

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	<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</p> <p>Baccalaureate Essential VIII</p> <p>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</p> <p>Baccalaureate Essential VIII</p> <p>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</p> <p>Baccalaureate Essential VIII</p> <p>QSEN Patient-Centered Care</p>

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 life 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.

- The most important statement to me wants to preserve a good quality of life even if this meant I wouldn't live a long life. As I get a bit older, my family has always told me not to have any regrets and experience as much as possible before I can't.

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

- Yes, I do feel as if I have full autonomy for my decisions in my life.

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

- Sometimes, it can be very frustrating when someone tries to make decisions for me. For as long as I can remember, I have never been too fond of people making decisions for me. That could mean I am very stubborn, but I like the feeling that I control my own choices no matter what the outcome is.

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

- My family and friends are what is most important to me in my life. Moving across the country has made it challenging for me to be away from them, but hopefully, it all pays off at the end of my time here.

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

- I know we take small risks every day, whether that's in friendships or relationships. Everything I feel like is taking a risk, whether it's super minimal or affecting the quality of your life. I don't think I've taken many huge risks that have impacted my life. Possibly one risk is when I decided to go dirt biking and ended up breaking my collar bone almost a year ago. Breaking my collar bone affected my quality of life because I still have a lot of trouble sleeping on my right side at night.

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

- A risk that I took in the past was moving across the country. I found Lakeview and wasn't sure if I would get in, so I took the risk and applied. I got in, and the decision/risk is in the past. This risk affected me because I moved to Illinois with my longtime boyfriend and didn't know anyone or even know what Charleston looked like besides in pictures. That's another risk I took, and I was not even visiting before I moved. I just said, well, I got in, and I'm going theirs's no point in seeing and end up risking not liking it. Now I like it and hope for the best for my program outcome. If I didn't risk moving across the country, I wouldn't be in this class today.

6. What risks do you want to take now?

- Traveling is a huge risk because you never know what could happen at any second. Whether flying or even driving across the country, the risk I would be fine taking is traveling.

7. What risks are you not willing to take?

- I'm not sure if their risk I'm not willing to take.

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

- I think it would be easy because my family wants me to travel the world even knowing that something could happen at any moment.

9. What frightens you about taking this risk?

- One thing that frightens me with traveling is not knowing what could happen at any given moment, but that's what taking risks is. You don't know the outcome at all.

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?

- 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.

- Grandma Marsha: Statement two - “I don’t want to live in a bad stage of life.” and “I don’t want to be a Burdon to people”.

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

- Grandma Marsha: “yes, I do, well let’s put a question on that one because I have other people doing it for me but doesn’t mean I can’t do it”.

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

- Grandma Marsha: “I guess it depends on the decisions they are making for me is.”

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

- Grandma Marsha: “Number one is God and number two is family.”

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

- Grandma Marsha: “Having kids. ha-ha.”

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

- Grandma Marsha: “The risk in not finding work if I stayed in coming because there was nothing there.”
 - “Or quitting college and not telling my parents about it until later.” “I could not stand college and felt like I wasn’t smart enough.”
7. What risks do you want to take now?
- Grandma Marsha: unsure
8. What risks are you not willing to take?
- Grandma Marsha: “not wanting to move out of my home.”
9. How would you explain to the people who love you why you want to take this risk?
- N/A
10. What frightens you about taking this risk?
- N/A

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
 - I was talking slowly and actively listening. Also, by letting my grandma know we can stop the interview at any point. Another therapeutic technique I used was providing information on what the discussion would be like and what types of questions I would be asking. We would take a few moments of silence to let her think appropriately to answer some of the more challenging questions.
2. What went well?
 - The interview went well because we were both comfortable with each other and already knew one another. Also, my grandma answered all my questions, and I listened to her thoughts actively.
3. What would I do differently next time?
 - When asking the open-ended questions, we would get off topic a little bit. So, maybe next time when doing an interview, I could always find a non-family member to gain more knowledge on older adults.
4. What are the major take-home lessons after interviewing an older adult?
 - Always be respectful of their time and knowledge. And have patience. Many people I have seen in the hospital or out in public are not patient with them and are easily frustrated.
5. How can I adapt my nursing practice to be more responsive to the unique needs of an older adult client?
 - In my nursing practice, I can adapt by making sure I am focusing on what they are saying and not rushing, actively listening, and making sure their needs are met.

6. In what way am I building my nursing skills?
- I am building my nursing skills by understanding therapeutic communication and how to use it with older adults. Therapeutic communication is essential for providing patient-centered care and making connections with your patients.

Step 4: Submission

Students should record all information in this document. Utilize Grammarly to check your grammar, spelling, clarity, and mechanics. Review the rubric to 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__Airelle Mitchell_____

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	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.	

affect their advocacy for older adults.			
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:

