that she has full autonomy for decision making.

3. How do you feel when people make decisions for you?

The patient does not like it when others make decisions for her and makes her feel that she is in less control.

4. What do you see as important in your life?

It is important for the patient to live a healthy and happy life.

5. What risks have been identified to your quality of life that you agree or disagree with?

Diseases and car accidents have affected her quality of life.

6. What risks have you taken in the past and how has this affected you?

Lack of sleep has led to health problems and affected her job performance negatively.

7. What is your understanding of the risks you want to take now?

The patient would like to minimize her risks by retiring and spending the time to enjoy life.

8. What risks are you not willing to take?

The patient would not want to risk having another car accident.

9. How would you explain to the people who love you why you want to take this risk?

The patient states that she still has to drive to work to make money to pay bills.

10. What frightens you about taking this risk?

Retiring is a risk for the patient because she is not financially secure.

11. What can you do now to improve your quality of life for tomorrow?

The patient states that she can improve her quality of life by eating a proper diet and exercising routinely. Practice wearing protective equipment whenever she is in a hazardous environment, and reading material that will educate her in improving her health.

### 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 first began the interview by showing my sincerity and professionalism by offering the patient a complete head-to-toe assessment.
- I used open-ended questions, such as those listed above (1-10).
- I restated what the patient said to me in order to clarify what I heard.
- I used silence while I waited for the patient to respond.
- I actively listened to what the patient was saying by making eye contact and taking notes of the words she used before restating what she said.
- I encouraged the patient to share and express her feelings, and I selected a location to where I knew she would feel most at ease.
- I focused on the patient's feelings by encouraging her to verbalize them, listening to the words she used, listening to her tone of voice, facial gestures and body movements.
- I avoided using the word "why" in my questions.

2) What went well?

I feel that communication went well. I felt at ease throughout the interview, and I believe the patient did too. All questions were answered and ended on a good note.

3) What would I do differently next time?

I can be better prepared to ask therapeutic questions by being more educated. I can also spend more time after the interview to strengthen the nurse-client relationship.

4) What are the major take-home lessons after interviewing an older adult?

Older adults are concerned more about disease and accidents than do younger adults. Older adults have a plethora of experiences and stories. Older adults care more about their quality of life than they do longevity. Older adults enjoy the use of technology in their daily life.

5) How can I adapt my nursing practice to be more responsive to the unique needs of an older adult client?

I believe with time and experience, I can be more adapt in responding to the unique needs of older adults by knowing what resources are available to them. Continuously practice therapeutic communication principles, so I can be more proficient on understanding what the patient wants and needs for the best outcome.

6) In what way am I building my nursing skills?

By practicing therapeutic communication with the patient, I am able to assess their physical, mental, and emotional wellbeing. This builds a therapeutic relationship and promotes the wellbeing of the patient, and helps me become more proficient at it.

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

