

# Therapeutic Communication Gerontology Assignment

Learning Objectives, Outcomes, Instructions, and Rubric

<b>Therapeutic Communication Gerontology Assignment</b> <b>Learning Objectives and Outcomes</b>		
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 &amp; 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 &amp; 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 &amp; 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 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?

Depending on decisions and circumstances that lead this to happen; otherwise, I feel left out.

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

Being healthy is essential in my life because I will be able to take care of myself, making my own decisions about life.

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

Moving to America to start my life over, leaving my family in Africa is a considerable risk I have taken that has positively affected my life. I have the opportunity to work harder and gain more money than I used to make back home.

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

I took the risk of being a full-time student and full-time worker overnight shift for over 4 years. This has affected my sleep pattern until I decided to quit my job.

7. What risks do you want to take now?

Spend some money playing the Illinois lottery.

8. What risks are you not willing to take?

Traveling while studying full-time nursing school.

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

I'm taking this risk because I can become a millionaire if I get a chance of winning mega millions.

10. What frightens you about taking this risk?

There is no 100 % guaranty that I will win the lottery; I may spend the money that I may not take back. There is no evidence of winning at my first or second attempt. It may work or may not.

## 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.
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 left out.

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

Getting help to finish my life well.

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

Being married and accept living with a husband and have children.

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

Getting married at a younger age, I thought we will live longer together, but I lost my husband after twenty - two years of marriage. I had to finish by myself what we started together. This negatively affected my life as I have lived alone for years.

7. What risks do you want to take now?

None.

8. What risks are you not willing to take?

None.

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

To have an excellent extended lifespan.

10. What frightens you about taking this risk?

Something unknown may happen or shortening my life.

### 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 started my conversation by introducing myself to the lady I chose for the interview and explained that I need to ask her questions about her life. After obtaining her permission to interview her, using open-ended questions techniques, I started collecting the information. For example, “what do you see as important in your life”? this open-ended question allows my client to express what she thinks is relevant in her life. I also used active listening to enable her to voice her ideas and help me record as much information as I can. I had to restate some of her answers to demonstrate that I’m paying attention to what she says.

## 2. What went well?

Everything worked out well from the beginning to the end, as expected. My client was available and positive to hold a conversation about her life with me. She was able to understand questions and respond clearly. The client was more focused during the interview and showed interest.

## 3. What would I do differently next time?

I’m thinking about spending more time with a client to ask additional questions as my client expected me to stay longer than twenty minutes. I also have to consider interviewing more than one client to reflect on ideas or reflections about older adults regarding questions like these.

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

After interviewing an older adult, I learned new things I can utilize in my life. When they were young, older adults could take risks that may have affected their lives somehow, such as marrying and having children in their earlier life, choosing to serve in the military, or climbing mountains. My client got married at her younger age. But now, as they have grown up, older adults don’t like taking risks because of their age; they want to have a wonderful extended life and finish it well. My client said she is not taking any risk. Younger adults may be more risk-taking than older adults.

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

Older adults may have needs that they have may have difficulty expressing. Nothing can assist a nurse in responding to elderly people’s needs better than therapeutic communication. This tool will assist me in understanding and respond to older adult’s needs. Active listening skills and

being sensitive to non-verbal cues while interacting with senior people will help me pay more attention to their concerns or preoccupations and provide the care they need. My ability to show empathy to their soreness, respecting their choices will make my nursing actions more approachable for older adults.

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

Nursing is a complex field that requires many skills in its different domains. Learning and practicing remain my ways to build those skills. Learning how to identify, accept and respect a patient's beliefs and needs is a process. As a nursing student, I develop my skills in therapeutic communication, cultural diversity, and clinical therapeutic through learning and practicing. I also learn how to improve my critical thinking as one of the skills needed to accomplish the nurse's work.

## 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** Richard Kumpi

### Assessing Your Personal Thoughts Prior To The Interview

Objective	Unsatisfactory 0 points	Satisfactory 5 point	Grade Received
<b>Increase own self-awareness of judgments and pre-conceived notions that may affect their advocacy for older adults.</b>	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.	
<b>Content Contribution</b>	The information provided is off-topic, incorrect, or irrelevant to discussion.	The information provided is factually correct, reflective, and substantial.	
<b>Clarity &amp; Mechanics</b>	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
<b>Evaluation therapeutic communication process with older adult</b>	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.	

<b>Content Contribution</b>	The information provided is off-topic, incorrect, or irrelevant to discussion.	The information provided is factually correct, reflective, and substantial.	
<b>Clarity &amp; Mechanics</b>	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.	
<b>TOTAL POINTS FOR BOTH ASSESSMENT AREAS</b>			<b>____/45</b>

**Instructor Comments:**

