

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. This Statement is most important to me. I am not interested in living if I do not have a good quality of life. Otherwise, what's the point?**

2. Do you feel you have full autonomy for decision making? **If complete independence means that I am fully aware of a problem that needs addressing and how I believe is the best way to accomplish that, then yes, I have full autonomy for decision making.**

3. How do you feel when people make decisions for you? **Family and enjoying life are most important to me. I also want to make sure that everything I do is done with kindness because you never know who needs it.**

4. What do you see as important in your life? **Family and enjoying life are most important to me. I also want to make sure that everything I do is done with kindness because you never know who needs it.**

5. What risks have you taken in the past that has affected your quality of life? **I don't think I have taken any that have affected my quality of life, thankfully.**

6. What risks have you taken in the past and how has this affected you? **I took a risk by getting married at a young age. It forced me to grow up a lot faster than my peers, but I'm thankful for that and the person it's molded me to be.**

7. What risks do you want to take now? **I want to take a chance with travel nursing and volunteering with Doctors Without Borders.**
8. What risks are you not willing to take? **I'm not willing to risk the happiness of my spouse.**
9. How would you explain to the people who love you why you want to take this risk? **I want to see more of the world and to help more of the people around the world.**
10. What frightens you about taking this risk? **Failing frightens me the most. I'm worried that I won't be good enough or smart enough. Being away from my family as they grow older also scares me.**

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. "Because I want my family to realize that living long is not always good. I wouldn't want to be a burden to someone by living as long as I can. I have physical ailments, but I can still take care of myself. Having a better quality of life is better than just living. You need to have meaning in life. If you don't have that then what have you got?"**

- 2. **Do you feel you have full autonomy for decision making? "To some extent, but sometimes, you need help making decisions. Sometimes listening to someone might help you. They can unearth something you may not have noticed. We all have blind spots. Sometimes you need to sit down and think, "Well, how do I really feel about this? How do I accomplish what I want to accomplish? You know what, having a relationship with the Lord is important so He can help you with those decisions."**

- 3. **How do you feel when people make decisions for you? "Well, haha. I don't think I like it when people make decisions for me unless I am incapable of doing it. It could be upsetting when people make decisions for you. Especially when they haven't consulted you. If it's something I agree with and they knew I would like, now that's fine."**

- 4. **What do you see as important in your life? "Well, the most important is my faith in the Lord Jesus. My family is second. I just pray that they will have a good relationship with the Lord and that everyone can come together without fear of upsetting another one. Or decide they won't come just because another person is coming because that is very upsetting. Because we all have our differences, and we all need to try to understand one another. Feelings get in the way a lot."**

- 5. **What risks have you taken in the past that has affected your quality of life? "Making bad financial decisions sometimes will cause you to have problems until you get everything paid off. Taking on more than you can handle, like when I took on two more post offices. Going against what God wants for your life when you don't follow his lead. That causes a lot of physical and mental issues. It's a lot to that. So many things that you can do that take your peace of mind away from you. If you can't have peace, you are always in turmoil about getting out, and only the Lord can do that. You look back and see where you come from. God has been there every step that I needed him."**

6. What risks have you taken in the past and how has this affected you? **"Taking on that new job brought my health down because it messed up my hips when I fell. It added to my other health problems. Just taking chances that you think you can do it until you do it. Like thinking, I can do something, and My body says, "no, you can't do that." Like jumping over a ditch and not being able to do that anymore. I tried to fill a hole and got a blister and a sore back from it. So much that I want to be done, but nobody has time to do it. I know how Papa felt when he wanted something done, but he had to wait on someone to do it. But that's life. We have to do the best with what we have."**
7. What risks do you want to take now? **"I don't know. I guess reaching out to others and help where I can. I took the chance to take care of two more post offices so I can help someone out. It worked out, thank the Lord. Going ahead and doing and hope everything works out. Trusting the Lord to help me do everything. Sometimes we stay in our comfort zone and take it as an excuse not to do things. Sometimes we need to step up to the challenge to overcome something, whether it's fear of people or fear of failure of what we're doing. I think about things that I didn't step out and do when I should have."**
8. What risks are you not willing to take? **"Taking on another job, that's for sure— or another financial burden. I'm trying to get out from under my financial obligations. One thing I wish I hadn't done: I wish I hadn't pushed for something that could have waited. I wouldn't want to do that again. Sometimes we take things into our own hands when we need to give them to the Lord. "Those who wait upon Lord shall renew their strength." I always think about the song *"Teach me, Lord."* He teaches me to wait."**
9. How would you explain to the people who love you why you want to take this risk? **"Sometimes, I just have to come out and say what's on my mind. Just come straight out. You can prepare them for it. That's all I know: is to tell them why. Explain to them why I think it's a reasonable risk and its benefits, and if they disagree, they can explain why. That's how we learn by talking to each other. Sometimes people can come up with a better scenario to make a better decision. But most times, people don't want to listen; you can talk until you are blue in the face, but they've decided what they've**

decided, and that's it. When I opted to have my mastectomy, people kept asking, "Why have your breasts taken off if they got it all?" I feel like the Lord wanted me to. I thought and prayed about it. I started to question it, and then I got shingles. Then I thought, "You already gave me the answer. I shouldn't of questioned it." Usually, shingles last more than a month. I went straight to the doctor, and they started me on treatment before it got full-blown. My use for my breasts is gone besides looking good in clothes. And I got a prosthesis for that. I was so thankful that I didn't need to have chemo. Jackie was going through treatments simultaneously, and that would have been hard on him if we were both going through chemo. I didn't like him having to suffer."

10. What frightens you about taking this risk? "I guess the thought of it being the wrong decision and what the outcome will indeed be. How it will affect me and those around me in the future. You have to stop and think about it because even if we don't live through the decision, those around us do."

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. **When interviewing my Maw-Maw, I utilized the therapeutic technique of active listening by contributing verbal cues when needed but mostly staying silent to allow her to get out her thoughts. I also encouraged her to make comparisons to fully understand what she was trying to express.**

2. What went well? **I think the entire interview went well. I feel like I agree with a lot of things that my Maw-Maw said, although she expressed her thoughts much more beautifully.**
3. What would I do differently next time? **Although I stayed silent while she spoke, sometimes I didn't wait for her to break the silence. When this happened, I actually thought we were done with one question and went to start another, but we would both be talking at the same time because she wasn't finished with what she had to say.**
4. What are the major take-home lessons after interviewing an older adult? **The major take-home lessons for me are utilizing silence and letting the older client set the pace. Instead of taking their silence as a sign that they have completed their thought and are ready to move on, I should wait for them to break the silence.**
5. How can I adapt my nursing practice to be more responsive to the unique needs of an older adult client? **I can practice my communication skills so that I can better communicate with my patients. I can practice confronting patients to help them break destructive routines because I'm not good with confrontation at all. I try to avoid it if I can, but I've realized that sometimes it can come across as enabling, and I don't want to do that and end up causing more harm. I also need to get better at reflecting instead of offering advice so that my patients can come up with solutions themselves in the future without my help.**
6. In what way am I building my nursing skills? **I'm building my nursing skills by learning how to engage with my patients to effectively involve them in their care plan while learning how to educate them on ways to improve their quality of life once they leave my care. By offering therapeutic communication, I validate my patient's concerns and make sure that they feel like their concerns are being adequately addressed. When the patient feels validated, it helps to build trust between the healthcare worker and patient. Trust is vital in health care because it allows the patient to feel comfortable sharing information that could be perceived as shameful or embarrassing.**



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	The student's answer includes 1 or	

	errors in clarity, spelling, grammar, or mechanics.	less errors in clarity, spelling, grammar, or mechanics.	
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Conducting Your Interview & Completing A Self-Evaluation After The Interview

Instructor Comments:

