

# 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.

I would rather live a good quality life and do a lot than live a long life and not be able to do as much because of my quality of life. This is important to me because I see how my uncle lived a short life due to being diagnosed with cancer, but he made the most out of the life he got and that gave me a whole different perspective on life itself.

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

Yes, as a young adult who is over 18, I do believe I make my own decisions, though I still ask my mom for her opinion it is me deciding what is going on with my body.

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

I don't like when people make decisions for me. Sometimes I like when I ask for people's opinions and they give me their genuine concern about the matter, but I still can make my own decision for myself. If someone were to make a decision about a major part of my life without me, I would be super upset.

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

What I see important in life is having a successful career and then being able to establish myself and being able to support myself and the family I want to have in the future. It is also important for me to be able to help others who are less fortunate and didn't have the opportunities I had growing up.

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

My dad lost his job and that is something that I obviously something I don't agree with. It put such a strain on my mom and made us a single income family for many years to follow.

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

One of the biggest risks I've taken was going to a school where I didn't know anyone. Since I went to community college and most of my friends or people I knew went to schools in Chicago or went to Illinois State and I pretty much started over at EIU. By doing this I have become a better person and it has allowed me to grow out of my shell.

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

I'm not sure what risks I want to take now but when I want to take one I am going to have to understand the full responsibility in doing so.

8. What risks are you not willing to take?

I think right now maybe jumping out of a plan, moving cross country hours and hours away from what I know. These risks though but not always be risk for me and I might decide to do them.

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

Sometimes these risks better your life, give you the experience you need or it's just something you have to do that you're unsure about. A loved one should help you with risks no matter what.

10. What frightens you about taking this risk?

Failure, if you move cross country and fail and have to come home what was the point of it all? It's like you not only failed yourself but you failed those around you as well.

## **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.

My grandpa stated that he got his leg amputated a couple years ago and though that made his quality of life feel like a lot less he is still here and able to experience my cousin, brother and I grow up.

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

Yes, he does feel like he has full autonomy of making his decisions. He said my aunt helps him out a lot but at the end of the day he makes the final decision. He also stated its his body and he should make the FINAL decision.

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

My grandpa said he doesn't like when people make decisions for him because he likes to justify the pros and cons of each situation at hand. After doing this he then makes the decisions for himself.

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

He stated, now that your grandma and uncle have passed away its about seeing “you kids” (my cousin, brother and I) and my kids being able to accomplish what they set out to do.

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

My grandfather’s major risk was joining the army. He had to put everything on hold to serve his country. He said at the time he may not have agreed with his decision but now he more than agrees with it because he was able to serve our country.

## **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 paraphrasing to make sure I got the information right, but I also used open ended questions to gain experience on these topics. I think the one I used best was active listening and just being there for my grandpa to tell me these stories.

2) What went well?

I think most of it went well. Yes, it was hard for my grandpa to talk about certain topics, but it gave me a broader Idea of what he was going through in the past, present and maybe even the future.

3) What would I do differently next time?

Asking questions that weren’t always given or we prepared before and straying away from those to receive more information about these topics.

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

Even just listening to their stories brightens their day, if we give the time, they'll enjoy it and know that we care about them and their particular situation they're going through at that particular time.

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

Being more of an active listener. Most of the older adults like to talk and if you just sit and listen to them you can find a lot of information out. This could be information about what they're currently going through and just allow you to know more about them.

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

It's so easy for us to be therapeutic with patients around our generation, and of course we can be therapeutic with our grandparents, parents, aunts, and extended family a well but by asking these questions it helped us get out of our comfort zone. They weren't typical questions you would normally ask a loved one.

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>
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<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:** \_\_\_\_\_

