

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.

If I have to choose one of these two statements, I will choose the second statement. If we can live long and stay in the hospital for the rest of our life because of the disease, I would say it is not a good life. I believe that when people are dying, their whole life will flash before their eyes. I hope my life could be significant on the last day of my life.

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

Yes. I believe that I have autonomy for decision making. It means I can make the decision, but it does take time because I am always thinking, 'What will happen when I do this?' or 'What if I choose to do it the other way?'. I end up with one decision all the time, but I already mentioned it earlier; it takes time. There is one exception when I don't have full autonomy for decision making. That exception is my parents. I feel like I have to follow their opinion when I am making a decision. It could be a cultural reason.

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

It depends on the situation. When people decide for me, I start to think about why they are doing it. I know myself better than others. So, I can make my decision for myself. However, if they take care of my health in the hospital and suggest changing my lifestyle for my health, I would listen and follow their decision.

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

I would say family and health are essential in my life. Since I start nursing school, I have learned many diseases that I have not heard of it. Moreover, I am thankful to my family that they have not been seriously sick in their life.

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

The risk that I have taken is that I decide to become a nurse in the U.S. I could not say my quality of life is better now because I am still learning to become a nurse. However, I believe that my quality of life would increase.

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

I believe that the risk I have taken in the past affects me in the right way. I have never thought about becoming a nurse in my life. And choosing a nursing degree was a high risk in my life. I thought it is too late to start a new thing. However, when I am in the class and clinical, I am so proud that I am with smart classmates and diligent healthcare workers. Those circumstances and people make me work on it.

7. What risks do you want to take now?

I want to travel around the U.S. As I am getting old, there will be fewer opportunities than now. It can be a challenge for me now because of the budget and time. However, I believe that it will be great and better than staying at home.

8. What risks are you not willing to take?

I do not want to take a risk that makes me unhealthy. Since last winter, I did not go to the gym because of the Covid-19. Moreover, I gain weight and get tired quickly. I changed my mind and decided to exercise out at least once a week.

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

I will explain to the people who love me that it's now or never. I can travel when I am in the 40s or 50s. However, there will be a difference. I want to see the world when I am younger than the 40s or 50s and want to get more life experiences.

10. What frightens you about taking this risk?

Some reasons make me afraid to take this risk. It can be the class schedule, work schedule, budget, and unexpected injury during the travel.

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.

(Interviewee: Father)

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.

He wants to choose the first statement is essential for him right now. He said he is already old, and it is too late to increase his quality of life. He said he worked hard to support the family. The reason why he chooses the first statement is that he wants to meet grandkids. I am not married, and my brother does not have a plan to have a baby. However, my father keeps mention that he wants to see the grandkids before he dies.

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

He said he doesn't like it. He said, "I like to make my own decision.". He felt that people are not respectful when they make decisions for him by themselves.

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

Health is vital in his life. Last year, 3 of his relatives passed away because of disease. He felt very depressed.

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

He quit smoking about ten years ago for his health. He said it was a tough time to stop smoking. He said he could not focus on working, and he was craving snacks and gained weight. However, he said it was one of the significant decisions in his life. He felt his mental and respiratory system is healthier after quitting smoking.

5. What risks do you want to take now?

He wants to learn something new that he could not try when he was young. He said he went to get a drum lesson and dance lesson. He went there for a month, but he is still looking for what he likes. Now he wants to learn to draw a caricature.

6. What frightens you about taking this risk?

He said, "It is kind of awkward to talk with a counselor because I could not find the old people around me.". He felt embarrassed when sitting around the young students. Moreover, it makes him not want to go back to get the lesson.

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 used active listening and silence techniques after I ask the question. Because we are on the phone, and I did not want to distract my father while thinking about his life.
- I used open-ended questions so that my father would not make one-word responses such as yes or no. "Can you tell me more about why you want to live as long as you can?"
- To clarifying his concerns, I ask, "Let me states what I heard you say to make sure that I understand. Your concern is that you felt embarrassed when you are learning new things around the young student."
- I asked the specific questions and tried to explore the answer. My father ended up saying that health is an essential factor in his life. I tried to get more information. "Can you give me the example or the reason why choose health? Do you have any concerns about your health now?"

2)

What went well?

Among the several therapeutic communication techniques that I have tried, open-ended questions and exploration of his opinion went well. He does not like to talk about himself. If I did not use open-ended question, he probably answers it yes or no.

3)

What would I do differently next time?

Next time, I will try to use one of the therapeutic communication techniques: offering presence. We have to show interest and provide comfort for the interviewee. His answer was simple at the first time when I forgot to use an open-ended question. After that, I tried to elicit a response by using therapeutic communication questions. Next time, I will show my interest and do active listening.

4)

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

Based on my first interview, it is vital to help interviewees verbalize and steers conversation. The first significant take-home lesson is using an open-ended question. Furthermore, the next one is steering the conversation. Sometimes, older adults start to talk about their own stories that are not related to the main conversation. So, we have to direct a patient's conversations.

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

Some older adults do not want to talk about themselves or do not know what to answer. So, it is essential to use an open-ended or specific question of their concern. It will help patients to think more about their opinion. This communication is building a

relationship between the patient and nurse. Therefore, it is also important to check the patient's facial reaction. If the question makes the patient uncomfortable, the patient's care would not be successful.

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

I believe that I am building my nursing skills through the experience. We can learn a lot from the book. However, when we learn something in real life, we will memorize and feel it directly. Indeed, when I tried to interview my father, it was not easy to use therapeutic questions. But when I use the therapeutic communication questions based on books, it helped get his responses. Also, it was helpful to understand why we are using those therapeutic questions with the patient.

STUDENT NAME _____ **Janet Song** _____

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 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: _____

