

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 honestly would rather live a good, meaningful life than be able to live as long as possible. From past experiences working with the older population in a long-term care facility, they want to be with their loved ones. Not stuck in a care facility because they cannot fully take care of themselves anymore. I do not wish to be so sick with a disease or be unable to care for myself to live as long as possible instead of living life the way we are today. I want to help make a difference in someone's life for myself to have a good quality of life.

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

I like to be able to have full autonomy for making decisions for myself. As a young adult, we do not really like when people make decisions for ourselves. The only time I would be okay with someone making all my decisions is if I was medically incapable of making my own decisions.

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

It depends on what decisions are being made, in all honesty. Sometimes, it is beneficial to have someone make decisions for you, but it can be annoying in other instances. I know sometimes my fiancé will tell me we are going to Indianapolis to visit his family at last-minute notice. That can be annoying, especially if I already had plans with someone or loaded down with school assignments. So, to answer this question, it just depends on the situation.

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

Trick question, right? For me, family will be the most essential thing in my life. The family will always be there no matter what. Family will be there when friends want, I want my child to have the best life growing up, I will do anything for my family. I honestly do not know where I would be in life without my sweet Lilly girl and my fiancé. They are indeed the best thing that has ever happened in my life, and I am very thankful to God for blessing me with them.

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

Honestly, I am not really a risk-taker. I can think of the only thing when I took the jump and decided to move to Indianapolis to “start” new. It most definitely was rocky, although it allowed me to get my certified nurse’s aid (CNA) certification, meet the love of my life and be able to create a beautiful soul with a mixture of the both of us. The only negative thing about me moving would be my brother and I are not close anymore, and it has pushed my career back a little.

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

How has this affected me? As stated in the question before, I have not really taken many risks. But what I discussed up above, yes, it hurts to know that my brother and his new family do not attempt to talk to my family and me. It is like I am the black sheep, and

I do everything wrong in his wife's eyes. But usually, we will always take our significant others' side. Does it hurt? Yes. Will I live? Yes. But it has made me become who I am today; I have realized I cannot make everyone happy. I have to put my family of three and myself first. Some people may not like that, but it is what it is.

7. What risks do you want to take now?

I want to finish school, see what life has in store for me around that time. I want to travel to Seattle, Washington. I want to cliff jump into the water. Who knows, I might even be crazy enough to continue school for my master's degree. I want to work in trauma right now, and if I still want to, by the time I graduate, we will probably have to move towards a bigger city.

8. What risks are you not willing to take?

This is a tricky question; I have not really thought about this. I am not really willing to take any type of risk that will jeopardize my loved ones. I do not want to lose them.

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

If we are talking about number seven, then I would tell them I want to finish school to provide the best for my family and give them things I was not able to have. Working in trauma could be mentally draining at times, but I think I would accomplish working and getting help if I needed it. Cliff jumping into the water is just a thrill I have always wanted to do. There is water at the bottom; I will be alright. Traveling to Seattle is just a new place, with new experiences waiting for me.

10. What frightens you about taking this risk?

I would be afraid of sharks and possibly hitting my head when cliff jumping into the water. I want to work in trauma, but I am worried I will have to work on someone I know, and I will freeze up. I know it can be mentally exhausting, and hopefully, I will be able to speak out on it if I struggle.

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

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

“Ummm, I’m alright. Depends on the decision. I’m okay.”

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

“My family.”

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

“I risk taker, I don’t think I have taken any that have affected my quality of life. I am more on the safety zone side.”

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

“I’m not a risk taker.”

7. What risks do you want to take now?

“None because I’m not a risk taker.”

8. What risks are you not willing to take?

“Any risk that is going to affect my family in a negative way.”

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

“I would take that risk because it would affect them.”

10. What frightens you about taking this risk?

“Nothing frightens me because I would take them.”

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.
Some therapeutic communication techniques I used while conducting an interview with someone of the older population were active listening and using silence when she talked, and offering self. By using those three techniques, I feel as if the interview went smoothly and well.
2. What went well?
Giving her my full undivided attention, I feel like made the interview go smooth, and she answered the questions.
3. What would I do differently next time?
I would probably ask her why to some of her answers to seek clarification. To be able to dig a little deeper into the conversation. I also think summarizing it and repeating it back to her would have been good for her to reflect on what I said and focus on the good or bad memories.
4. What are the major take-home lessons after interviewing an older adult?

I think some major take-home lessons would be to comment more and seek further information. I think it would also be good to offer hope and humor to help lighten the situation. Possibly asking more open questions to be able to get more of a response.

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

I think everyone needs to go slow with the older population, whether helping them with an activity or just talking to them more deliberately. They need time to comprehend what was asked or said to then think about it and respond. I feel as if I need to work on talking techniques in the hospital setting because I am used to working in a long-term care setting. I feel as if it is new to me, and I am unsure how to respond or talk to them sometimes.

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

I build my nursing skills every day with the help of my outstanding professors and nursing staff at clinicals. They are helping me understand the techniques and how to communicate with our patients.

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: Kayla Wolpert

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
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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:

