

Deanna Braden

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	CSLO # 1 & 4 Baccalaureate Essential VIII QSEN Patient-Centered Care

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.

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.**

This question is difficult for me to answer because of my current situation. The reason this question is difficult for me to answer is because of the well-being of my children. I am a survivor of physical and mental abuse. If I should pass away before my children reach 18, they could be turned over to their abusive father. That is one of my worst fears. My 16-year-old daughter also just had a baby, and she needs me. She was sadly abused but chose to give her little boy life. I need to be here for her and her baby boy. Right now, I would prefer to live as long as possible regardless of the quality of life that I experience. Once my children are grown, and I know that they will be okay on their own, I would choose to preserve a good quality of life even if it means that I may not live too long.

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

I feel that I have complete autonomy for decision-making. I am currently a single mom, and I make all decisions in my life. I have a boyfriend, but we do not live together, and we do not plan on marrying until I am finished with college. I feel fortunate to have him in my life because he is so supportive and understanding. Once we are married, I still believe that I will have autonomy because Tim and I are always respectful of one another and make decisions together.

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

I do not like it when people make decisions on my behalf because it makes me feel like I am being controlled. I am a very independent person, and I like making decisions for myself.

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

My children, boyfriend, family, friends, and becoming a Nurse Anesthetist are most important in my life.

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

When I was right out of High School, I took a risk and moved to South Carolina with another friend because she painted a pretty picture for me as to how great of a life we would have. I was very naive back then. It affected my quality of life because we did not have jobs, did not know how to properly maintain our cars, and did not know what we were doing. I ended up broke, ruining my vehicle due to it overheating and having to call my parents to come all the way to South Carolina to bring me back home to Illinois.

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

Moving to South Carolina when I was right out of High School taught me that I should have thought things out and listened to my parents. I did learn from that experience, and I have a system that I go by today. If I am going to take a risk or question doing something, I ask 3 people that I respect and trust for their opinion. After getting their opinion, I write out the pros and cons before I do anything.

7. What risks do you want to take now?

I am currently taking a risk by changing my career in my 40's. My income has been cut in half, which makes it difficult at times, but I know that it will be worth it in the end. I have worked in IT for quite some time, but I have always wanted to pursue the medical field. After leaving an abusive relationship, I decided it was time to go after my dreams. To do this, I had to quit my job in IT and take a job that was half the pay to work with my schedule to go back to college. Money is tight, but I am making it work.

8. What risks are you not willing to take?

I am not willing to take any risks that could potentially harm my children or those I love.

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

I have explained to the people who love me why I am currently taking this risk. They are 100% supportive and repeatedly tell me how proud they are of me. My children have been incredible throughout this transition. They do not complain about not buying things like we used to but instead tell me that I am an inspiration. This melts my heart. My children are pretty great, and I love them with all of my heart.

10. What frightens you about taking this risk?

What frightens me about taking risks is that they do not only affect me but could potentially affect my children and family as well. That is why I need to write out the pros and cons before deciding to do anything significant in my life.

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?

- **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.**

Answer: I want to preserve a good quality of life even if this means that I may not live too long. The reason why I say this is because I am tired. I am tired of hurting and things going wrong with me. The doctors fix one thing and just when I start to feel better, something else goes wrong. I wish that I had energy and could move like I used to. My mind says I can do these things,

but my body disagrees every time. I do not want to live a long life if I am in constant pain and a burden to others. It is hard watching everyone around you pass away. It is also lonely.

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

Answer: I do feel that I have full autonomy right now, but I worry about that in the future. My health is getting worse, so I fear that I will get to a place where others will be making decisions for me. My memory is not the best anymore.

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

Answer: I do not like it when people make decisions for me. It makes me feel bad inside because I can make decisions for myself right now. I know that my memory is not the best at times, but I am a grown adult and I do not need any of them telling me what to do.

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

Answer: Family is important in my life, but I do not see them often. My kids have their own families that keep them busy, so it is difficult for them to visit me. I do wish that I could see them more, but I understand not having much time. My husband and most of my friends have passed away, so I do get lonely at times.

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

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

7. **What risks do you want to take now?**

Answer: I was not ever much of a risk taker, but I am too old to be taking any risks now. I would rather just stick with what is safe and what I know. Change makes me uncomfortable and nervous.

8. What risks are you not willing to take?

Answer: I would never take any risks that would harm anybody. I just could not rest at night if I was the cause of anyone else's pain.

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?

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 used active listening, offering self, and sharing humor as therapeutic communication techniques during my interview. I used verbal and nonverbal communication with active listening by paying attention, having eye contact, saying, "I see" while nodding my head, and using proper posture and body movements. With offering myself, I stayed and talked for an hour after

the interview was already over. I genuinely enjoyed the stories that she told, but the best reward was seeing a smile on her face every time she drifted back in time to one of her beautiful memories. We both took turns telling funny stories that made us smile and laugh. Hearing her laugh was my favorite part of the entire interview.

2. What went well?

After finishing the questions, I got to hear about her life by staying and talking to her. Hearing her tell me that I made her entire day by visiting her made me have so many mixed emotions inside. I felt happy and sad all at the same time because, on the one hand, I made her so happy by being there, but on the other hand, I could see the sadness in her eyes because she did not get many visitors and expressed to me that she gets lonely a lot. I know that my life is hectic, but I will clear an hour or two each week to visit this beautiful woman.

3. What would I do differently next time?

The next time that I interview a person, I want to be better prepared. I will practice the questions that I will be asking to not look like I am reading from a script. I believe this change would make the interview feel more personal and comfortable for the patient and myself.

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

The major take-home lesson from this interview is that sometimes it only takes a few hours of your time that may not seem like a lot to you but means everything to someone else that may be lonely or dealing with depression.

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

I can adapt my nursing practice to be more responsive to the unique needs of an older adult client through knowledge, understanding, and caring. Knowledge will help me learn about the different needs and changes that older adults go through. Understanding will enable me to help older adults adjust to these changes, and caring can help them feel more secure and not alone.

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

I am building my nursing skills through learning. I have discovered that you will always learn new skills no matter how long you have been in the nursing field. It does not matter if you are fresh out of nursing school or if you have been an RN for 30 plus years. Learning new skills is part of a nurse's life, and I love that aspect of it.

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: Deanna Braden

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	The student's answer is inadequate with superficial thought and preparation. The	The student's answer is well developed. The student fully	

older adult	student does not address all aspects of the task	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:

