Therapeutic Communication Gerontology Assignment

Learning Objectives, Outcomes, Instructions, and Rubric

Therapeutic Communication Gerontology Assignment **Learning Objectives and Outcomes**		
Area	Objective	Course Student Learning Outcome (CSLO's), Baccalaureate Essential's & QSEN
Knowledge	Apply therapeutic communication nursing concepts in the delivery of nursing care to gerontology patients. Examine the influence of age on nursing care decisions and actions for patients.	CSLO # 1 & 2 Baccalaureate Essential VIII QSEN Patient-Centered Care
Skills	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. Increase their own self-awareness of judgments and pre-conceived notions that may affect their advocacy for older adults. Evaluate effectiveness individual performance.	CSLO #$ 1 & 4 Baccalaureate Essential VIII QSEN Patient-Centered Care
Attitudes	Values the role of therapeutic communication in nursing care decisions and actions. Recognize personally held attitudes about working with patients from different age, ethnic, cultural and social backgrounds.	CSLO # 1 & 4 Baccalaureate Essential VIII QSEN Patient-Centered Care

Therapeutic Communication Gerontology Assignment Instructions

This assignment is designed to help students feel comfortable initiating conversations with older adults and to raise awareness of older person's wishes, expectations, resources, cultural traditions, and strengths. Students will select an older adult to interview. Students will utilize therapeutic communication to explore the quality of live perceptions, risk the person is willing to take or has taken to preserve the quality of life. These interviews can be conducted in-person, over the phone, or using video-conferencing technology. Students should record all information within this document and turn this entire document into the Edvance 360 dropbox by the assigned due date.

Therapeutic communication is a fundamental component of nursing and is a complex concept. Ensuring positive encounters between nurses and patients is important for improving the quality of nursing interactions, performance of various nursing duties, and meet patients' diverse needs (Abdolrahimi et al., 2017).

References

Abdolrahimi, M., Ghiyasvandian, S., Zakerimoghadam, M., & Ebadi, A. (2017). Therapeutic communication in nursing students: A Walker & Avant concept analysis. *Electronic physician*, *9*(8), 4968-4977. https://dx.doi.org/10.19082/4968

Step 1: Assessing Your Personal Thoughts Prior To The Interview

Students should answer the following questions to fully understand the quality of life, personal choice of decision making, and self-reflection. Complete this part of the activity prior to conducting the interview.

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. – Living a short life but meaningful one is more important than living a long life without meaning.

2. Do you feel you have full autonomy for decision making? Yes, but I'm not sure "autonomy" is what I should be looking for in life, rather than looking to be virtuous.
3. How do you feel when people make decisions for you? It depends on who is making the decision and why. If it were to be a strange corporate personality in a nursing home, I would be displeased.
4. What do you see as important in your life? I find God, my marriage, and my occupation as important. Family is also important.
5. What risks have you taken in the past that has affected your quality of life? One of the more significant risks I have taken in life is to join the military when staying home is more comfortable. I could have gone straight to college with help from my parents, but I decided not to; This positively affected my quality of life as it gave me the tools I needed to be independent and function in the world.

6. What risks have you taken in the past and how has this affected you? One risk I took was marrying my wife. It has affected me positively; I have never been happier. It is excellent to share your life with someone who will reciprocally put effort into the marriage.
7. What risks do you want to take now? I want to be a nurse. It seems like a considerable risk to venture into a new scope of practice; however, it seems fruitful from where I stand now.
8. What risks are you not willing to take? I am not willing to go skydiving.
9. How would you explain to the people who love you why you want to take this risk? It's easy to explain to those who love me why I would like to be a nurse. The salary and benefits seem reasonable, and I have been doing some nursing already in the military. I miss helping people and want to continue this outside the military through a nursing license.
10. What frightens you about taking this risk? The most significant, most frightening aspect of nursing may be to make an error and kill someone.

Step 2: Conducting Your Interview

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 question listed below. Students can rephrase the questions during the interview to convey a conversational tone. A student may ask a question not listed below but will need to write down additional questions asked in the post-interview evaluation. The interview process is not graded but will assist the student in completing their self-reflection.

1. Which of these two statements is most important to you? And why?

- 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. – "I don't see any reason to be here or be a burden to anyone around me."

2. Do you feel you have full autonomy for decision making? "Yes, even with marriage."
3. How do you feel when people make decisions for you? "Depending on the person as I feel they are qualified, good. Regarding my health, my wife, and my kids. I might get to the point where I don't realize it so someone else may make a better decision regarding myself."
4. What do you see as important in your life? "My health, wife, kids, and my dog."
5. What risks have you taken in the past that has affected your quality of life? "I'm 81 and I still climb on the tractor, I can't think of much, but it is kind of a risk."
6. What risks have you taken in the past and how has this affected you? "Well, getting married."
7. What makes you say marriage? "You never know how life's going to turn out. I would say it would make you more conscious of other people's feelings."
8. What risks do you want to take now? "Always wanted to ride in an ultra-lite. Always wanted to drive an open-wheel race car out on a track to see what they feel like."
9. What makes you choose and open-wheeled race car? "I've been interested in cars and planes my whole life. I got into model airplanes when I was 7 or 8 years old. My aunt an uncle took me to Indianapolis to a park. There was a fellow flying a model airplane with an engine on it; I've had a love for them ever since. Always been interested in things mechanical. Cars just kind of fit into that. The more you learn about cars, the better equipped you were to handle every-day problems with a car. You must know electricity and hydraulics and it helps around the home as well."

10. What risks are you not willing to take? Sky diving (because I joked about that earlier.) Going to a space station. Driving in a demolition derby. “I’m too close to demolition the way it is”
11. How would you explain to the people who love you why you want to take this risk? “Something I’ve always wanted to do, wouldn’t try to break any records. Just want to drive to get the feel of it”
12. What frightens you about taking this risk? “It might turn out to be more than I can handle. Its always a risk of tearing up someone’s equipment. Running into something I didn’t anticipate.”

Step 3: Completing A Self-Evaluation After the Interview

After interviewing an older adult, students are to complete a self-reflective evaluation. When completing this portion of the activity, the student should consider the information collected in previous steps, as well as the interview experience. Self-reflection is a powerful tool that nurses in all stages of their career utilize to improve their practice.

1. What therapeutic communication techniques did you use during the interview? Provide examples - When interviewing my grandpa, I started with a preface, telling him how many questions I would ask. I told him he could skip a question if it made him uncomfortable, which seemed to allow him to relax more. I asked some open-ended questions like "what made you choose an open-ended racecar" and "what makes you say marriage?"
2. What went well? - I was asking my grandpa about the risks he would take. I always knew he was into auto mechanics but never knew about his racecar dream. It was nice to know his interests and hear him talk about them. The whole interview went well; my grandpa liked getting asked different questions from a younger person, and I enjoyed his responses.

3. What would I do differently next time? - Next time, I think I would like to take more time to prepare to interview my grandpa if I did this again; It seems like valuable information to me, and I would have liked to pre-fabricate follow-up questions next time; however, it was late, and he had to go to bed.

4. What are the major take-home lessons after interviewing an older adult? - Older adults see things so much differently than people in my generation; it seems like they value things that we pass up so quickly. I felt uneasy at first because my grandpa is from a different era. He is quiet sometimes, and I don't always know how to talk to him because he is an authority figure; however, he was more than happy to answer my questions. Perhaps instead of talking with him about random things, I should start asking him questions and take more interest in his life. Maybe if an older adult is quiet, I could offer myself when it needs to be done and ask questions about their experiences at the right time.

5. How can I adapt my nursing practice to be more responsive to the unique needs of an older adult client? - I could envision each person and think about my conversation with my grandpa. I can think about how my grandpa wants to talk to people and how I desire the good for my grandfather. Every older adult can be a father, mother, grandparent, or friend and should be respected.

6. In what way am I building my nursing skills? I am building my nursing skills by developing strategies for talking to older adults and seeing them as a person rather than a patient or a number.

Step 4: Submission

Students should record all information in this document. Utilize Grammarly to check your grammar, spelling, clarity, and mechanics. Review the rubric the ensure all components are addressed. This document should be submitted to the Edvance360 drop box per the due dates listed in the course syllabus.

Therapeutic Communication Gerontology Assignment
Rubric

STUDENT NAME_Conor Deering_

Assessing Your Personal Thoughts Prior To The Interview

Objective	Unsatisfactory 0 points	Satisfactory 5 point	Grade Received
Increase own self-awareness of judgments and pre-conceived notions that may affect their advocacy for older adults.	The student's answer is inadequate with superficial thought and preparation. The student does not address all aspects of the task	The student's answer is well developed. The student fully addresses and develops all aspects of the task.	
Content Contribution	The information provided is off-topic, incorrect, or irrelevant to discussion.	The information provided is factually correct, reflective, and substantial.	
Clarity & Mechanics	The student's answer included 2 or more errors in clarity, spelling, grammar, or mechanics.	The student's answer includes 1 or less errors in clarity, spelling, grammar, or mechanics.	

Conducting Your Interview & Completing A Self-Evaluation After The Interview

Objective	Unsatisfactory 0 points	Satisfactory 10 point	Grade
Evaluation therapeutic communication process with older adult	The student's answer is inadequate with superficial thought and preparation. The student does not address all aspects of the task	The student's answer is well developed. The student fully addresses and develops all aspects of the task.	
Content Contribution	The information provided is off-topic, incorrect, or irrelevant to discussion.	The information provided is factually correct, reflective, and substantial.	
Clarity & Mechanics	The student's answer included 2 or more errors in clarity, spelling, grammar, or mechanics.	The student's answer includes 1 or less errors in clarity, spelling, grammar, or mechanics.	
		TOTAL POINTS FOR BOTH ASSESSMENT AREAS	**____/45**

Instructor Comments: