

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.	CSLO # 1 & 2 Baccalaureate Essential VIII QSEN Patient-Centered Care
	Examine the influence of age on nursing care decisions and actions for patients.	
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.	CSLO # 1 & 4 Baccalaureate Essential VIII QSEN Patient-Centered Care
	Increase their own self-awareness of judgments and pre-conceived notions that may affect their advocacy for older adults.	
	Evaluate effectiveness individual performance.	
Attitudes	Values the role of therapeutic communication in nursing care decisions and actions.	CSLO # 1 & 4 Baccalaureate Essential VIII QSEN Patient-Centered Care
	Recognize personally held attitudes about working with patients from different age, ethnic, cultural and social backgrounds.	

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.

- **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.**
 - I believe that preserving a good quality of life is more important than living a long time. I do not think that I would want to live for a long time if I was sick and bed-ridden or in pain all of the time. I would much rather live a happy and healthy life that is short than a long, painful, or miserable life.
- **Do you feel you have full autonomy for decision making?**
 - I do have full autonomy for decision-making in my own life. I can choose what I want to do every day, what I want to buy, where I want to live, what I want to eat for meals and any other decision that might come up.
- **How do you feel when people make decisions for you?**
 - I feel angry and frustrated when people try to make decisions for me. I do not like it when my parents or my boyfriend tell me what to do with my life or what I can and cannot do.
- **What do you see as important in your life?**
 - I see family and friends as the most important thing in my life. My religion is also very important to me.
- **What risks have you taken in the past that has affected your quality of life?**
 - I am currently extremely sunburnt from going on the boat and not using sunscreen. This has affected my quality of life because I cannot lay or sit down without pain.
- **What risks have you taken in the past and how has this affected you?**
 - I am not much of a risk-taker. I would have to say that relationships have been the riskiest thing that I have had in my life. It is dangerous to put time and effort into a relationship and then end up breaking up or not being friends with someone you really care about definitely has affected the way I look at people and trust people.
- **What risks do you want to take now?**
 - I would love to go snowboarding, snorkeling, and surfing.
- **What risks are you not willing to take?**
 - I would not take any risks that would greatly put my safety in jeopardy.
- **How would you explain to the people who love you why you want to take this risk?**
 - I would explain to my friends and family that you need to take risks to live your life to the fullest. Part of living is taking risks, and it is important to experience new and exciting things.
- **What frightens you about taking this risk?**
 - There is almost always a potential to get hurt when taking a risk.

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.

- **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.
 - I would rather be healthy than old.
- **Do you feel you have full autonomy for decision making?**
 - Yes, outside of my doctor always wanting me to change my lifestyle and take new medication.
- **How do you feel when people make decisions for you?**
 - People find out quickly that I don't put up with them making any decisions for me. I run my own life, always have and always will.
- **What do you see as important in your life?**
 - The most important things in life are family, friends, and religion.
- **What risks have you taken in the past that has affected your quality of life?**
 - I was a smoker between the ages of thirty-three to forty-two. I believe it has affected my lungs and my ability to inhale deeply.
- **What risks have you taken in the past and how has this affected you?**
 - I took a risk to quit my job as a secretary and open up my own business. I am so thankful I did that. Owning my own bakery brought me so much joy.
- **What risks do you want to take now?**
 - I can't think of anything.
- **What risks are you not willing to take?**
 - Anything that could result in me being unable to take care of myself.
- **How would you explain to the people who love you why you want to take this risk?**
 - N/A
- **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.

- **What therapeutic communication techniques did you use during the interview? Provide examples**
 - I used active listening as a therapeutic communication technique during the interview. I was acknowledging, understanding, and engaging in the conversation. I also asked lead questions such as "Why did you choose the quality of life over longevity?".
 - I used open-ended questions in the interview. Asking the interview questions such as "What do you see as important in your life?" is open-ended.
 - I used clarification to get a better understanding of what the interviewee was telling me. I restated what the interviewee said when I was not sure if I had all of the information.
 - I used the offering of self as a therapeutic communication technique. I sat by the interviewee, listened to what she had to say, and made myself available to answer any questions and talk about how she was feeling during the interview.
- **What went well?**
 - My interviewee was very open and easy to talk to. It was not difficult to get my interviewee to open up about her life, and she answered the questions I asked her with wisdom.
- **What would I do differently next time?**
 - If I were to do another interview like this one, I would make sure I kept the interviewee on-topic and not allow the conversation to get too far off from what the questions are asking.

- **What are the major take-home lessons after interviewing an older adult?**
 - The most important lesson I learned from this interview was to always put health first. I want to take care of my body and mind to live a long and fulfilling life.
 - I also learned that it is possible to be independent and happy in old age.
- **How can I adapt my nursing practice to be more responsive to the unique needs of an older adult client?**
 - I would really like to focus on giving older adult clients as much autonomy as they can handle. I imagine it is a highly frustrating and demeaning experience to have a nurse, for example, pick out your clothes for you in the morning when you can do it on your own. I also have a lot of empathy for those patients who cannot express autonomy and who are not able to do activities of daily living on their own.
- **In what way am I building my nursing skills?**
 - I am building my therapeutic communication skills by practicing this type of communication in a natural way. My communication skills are getting better when talking with others in the role of a nurse. My empathy is also getting better as I come to understand what different patients might be going through. My professionalism is also getting stronger as I learn the professional way to act and communicate as a nurse.

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 Whitney Miller

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