

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.

- Which of these two statements is most important to you?
- I want to preserve a good quality of life even if this means that I may not live too long.
 1. This statement is the most reflective of my thoughts because I value quality of life, and I do not believe in suffering to maintain it. Years are not as valuable as fulfillment. When people pass, I always want to remember them during good times. I live life freely and embrace every moment, so the quality of life outweighs the years lived.
 2. Do you feel you have full autonomy for decision making?
 1. I do because I have people around me that support my thoughts and feelings concerning my life. My husband trusts me to make the right decisions for myself and our family that are beneficial to everyone. I'm in my right mind, coherent, alert, and aware enough to withhold decisions I decide to make.
- 1. How do you feel when people make decisions for you?
 1. I am not autonomous to the point where I do not allow others to decide for me. I believe that having a relationship and maintaining proper communication build my trust. Otherwise, I can speak for myself when making decisions unless the situation calls for something different. As long as I am benefitted in the end, I will trust someone else to decide for me, even if I don't entirely agree.
- 1. What do you see as important in your life?
 1. Being able to accomplish goals in my life without losing my self-identity. I also want to be able to raise my children without compensating for another area in my life. In healthcare, it is essential that I gain the trust of my patients to provide the proper care. I also want to enhance their quality of life in any way I can until their discharge.

1. What risks have you taken in the past that has affected your quality of life?
 1. I do not believe I have taken any risks that have affected my quality of life. I live a very fulfilled life, and I was raised in this manner. Live life to the fullest and accomplish your dreams. There's nothing that I've done that has affected my quality of life, per se, but there have been decisions made that affected the timing of my life. During my junior year in college, I had a child and decided to return home closer to family and my child's father. I wasn't able to finish school until now. This affected my timing of life, not necessarily the quality.

1. What risks have you taken in the past, and how has this affected you?
 1. In the past, I could be impulsive at times, leading to negative consequences. I was not always aware of my surroundings and did not pay attention to details. This resulted in having naïve moments in unfamiliar environments that could have led to even more negative consequences. For example, drinking alcohol and partying as a freshman in college. I choose not to express further on such situations and risks, but I have learned from them and have gained wisdom and knowledge as a result.

2. What risks do you want to take now?
 1. The risk I take now is finishing school while being married and having a family. It becomes exceedingly difficult because my children are small, requiring much attention during this time. A benefit of going back to school while they are young is that they are not in any active sports. This allows me time to finish school and to be there for them when they get older. Going to school is a risk because "mom" is away from home for long periods. It changes the dynamics of our family temporarily, but it is a risk that my husband and I know is beneficial in the end.

1. What risks are you not willing to take?
 1. I am not willing to put myself or my family in danger. I do not believe in putting those connected to me in harm's way. Concerning healthcare, I am not willing to make decisions for others with no benefit to their quality of life. I also will not proceed with a decision that is not conducive to a patient's health or personal wish. Because of my beliefs, morals, and values, there may be some situations that I step away from and delegate another nurse to step in.

1. How would you explain to the people who love you why you want to take this risk?
 1. I have explained to them the greater good that is accomplished at the end. Not only will I have achieved a long-time dream of mine, but our family's socioeconomic status would change. My husband and I have goals that we are trying to reach that include a new house, business, and eventually moving out of state. Plus, making more money and having self-satisfaction always yield good outcomes. The sacrifice is only for the greater good, and my family supports that wholeheartedly.

1. What frightens you about taking this risk?
 1. What frightens me about this risk is the care needed for my children. They are in the care of family and daycare centers, so the amount of reliability needs to ensure my children are taken care of can be nerve-racking. Maintaining care for children can be challenging, and I believe that's what's the most frightening.

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.
 1. If my quality of life is in jeopardy, I do not want to put that type of burden on anyone else. Even though I am in my right mind, I would not want to depend on anyone else to take care of me. But, if I am wheelchair bound, and nothing else is wrong, I would be ok with my quality of life.
2. Do you feel you have full autonomy for decision making?

- a. Yes, I feel like I have the ability and mindset to be able to decipher what needs I have. I have the mental capacity to make the right decisions for myself.

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

- a. It depends on the decision they are making. If it is a medical, I would prompt that person to make the decision for me. If it is an everyday life decision, then I'd probably wouldn't be happy without being consulted about the decision first. This question is situational.

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

- a. Good health is particularly important to me, both mental and physical. Without them, you are not able to be the human being you were created to be. Your mental capacity is the biggest and without it someone else will have to live your life for you. If your physical health is in disarray, someone else has the responsibility of caring for you and making decisions for you.

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

- a. I stopped taking my blood pressure medication, and it put me in jeopardy of damaging my health. I could have had a stroke, heart attack, or anything. Originally, I could not function, so coming off my blood pressure affected my quality of life in an extremely negative way. I was in a bad space mentally and physically.

6. What risks have you taken in the past and how has this affected you?
 - a. Going back to school and working full time after being retired are the biggest risks recently. I have seen where I risked my homework assignments because of the workload I had at my job. It makes me sad, but they were both priorities. I had to take a risk of whether to finish an assignment versus completing my job that pays me.

7. What risks do you want to take now?
 - a. Staying up late. I found myself going back to old habits of staying up late almost all night. At my age, it is not healthy to that. It is a risk I am falling back into because I wake up tired.

8. What risks are you not willing to take?
 - a. I am not willing to jeopardize my treatment with my blood pressure medication. I also will not risk neglecting the signs my body gives to tell me something is wrong or off.

9. How would you explain to the people who love you why you want to take this risk?
 - a. I would say it is something I have always wanted, even though it may not mean anything to them. It comes with more money and more work, but it opens doors for me. When I started my master's program, I was not working so it did not

seem like a hindrance. I want to pursue my doctorates and the steps I am taking are for personal satisfaction that I pray my family understands. My retirement was to help my children and I would not compromise my children's needs.

10. What frightens you about taking this risk?
 - a. The debt that I will have once I am finished with my education. I will be of older age and I am not sure I will be able to pay school loans back, but I'm willing to take the 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
 - a. I used a lot of restating during this interview. For example, when my mother explained what risks affected her life, I responded by saying "You're saying working and going back to school are the two biggest risks you're taking right now?" I did not need to use clarification because she articulated her thoughts very well. Silence was used as well to listen and write down her thoughts.
2. What went well?

- a. The interview was very fluent and her thoughts were articulated and thorough. She had an answer for every question and was able to take her time to think about what she wanted to say.
- 3. What would I do differently next time?
 - a. I would give more leading answers to promote brainstorming and thinking of more ideas for answers.
- 4. What are the major take-home lessons after interviewing an older adult?
 - a. Older adults have different goals and reflections than someone of my age. Although we shared some similar risks, one of those risks that was most important was health. I believe a lot of older adults would have health as affecting their quality of life or being a risk they've taken.
- 5. How can I adapt my nursing practice to be more responsive to the unique needs of an older adult client?
 - a. I would be more understanding of the place they're at in life when caring for them. How they perceive care and how I perceive care will be different. Ultimately, meeting their needs and creating a relationship will help provide the best care for them.
- 6. In what way am I building my nursing skills?
 - a. I'm building my nursing skills by being open minded about older adult patients. They've been through many changes in life from mental to physical and I want to make sure I create a conducive environment for them.

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 _____

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			____/45

Instructor Comments:

