

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</p> <p>Baccalaureate Essential VIII</p> <p>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>CSLO #1 & 4</p> <p>Baccalaureate Essential VIII</p> <p>QSEN Patient-Centered Care</p>

	<p>Increase their own self-awareness of judgments and pre-conceived notions that 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 #1 & 4</p> <p>Baccalaureate Essential VIII</p> <p>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. 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 feel I have full autonomy for the decisions I make in my life.

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

I feel as if what I believe, or want, is being undercut. I am open to suggestions and recommendations; however, I do not want to have the decisions I make to be predestined by someone else.

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

I am a Christian, and I view my relationship with Jesus Christ as the most important characteristic of my life. Everything I do stems from what I believe to be good. I want to form pure, wholesome relationships with people of all backgrounds. My goal is to spread love and kindness to everyone I interact with regardless of what I may be going through and do unto them what I would like done to me. Outside of a personality perspective, I view longevity as necessary, and with longevity, I attach health and wellbeing, not merely length of life. It is important for me to remain physiologically and cognitively peaked through exercise and education. In its entirety, my love for spreading joy and my desire to remain healthy in every facet of life combine to make what I would define as high quality of life.

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

The only true risk I have taken that affected my quality of life would be the sport of basketball in high school. I dislocated my patella five times in my high school career, and I received very invasive surgery to fix the damage done. It has been over three years since I had my operation, and I still have arthritic issues. However, I try to stay active to keep my kinetic moving and healthy.

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

The risk of pursuing professional nursing's career path has impacted my perspective on the quality of success in life. I understand the drive and desire it takes to succeed at my highest potential. I understand the level of work ethic I need to commit to in order to achieve the results I want. The risk of rejection and to pursue an intimate relationship with my now fiancé has affected me on a spiritual and emotional level that has been entirely unrivaled. As aforementioned, my faith plays a vital role in my life, and my fiancé is on the same ship. Together, we have grown in many areas of our lives, both together and individually. I would consider myself adventurous; however, I have yet to live out that side me because I have other priorities in my currently. Although, I did partake in parasailing near Chicago, Illinois, a couple of years ago, and it was terrific. I would not say this experience affected me too much. Beforehand, I was questioning the act's risk-reward ratio, but it turned out great, and I have not thought of it much since.

7. What risks do you want to take now?

The only true risk I want to take that near is to attempt to accelerate in Lakeview's nursing program, so I would be taking the third semester over the summer in ten short weeks. However, I can imagine they will not feel so short when the time comes. I want to continue taking the road less traveled in life because I feel it produces the most growth in the long run. By the road less traveled, I mean outworking everyone. I believe in keeping my focus fixed on what is important to me to succeed. I believe I compete with myself to do the most work I can do as efficiently and effectively as possible. The risk of burnout is inevitable, but how I combat the risk is what matters. If I align my sights on the endgame destination, keep moving forward, and keep everything else in the rearview mirror, I will remain focused on what needs to be done for ultimate success.

8. What risks are you not willing to take?

I am not willing to risk ingesting harmful substances such as alcohol, tobacco, and other recreational drugs. People attempt to justify their usage with the saying, "everything is good in moderation." I have never understood the reason why people enjoy being inhibited temporarily or longer. I do understand that there are plenty of responsible people who drink alcohol in moderation. I believe this saying involves mostly everything outside of the former three categories. I could list other activities and substances I should abstain from; however, there is no reason for redundancy.

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

This risk of taking the road less traveled would benefit me and those I love. I would include BSN-acceleration as taking the narrow road because few accelerate compared to those who do not. This path will enable me to achieve a position in the nursing field sooner, and then I will provide for my fiancé and myself. I want to take this risk because I am getting married on the first of next January, so I would enjoy being finished with my undergraduate studies before my wedding.

10. What frightens you about taking this risk?

The most intimidating aspect about accelerating would be the completion of a 16-week semester chopped down into ten. I thoroughly enjoy the work it takes to succeed at my peak, and I would describe the difficulties which come with school as eustress because I thrive under pressure.

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?

“I make my own decisions. Of course, my wife helps guide me sometimes, but that’s to be expected since we’ve been married for 50-some odd years. Sorry, I don’t remember exactly.”

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

“I just can’t stand it. I hate the thought of people choosing what I’m gonna do and when I’m gonna do it. It’s a good thing I haven’t been put in that situation yet, or I would lose my mind.”

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

“I love being a dad to my kids and poppy to my grandkids. They mean the world to me, and I have enjoyed watching them grow in all the things they do. I also believe God is pretty important. He pretty much shapes the choices I make in life, and I love the way I feel when I worship him”

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

“Playing football in high school really messed up my knees and back. I hobble around nowadays, and it’s super uncomfortable. It hurts the worst in the mornings.”

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

“I served in the US Army during World War II and I will tell you it was one of the best and worst times of my life. The fellows I met... They were just awesome people; brothers’ in arms I call them. The bad stuff was seeing all the fighting and death. You see, I’m a pretty peaceful guy and don’t want much trouble with anyone. So, to see people die that I really had no problems with was quite shocking.”

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

I believe I made proper eye contact considering he is American, and we view that as respectful. I altered the second question and made it more open-ended by stating, “Are you responsible for the things you do in life, and if anybody helps you make

decisions, who are they?" I also gave a moment of silence after he spoke about the horrendous parts of war; he was shaken up after disclosing that information. I also nodded in understanding and leaned in towards him while speaking to show that I was genuinely interested in what he had to say.

2) What went well?

I believe the entire interview went well. I had the opportunity to hear stories from an older adult you cannot hear very often in person. Albeit I did not note everything my interviewee mentioned, but he did have quite an exciting history. The therapeutic techniques worked great, too, because this older adult told me how courteous and respectful I was after the interview. He said he appreciated me taking the time to listen to what he had to say even though he thought he talked too much.

3) What would I do differently next time?

Honestly, I do not believe I would do anything differently. The interview was quite a success on both ends of the interviewer and interviewee. I attended to therapeutic communication techniques that I believe enhanced the responses I received and the relationship I formed.

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

Older adults have extraordinary life experiences and stories; they are almost always willing to share. From this interview, I had the idea that hard times produce perseverance, and if everything was right all the time, no one would be able to enjoy the good times sincerely.

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

Therapeutic communication techniques are a vital tool in nursing; however, they are even more important for the gerontological setting. Older adults need nurses who understand what they are going through. I need to be educated on the physical and mental declinations of the geriatric populous, so I can give them the care they need and deserve. Older adults have polypharmacy issues, risks for falls, and potential delirium that demand special attention. Educated awareness is the key for me to give older adults their best quality of life.

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

Communication has been a weakness of mine. I am introverted, so it is more difficult for me to actively seek conversation; however, I have evolved over the past few years to expand my communicative horizon because I know that will need to be done if I want to be the most successful nurse possible. Assignments like this one reinforce my willingness and ability to grow beyond what I have ever imagined.

STUDENT NAME: Bryson Cutts

RUBRIC FOR THERAPUTIC COMMUNICATION GERONTOLOGY ASSIGNMENT

Pre-Assessment

Objective	Unsatisfactory 0 points	Satisfactory 5 point	Grade
Increase own self-awareness of	Description adequate with superficial thought and	Description well developed assignment	

judgments and pre-conceived notions that may affect their advocacy for older adults.	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.	

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; 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.	

Reflective POINTS: _____/30

Total Points: _____/45

Instructor Signature: _____

Date: _____

