

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 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>

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 preserve a good quality of life, even if I may not live too long. Good quality of life is essential to me because I can live a happy life and enjoy my time.

- 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?

Yes, I can decide on anything I want to accomplish, but sometimes I like to ask other people to learn more from their experiences.

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

I do not feel comfortable when someone else has to decide for me because I may or may not like the idea. For example, in some cultures, parents have to choose a husband for their daughter. If I do not want my parents' choice, I will not be comfortable living with that husband.

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

Health is important to me because I can accomplish my goals and live the life I want.

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

I was not eligible for financial aid When I decided to go back to school. I had to pay for all classes at Parkland, including English as a second language (ESL). Paying for my bills and tuition affected the quality of my life in many ways:

1. I could not buy clothes for myself and could not help my siblings who were in need.
2. I could not travel around the United States because I take summer classes.
3. I did not have enough time to spend with my family over the phone because I am busy most of the time.

Coming to the United States was another risk that affected the quality of my life. After I got here, everything was different, including food, language, and laws. The United States separates me from my family, and I miss them all the time.

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

My first relationship with a boy in the United States did not work and put me under stress, which affected my health, success in school, and work.

7. What risks do you want to take now?

I am willing to invest in an online business that can allow me to be independent.

8. What risks are you not willing to take?

I am not willing to visit planet march because I am scared.

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

I want to invest in online business because it can help me make money while studying nursing.

10. What frightens you about taking this risk?

Online investment may or may not work, which means I can gain or lose money.

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 questions 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?

- The second answer.

- 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?

yes

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

I feel just fine when my family members decide for me as long as it is beneficial.

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

What I have invested in a daughter who takes care of me.

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

Getting married, accepting to live with a husband somewhat without knowing what might happen tomorrow.

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

Getting married, my husband died at the age of 59, and I became a widow. After my husband died, I did not want to get married again. My husband's death affected my health, finance, and I had to take care of my children alone.

7. What risks do you want to take now?

Traveling

8. What risks are you not willing to take?

Going to the army.

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?

Making the wrong decision about my finances will affect what to leave to my children.

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.

Before the interview, I first introduced myself and why I wanted to talk to the client. I also asked the client if she was available and comfortable to speak. After obtaining the client's permission, I started asking open-ended questions to gather more information from my clients. For instance, "What risks have you taken in the past, and how has this affected you"?

This statement allows me to get more details from the client. Next, I used active listening to obtain information, understand, and learn. While listening to my client, I observed non-verbal cues, which helps me to figure out if verbal and non-verbal cues matched. In addition, during the interview, I restated the client's answer to demonstrate my understanding and listening to what the client was telling me and helping the client stay focus on the subject. When I was not sure about the client's answer, I asked for clarification. Finally, during our conversation, I gave my full attention to the client, allow my client to answer questions without interruption, and summarize my clients' answers.

2. What went well?

Everything went well; the introduction part, working phase, and termination phase went well. The client was available to converse and is open-minded. I had a great time with my client and learned things from her.

3. What would I do differently next time?

I might bring a gift to my client and spend more time. The client wanted me to stay, but I could not because the interview was in a nursing home, and I only asked for 20 min.

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

The major take-home today that we learn a lot from other people's experiences. This woman has a fantastic life experience because she took the risk of getting married and living a faithful life with her husband. My client states that "I took a risk to get married to a man I did not know in the past, and I did not know what the future will be." From her experiences, I learn that at some point in life, we all take risks because we do not know the future. For example, I always like to be a nurse; however, COVID 19 started just a couple of months before beginning the nursing program. At that time, my baby was 6 weeks, most daycares were closed, and I did not have a family member home to care for the baby. I said: I need to be a nurse and have the responsibility to give my daughter a better future. These two goals helped me start the nursing program even in the middle of the pandemic. Going into nursing school during COVID19 and living the baby in the daycare today is a risk, but tomorrow it will be worth it.

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

The key to my nursing practice to be more responsive to the unique needs of older adult clients is communication. Communication will help me understand my clients' health-related issues to provide adequate care. During care, I have to show my older clients respect, empathy and allow extra time to answer questions. Using active listening will help me demonstrate involvement and understanding, eye contact, sit at the client's level, speak in a slow, clear tone, being concise, and use one topic at a time. After understanding the issues, I need knowledge and skills to respond to the unique needs of the older population to help them manage illnesses and promote independence.

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

I am building my nursing skills positively, which will make me a lifelong learner, a fantastic teacher, ready to do no harm, and develop critical thinking. Being friendly with technology, being current, respectful, organized, and prepared for unexpected events. Using effective communication techniques, practicing empathy, and good time management.

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 Christine Nlandu

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
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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:

