

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.**
- To me, living a good quality of life is more important than living a long life that lacks quality.

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

- For the most part I have autonomy, however there are some things that are beyond my control. For example, moving to Texas to be with my family is something I am unable to do until my children are out of school due to joint parenting with my ex-husband.

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

- Sometimes it is nice to not have to make all the decisions, but most of the time I prefer to decide things for myself.

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

- My family and their best interest is most important in my life.

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

- I took a big risk three years ago when I resigned from my full-time job of 13 years to go back to school and pursue a nursing degree.

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

- The decision to resign from a stable full-time job, taking a big pay cut and return to school full time was a big risk. It has been overwhelming and stressful at times, but I have never doubted my decision.

7. What risks do you want to take now?

- The next risk I take will likely be reducing my work schedule to part time hours so I can focus more on school

8. What risks are you not willing to take?

- I am not willing to work less than part time while I am in school.

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

- To explain to my family, I would present the facts and discuss the pro's and con's I had come up with.

10. What frightens you about taking this risk?

- Financial stress is the biggest stressor and concern I have.

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**
- “The second one. If there is no quality of life, there is no purpose in surviving just to just to be alive. I want to live as long as possible regardless of the quality of life that I experience.”

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

- “Yes, for the most part but I guess it would depend on the situation. Like with healthcare, sometimes I need help and you or Marty make some of those decisions, but I still have the final say in my care.”

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

- “Agitated! I am still capable of making my own decisions and I do not want to have to answer to anybody. I am not opposed to asking for opinions, but ultimately want to make my own decisions.”

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?

- “Being in a hurry, trying to get through the light before it turned red. Rushing like that caused an accident and almost cost me my license.”

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?

- “I am not willing to take any unnecessary risks with driving. I cannot afford to get into any accidents, so I take my time, I do not go out when the weather is bad and I do not drive at night. At my age, one accident even if it is not my fault, could cost me my license. It is different when you are my age. I'm not willing to give the state any reason to take my license.”

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**
 - o The therapeutic techniques used included active listening, open-ended questions, the offering of self, reflection, restate, rephrase, and seeking clarification. Examples of open-ended questioning as well as seeking clarification are as follows. For example, with the first question, Grandma responded with, "The second one." I restated her response then asked her to tell me more and why she chose that option.
- 2) **What went well?**
 - o The conversation overall conversation went well. This student interviewer learned in more detail about her grandmother, which she had not realized before the interview.
- 3) **What would I do differently next time?**
 - o This student is continually working on therapeutic communication skills, precisely wording that is less controlled or leading.
- 4) **What are the major take-home lessons after interviewing an older adult?**
 - o This student learned from the interview not to take for granted the amount of autonomy afforded to younger people. From a future nurse's perspective, the importance of finding ways to provide for more autonomy for older adults. Another thing is that just because someone has aged does not mean they are not willing to take risks still. Older adults

still want to live their life and sometimes adjusting to being older and being limited with what they can and cannot do is very challenging and depressing for some.

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

- Being more aware and conscientious of where the older adult is in their stage of life is one thing that will help. It is also essential to be patient and willing to adjust the way we communicate and care for the older adult, still focusing on respecting them and preserving their rights to autonomy and maintaining their dignity and independence as much as possible.

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

- Being aware is the first and most crucial step to building nursing skills. A nurse cannot build on something if they are unaware. Taking information learned and applying it in different situations with different clients will help build confidence, mastery of skills, and learn what works best and what does not work.

STUDENT NAME Jamie Rucker

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 communication	Description adequate with superficial thought and preparation; does not address all	Description well developed assignment that fully addresses and	

process with older adult	aspects of the task	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: _____

