

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>Evaluate effectiveness individual performance.</p>	<p>CSLO #1 & 4 Baccalaureate Essential VIII QSEN Patient-Centered Care</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 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.
 - o I want to preserve a good quality of life even if it means I may not live too long because I don't want to spend my last hours, days, months on something like a ventilator. If I am not making a recovery and there is not even the slightest bit of hope that I will overcome what has happened to me, I would hope my family would not keep me around for the sake of their benefit. I would rather pass away knowing I lived a good life than sit in a hospital on my deathbed, prolonging the inevitable.

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

- I feel like I do have full autonomy when it comes to decision making. I feel like I am competent enough to know what is best for me, and if I do not feel like I understand something, that is when I go to my parents or someone else who has more experience than me to understand things better.

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

- I am not the biggest fan of someone making decisions for me. I find it disrespectful when someone feels they know what is best for me without consulting me.

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

- I find my family to be one of the most important things in my life. I believe work is essential, but it will never be more important than my family and doing what is best for myself.

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

- I do not believe I have taken a lot of risks in my life. One risk I did take was to apply to nursing school, and it has brought a lot of ups and downs so far. This risk came with a lot of good and bad. I have made many new friends, but I have also never been so stressed and anxiety-ridden before in my life.

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

- Another risk would be that I started working nights at Carle. It affected me because I was like a walking zombie. I was never in the mood to do anything or go anywhere. I was so sleep-deprived that the second I would sit down, I would fall asleep, no matter what time of the day it was.

7. What risks do you want to take now?

- One risk I would like to take would be to move out of Illinois. I would love to take the risk and start a new life somewhere better suited for me, like the south.

8. What risks are you not willing to take?

- Some risks I would not be willing to take would be anything that puts my life in danger—for example, jumping out of an airplane or off a bridge. I have too much anxiety to even think about doing something like that. I would be nervous my parachute would not engage, or the bungee cord would snap when jumping off.

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

- My loved ones understand my dream of moving out of state. They agree that it would be a fantastic opportunity. My parents are moving out of state when I graduate from nursing school, too.

10. What frightens you about taking this risk?

- I am scared of not being welcomed wherever I choose to move to, or I have a hard time finding a job when the time comes. I believe whatever is meant to be will be, so I am not too worried about it.

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?

He feels like he is best suited to answer any questions that pertain to his well-being. He also feels confident that if he is unsure of his answer, he can do research and make an informed decision.

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

He is not happy when people assume they should make decisions for him. He feels those assumptions are coming from the right place, but they are not needed.

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

His family is the most important thing in his life. Everything else doesn't even make the list.

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

He has spent his entire life taking risks and exposing himself to hazardous conditions. These risks include being in the Marines, on the S.W.A.T Team, and working for the police department. These risks have taken a toll on him physically and mentally. By taking these risks every day of his life, he now suffers from a lot of pain. He suffers from a wide variety of issues, making each day a struggle.

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

7. What risks do you want to take now?

He would love to travel the world. He would love to visit Ireland, where his family was located initially. He would jump at the chance to visit places like Germany, Poland, and Russia. Flying is difficult for him, so this would be considered a significant risk. A trip to the Beaches of Normandy is in the works currently.

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?

He would hope his family understands because he has a passion for history, mostly his, and wants to visit places of his ancestors. He also hopes his family will take a risk and join him in these endeavors.

10. What frightens you about taking this risk?

As stated above, flying for him is difficult. After being in the Marines for six years and always getting places by boat or plane, it became difficult for him to enjoy riding in a boat or plane. He said this was because he was stuck in the middle of the ocean for three months on his way to a deployment, and he felt he could not escape, even if he needed to. He said he spent a lot of time on an aircraft. He was always being yelled at to jump out of the plane. Because of this, it has made it difficult for him to enjoy a plane ride without the fear of having to jump. He manages to fly within the U.S., but flying internationally would be a completely different story, but he is willing to take that 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
 - One therapeutic technique that I used was active listening. When talking about visiting Ireland, where his family originated, I wanted to learn more about it. I made sure that I gave nonverbal cues like nodding and engaged in the conversation by asking questions. I made sure I sought clarification. I did this by asking what made him afraid of being on an airplane.
- 2) What went well?
 - I feel like our interview went really well. I got to learn about his past and learn about his family history. I think understanding someone's past and why they are the way they are can really help nurses improve their care towards one another.
- 3) What would I do differently next time?
 - I would like to have more time with him. I would like to hear more about his war stories and more about his plans to travel. Next time, I would like to seek more clarification on why he wants to go to the places he said he wanted to travel to.
- 4) What are the major take-home lessons after interviewing an older adult?
 - I think the primary takeaway from this interview is that you never really know what a person has been through in their lifetime unless you take the time to ask them about it. It gives you a new perspective on life.

- 5) How can I adapt my nursing practice to be more responsive to the unique needs of an older adult client?
- By listening to a person's past, it allows you to understand better the care they need. If someone grew up not being able to talk to someone, just being there to listen to their needs could mean the world to them, and it shows them you genuinely care about them.
- 6) In what way am I building my nursing skills?
- By doing this interview, I believe I built better communication skills to transfer over to my nursing career. I never know what a patient has gone through in their lifetime, so if I take the time to understand them and their needs better, my care will be that much better for them.

STUDENT NAME _____

RUBRIC FOR THERAPEUTIC 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:

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re-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	Contributes valuable information with	

	errors clarity, spelling, grammatical, or mechanics errors.	minor 1 clarity, spelling, grammatical, or mechanics errors.	
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Reflective POINTS: _____/30

Total Points: _____/45

Instructor Signature: _____

Date: _____

