

## 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 &amp; 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 &amp; 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 &amp; 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?
  - a. I want to live as long as possible regardless of the quality of life that I experience
  - b. 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?
  - a. Yes, although I am quite indecisive. I do think I have full autonomy for decision making when it comes to things that are within my power of control.
3. How do you feel when people make decisions for you?
  - a. People rarely make decisions for me; I tend to control most of the decisions that involve me. However, I'm not too fond of people making decisions because I know what is and what is not best for myself if I have pertinent information about the decision and its components.
4. What do you see as important in your life?
  - a. My peace is of utmost importance to me, solely because I am a very sensual individual. When my peace is disturbed, it can have a trickling or snowball effect on the remainder of my life and activities.
5. What risks have you taken in the past that has affected your quality of life?
  - a. I moved away from my hometown and roots, therefore gaining further independence and confidence within myself. Overall, I think moving away from home has been of my best beneficial risks I have taken thus far.
6. What risks have you taken in the past, and how has this affected you?
  - a. As stated above, moving away from my family and hometown improved my outlook on life in that I am capable.
7. What risks do you want to take now?
  - a. I want to take the risk of moving into my first solo apartment.
8. What risks are you not willing to take?
  - a. I am not sure there aren't any risks I'm not willing to take until presented with one.
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?
  - a. I am solely responsible for utilities and the rest of my bills.

## **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?
  - a. I want to live as long as possible regardless of the quality of life that I experience.
  - b. I want to preserve a good quality of life, even if this means that I may not live too long.
    - i. I've lived a long time, but I feel that I'm still young at heart. I always say that 70 is the new 20, and I try to stay as active as possible. This is one of the reasons I started eating better. I want to live to see my grandchildren have grandchildren. Don't get me wrong, I still enjoy some pig feet once in a while, but I tend to eat more salads.
2. Do you feel you have full autonomy for decision making?
  - a. Hell yes! I make all my own decisions. I wake up and decide how I want my life to go for the day. I may be old, but I'm still me.
3. How do you feel when people make decisions for you?
  - a. People don't make decisions for me. I'm the captain of this ship, and I'm proud of it. Once you have lived so many years, you realize that you are the only person responsible for your happiness. Since I want to be happy, I choose what makes me happy. I don't care about anyone else's opinions.
4. What do you see as important in your life?
  - a. The most important thing in my life is my relationship with God. He is the reason I wake up every day and am safe throughout the day. I'm sure you don't want to hear that for your assignment so you can go with my second choice. Life

is short, and we need to cherish the time we have with our loved ones. I have lost many friends to medical illnesses and more to this pandemic. I'm just trying to make sure my family knows that I love them and that I'm proud of them.

5. What risks have you taken in the past that has affected your quality of life?
  - a. I wasn't always the person you see before you. I was once a smooth-talking, cigarette smoking, and marijuana uses girl. I understand not how my actions then affect my life now. I am a cancer survivor, and I feel like I beat an addiction to marijuana. All in all, that was the past, and it made me who I am today. It taught me not to hide from my fears and face all challenges head-on.
6. What risks have you taken in the past, and how has this affected you?
7. What risks do you want to take now?
  - a. The one risk I want to take now is skydiving. I have a trip planned later this year to go out into the world and start crossing things off my bucket list. The risks include skydiving, swimming with sharks, and traveling to Japan. I'm still making my list, so I'll soon know what I plan to do this year.
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
  - a. This previous semester, mental and behavioral health nursing helped with my therapeutic communication academically, personally, and at my workplace. I brushed up on therapeutic communication before the interview to effectively conduct my interview with the proper techniques and tools. Starting the interview, I wanted to display respect for Sam, so I implemented the social zone, which is 4f-12ft of distance and is sociably acceptable for communication in work and business settings (Videbeck, pp. 94, 2017). I did not implement touch because of boundaries; however, I did give a hug as a thank you for your time and patience throughout the interview process at the end of the interview. For question number 5, I implemented silence to allow for self-processing and reflection—Sams's answer. However, of which I did not include, I utilized translating into feelings to help categorize some of Sam's answers.
2. What went well?
  - a. Overall, I think the interview went well, after explaining the interview and building a trustworthy rapport. I was establishing rapport allowed for more honest, open, and truthful interview responses. I noticed that some of the questions could be intrusive to one's personal life. However, I allowed the client to skip any question she did not feel comfortable responding to.

3. What would I do differently next time?
  - a. I would love to interview more of the geriatric population to get a census of responses.
4. What are the major take-home lessons after interviewing an older adult?
  - a. Enjoy life at every moment, despite the hurdles. Furthermore, another one is that the older population states that they keep in touch with their inner child. I find that truly rewarding to oneself because it is inevitable that merely going through the motions of life and not cherishing it all will lead to insatiable satisfaction and or peace of mind, or in other terms, "peace."
5. How can I adapt my nursing practice to be more responsive to an older adult client's unique needs?
  - a. Understanding diversity, and the entailments of each distinct group, I want to say that I am well-versed in diversity from my time as a Resident Assistant at SIUE for transfer and visiting students.
6. In what way am I building my nursing skills?
  - a. Communication, gaining further knowledge in the gerontological aspect of nursing and life will significantly assist in therapeutic communication and let alone regular communication.

**Reference:**

Videbeck, S. L., & Miller, C. J. (2017). *Psychiatric-mental health nursing*. Wolters Kluwer.

**STUDENT NAME Jamarío Jeffries**

**RUBRIC FOR THERAPUTIC COMMUNICATION GERONTOLOGY ASSIGNMENT**

**Pre-Assessment**

<b>Objective</b>	<b>Unsatisfactory 0 points</b>	<b>Satisfactory 5 point</b>	<b>Grade</b>
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<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; does not 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>
<b>Evaluation therapeutic communication process with older adult</b>	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.	

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

