

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 #1 & 2 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 may affect their advocacy for older adults.</p>	<p>CSLO #1 & 4 Baccalaureate Essential VIII QSEN Patient-Centered Care</p>

	Evaluate effectiveness individual performance.	
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 #1 & 4 Baccalaureate Essential VIII QSEN Patient-Centered Care</p>

Instructions:

This assignment is designed to help students feel comfortable initiating conversations with older adults and raising awareness of older persons' wishes, expectations, resources, cultural traditions, and strengths. Students will select an older adult to interview. Interviews can be completed virtually or by phone. 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 essential for improving the quality of nursing interactions, the performance of various nursing duties, and meet patients' diverse needs (Abdolrahimi, et al., 2017).

Reference

Abdolrahimi, M., et al., (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?
3. How do you feel when people make decisions for you?
4. What do you see as important in your life?
5. What risks have you taken in the past that has affected your quality of life?
6. What risks have you taken in the past and how has this affected you?
7. What risks do you want to take now?
8. What risks are you not willing to take?
9. How would you explain to the people who love you why you want to take this risk?
10. What frightens you about taking this risk?

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. Students can phrase the questions in their conversational tone. A student may ask a question not listed below but will need to write down additional questions in the post-interview evaluation. The interview process notes are not graded but assist the student in the reflection process.

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?

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

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

5. What risks have you taken in the past that has affected your quality of life?

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

7. What risks do you want to take now?

8. What risks are you not willing to take?

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

10. What frightens you about taking this risk?

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
- 2) What went well?
- 3) What would I do differently next time?
- 4) What are the major take-home lessons after interviewing an older adult?
- 5) How can I adapt my nursing practice to be more responsive to the unique needs of an older adult client?
- 6) In what way am I building my nursing 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; does not 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	Description adequate with superficial thought and	Description well developed assignment	

communication process with older adult	preparation; does not address all aspects of the task	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: _____

