

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 live 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?

Yes, I believe I have full control over my own decision making.

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

If people made decisions for me, I would feel like I had no control over my life. I would feel trapped.

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

The most important things in my life right now is my family, friends, and doing well in school.

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

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

One risk I have taken is applying for nursing school. Nursing school is very competitive so applying in general was very risky for me. Since I got in it has changed my life by making me stressed and exhausted, but ultimately excited to have a career in nursing.

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

I believe risks are meant to be taken. If you just wait around for something to happen to you, then you will be waiting forever, but if you take a risk something great might happen.

8. What risks are you not willing to take?

I would not be willing to take risks that would put my friends and family's wellbeing in harm's way

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

I would explain to them that taking the risk could be better in the long run. Even if I do get disappointed in the outcome, something great might happen that would make it worth it.

10. What frightens you about taking this risk?

I think what frightens me most about risk is the unknown. You do not know if the risk will be worth it or if you become disappointed.

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 questions 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?

“I feel like I have a lot of say when it comes to my decisions”

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

“I feel like I don’t have a voice. My children do a good job of including me in a lot of my major life decisions, but when they try to decide for me it is annoying and I feel hurt.”

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

“My children and grandchildren are very important in my life. I also really like sitting outside, getting some sunshine, and watering my roses.”

5. What risks have been identified to you that you agree or disagree with?

“Risks I have been around are two of my sons signing up for the army. I did not agree that they should do it because of how dangerous it was and that I could lose them. When they were fighting in the war I was scared and sad every day.”

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

“I risk I have taken before is getting checked for skin cancer. My husband passed away from colon cancer so I was terrified to find out the results and to tell my kids.”

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

“I have always been somebody that takes small risks, but now that I am older, I like to think that anything I do could be the last time I do it.”

8. What risks are you not willing to take?

“I don’t want to take the risk of being brought back to life. I believe it would cause more harm to me than good.”

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

“I would tell them that its my life and I can do what I want. They need to know the risks are for me not them.”

10. What frightens you about taking this risk?

“The worst part about taking risks is find out bad news. When I got checked and told I had skin cancer it was very scary, but if I would not have taken the risk of checking it then I wouldn’t of gotten my treatment.”

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
 - a. I sat at eye level with her in a comfortable place
 - b. I looked her in the eye
 - c. I clarified what she said so she knew I was listening
- 2) What went well?
 - a. I think the interview went so well because we did it on her porch so it was a comfortable place for her not to feel pressured or uncomfortable.
- 3) What would I do differently next time?
 - a. Next time I would do better about explaining the questions. I had a habit of just reading the questions and expecting her to understand. When I started to explain the questions 3/4ths through I could tell she was understanding more of what we were taking about.
- 4) What are the major take-home lessons after interviewing an older adult?

- a. After interviewing my neighbor, I was able to take home that we had similar beliefs, it even though we were on the same track thinking she had more wisdom to share with me on the reasoning for her answers
- 5) How can I adapt my nursing practice to be more responsive to the unique needs of an older adult client?
 - a. I believe I could have more patience. Older adults have a harder time thinking faster so I need to give them time to talk to me and not rush them.
- 6) In what way am I building my nursing skills?
 - a. I believe I am building my nursing career by asking these questions to an older adult I am comfortable with, is going to make it easier to talk to strangers.

STUDENT NAME _____

RUBRIC FOR THERAPUTIC COMMUNICATION GERONTOLOGY ASSIGNMENT

Pre-Assessment

Objective	Unsatisfactory 0 points	Satisfactory 5 point	Grade
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Increase own self-awareness of judgments and pre-conceived notions that may affect their advocacy for older adults.	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.	
Content Contribution	Information that is off-topic, incorrect, or irrelevant to discussion.	Factually correct, reflective and substantive contribution.	
Clarity & Mechanics	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

Objective	Unsatisfactory 0 points	Satisfactory 10 point	Grade
Evaluation therapeutic communication process with older adult	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.	
Content Contribution	Information that is off-topic, incorrect, or irrelevant to discussion.	Factually correct, reflective and substantive contribution.	
Clarity &	Communicates in manner with	Contributes valuable	

Mechanics	some 2-3 errors clarity, spelling, grammatical, or mechanics errors.	information with minor 1 clarity, spelling, grammatical, or mechanics errors.	
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Reflective POINTS: _____/30

Total Points: _____/45

Instructor Signature: _____

Date: _____

