

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 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 feel like the quality of life is way more important than living a long miserable life. Unfortunately, I have experienced an extended hospital stay following a car accident and sustaining a bad back injury. I was miserable, and if my quality of life were poor, I would not want to suffer to live to old age. Suffering is not living.

2. Do you feel you have full autonomy for decision making? Yes, I have complete control over decisions in my life, which is very important to me. I also like to include my husband and children in big life decisions because they give great advice and deserve to decide their lives.
3. How do you feel when people make decisions for you? I do not like other people making decisions for me, but if I cannot make my own choices, I would trust that my husband or twin sister would make the best decisions possible for me and honor my wishes.

4. What do you see as important in your life? My family is the most important thing in my life. I strive to do what is best for my family every day. I also feel I must finish school and become a successful nurse. Becoming a nurse has been a dream of mine for a long time, so fulfilling my dreams are very important.
5. What risks have you taken in the past that has affected your quality of life? I am not much of a risk-taker, but I chose to have surgery on my back following a bad car accident, and I am so thankful I did. My doctor called the day before my scheduled surgery and wanted me to wait and see if my back would heal. I had already waited eight months for it to heal with no success. I told him I wanted to move forward with the procedure, and it turns out that the damage to my back was extensive, and my back would have never healed on its own. My quality of life improved immensely after the surgery, and I was able to play volleyball my senior year of high school because I chose to have the surgery.
6. What risks have you taken in the past and how has this affected you? I took a considerable risk when I chose to move to the Champaign area. My husband accepted a job at the Urbana Champaign Sanitary District, and we decided to relocate two hours away from all of our families. My youngest son was only eight months old, and I did not want to leave my support system. Yes, I struggled with a period of depression when we first moved, but it turned out to be one of the best decisions I ever made.
7. What risks do you want to take now? I took a significant risk when I chose to go back to school. I was scared I would fail, but now I am just one year away from accomplishing my dream.
8. What risks are you not willing to take? I refuse to move again until my two oldest kids have graduated high school. They deserve to have stability and to get to graduate with their friends.
9. How would you explain to the people who love you why you want to take this risk? The only way I would move again is if I could get closer to my dad and hometown. I would explain to my family that it is essential to be close to their grandfather to help him on the farm as he gets older and needs assistance managing the farm.
10. What frightens you about taking this risk? What scares me most about taking this risk would be how my children would adjust. They deserve to have the best life possible, and it can be challenging to move and build new relationships.

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.

Gary, the gentleman I interviewed, stated, “Living a long life, even if I am miserable because it will all work out in the end. I do not want to live a short life.”

2. Do you feel you have full autonomy for decision making? “Yes, I make my own decisions, and no one is going to tell me what to do.” Making his own decisions is an essential aspect of his life.
3. How do you feel when people make decisions for you? Gary stated, “I Ignore people when they tell me what to do and I do what I want.”

4. What do you see as important in your life? “My children and the people that I love are the most important thing in my life.” Gary made it evident that he has had a great life but has experienced significant loss, so he strives to spend quality time with his family. Gary stated, “material things are great but at the end of the day if you do not have people around to enjoy your success then that success is not worth having.”
5. What risks have you taken in the past that has affected your quality of life? Gary took a significant risk when he was younger and decided to open his trucking company. Gary put a lot of time, energy, and money into his business, and if it would have failed, he would have been out of work and money. Gary’s business was successful, and he lived a better life because of his decision.
6. What risks have you taken in the past and how has this affected you? Gary took a risk when he divorced his first wife to start a new life with his current wife. The decision left his daughters devastated, and that really upset him. He said, “they eventually made amends but at the time the divorce left him emotionally drained.”
7. What risks do you want to take now? Gary stated “at this age I really do not want to take any more big risks.
8. What risks are you not willing to take?
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? Gary expressed “that the scariest thing about taking risks is that you could fail.”

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 During the interview, I listened to Gary actively and did not pass judgment on what he was sharing with me. When he decided to talk about his divorce, I could see that it was a sensitive topic for him, so I did not interrupt him, and I just let him tell me about that emotional life event. I feel he really appreciated just having someone listen to him and tell his story. I also used touch as a way to express sympathy. When he got emotional, I touched his hand to show him that I was listening and cared. Gary also talked about starting his own business. During the interview, I summarized what he was telling me, so he knew I was listening. I stated, "I am sure starting your trucking business was a considerable risk that could have had a bad ending, but I am glad that your business was successful and allowed you and your family to live a great life."
2. What went well? Gary was very willing to share about his life, and that made for a pleasant interview.
3. What would I do differently next time? Next time I need to do a better job of presenting the questions in a way that is more open-ended. At times I felt like the interview would not result in enough information because the questions were not always open-ended. Also, when interviewing people, it is essential to use vocabulary the person will understand. I made a mistake in saying autonomy, and Gary let me know that he did not understand what autonomy meant. So next time, I will make sure to ask questions with the proper vocabulary.
4. What are the major take-home lessons after interviewing an older adult? Therapeutic communication is challenging. The more I practice communicating with people, the better I will get at it. There are many aspects of communication other than talking. Listening and not passing judgment are essential parts of communication.
5. How can I adapt my nursing practice to be more responsive to the unique needs of an older adult client? As a nurse, you need to make the older patient feel comfortable enough to talk to you. Also, I do not want to rush or interrupt the older patient. I will allow for adequate time so the patient can express what they are feeling. There will be times in my nursing career that I will have

an older adult experiencing something that I have not experienced, but I still want to show empathy, so the patient knows that I am listening and care.

6. In what way am I building my nursing skills? By doing this assignment, I am learning how to communicate therapeutically with patients. This assignment allowed me to actively listen, show empathy, and summarize what Gary was telling me. Now when I am working with patients, I will be better at communicating therapeutically.

Step 4: Submission

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

Assessing Your Personal Thoughts Prior To The Interview

Objective	Unsatisfactory 0 points	Satisfactory 5 point	Grade Received
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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	The student's answer includes 1 or	

	errors in clarity, spelling, grammar, or mechanics.	less errors in clarity, spelling, grammar, or mechanics.	
TOTAL POINTS FOR BOTH ASSESSMENT AREAS			____/45

Instructor Comments:

