

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, 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/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, but I often feel the need to consult others before I make a decision because I am so indecisive.

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

- I do not like it because I feel as if they are trying to influence me to do what they want.

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

- My family, friends, career, health and school.

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

- I have had some issues with my heart in the past few years so the doctors advise that I take it easy as to not overwork it, but I find it hard to do that.

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

- I have taken risks in relation to my mental health that I regret but they each taught me lessons and made me stronger in the end.

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

- My risks have a completely different motivation now. The risks I take are all in regards to school. To me they are worth it because in the end I will be doing something I feel deeply passionate about.

8. What risks are you not willing to take?

- I am not willing to take any risks that can interfere with me pursuing my nursing career.

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

- I would tell them simply that it will all be worth it in the end. I have wanted this for so long so the time and energy I put into it will pay off.

10. What frightens you about taking this risk?

- I am frightened that I will not meet everyone's expectations of me. I want to make everyone proud but nursing school is the hardest thing I have ever done and I worry constantly about something messing that up.

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?

- Yes

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

- I don't know the right word, but I don't like it.

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

- People, family, games, TV, God.

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

- Being out in the bad weather, eating too much sugar.

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

- None come to my mind.

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

- Trying to walk is dangerous for me, so I know if I try there is a risk of injury.

8. What risks are you not willing to take?

- Being alone, trying to walk on my own.

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

- Just be upfront and tell them.

10. What frightens you about taking this risk?

- I guess that they wont agree.

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 used techniques such as active listening, staying focused on what the client was saying, and paraphrasing so the client could better understand and answer the questions.
- 2) What went well?
 - The whole interview went well. The only question she had some confusion on was number 5, so we had to take time and talk through that one.
- 3) What would I do differently next time?
 - Something I would do differently is staying conscious of the fact that she cannot always hear what I am saying clearly, so use a louder tone when speaking.
- 4) What are the major take-home lessons after interviewing an older adult?
 - The major lesson I learned is that she values being independent, and I should not be quick to assume she needs help with everything.
- 5) How can I adapt my nursing practice to be more responsive to the unique needs of an older adult client?
 - I can take the time and really develop a trusting and open relationship with each client. Showing older adults that you really care and are willing to help them with whatever they ask is essential to maintaining a good working relationship.
- 6) In what way am I building my nursing skills?

- I am building my nursing skills in a number of ways such as my communication techniques, voice control, multitasking, and relationship building skills.

STUDENT NAME_____

RUBRIC FOR THERAPUTIC COMMUNICATION GERONTOLOGY ASSIGNMENT

Pre-Assessment

Objective	Unsatisfactory 0 points	Satisfactory 5 point	Grade
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 & 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.	

Reflective POINTS: _____/30

Total Points: _____/45

Instructor Signature: _____

Date: _____

