

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.

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

- a. I feel like I mostly have full autonomy for decision-making, but I still need help and advice from my parents. I am still living from my apartment to my parents' house.

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

- a. I am torn between not really liking when people make decisions for me, and depending on the situation, I do like when people make decisions for me. So, it depends on the situation.

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

- a. My family is the most important thing in my life as well as my friends. I also believe finishing nursing school is another significant thing in my life.

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

- a. One of the risks that I have taken in my life is relying on people who did not need me. That was one of the most important lessons I have had in my life. I now know to live life to the fullest and do what you want to do, and never make someone make you feel less than you deserve. This has opened up my eyes and allowed me to be happier all around and have a better outlook on life.
6. What risks have you taken in the past and how has this affected you?
 - a. Nursing school is probably the most significant risk I have taken and am still taking. It has made me realize more about myself and has pushed me harder than anything has ever pushed me before.
7. What risks do you want to take now?
 - a. In the future, I want to take the risk of buying a camper and going all around the world exploring every state. Of course, that will be a considerable risk, but I believe that I will achieve my goal.
8. What risks are you not willing to take?
 - a. A risk that I am not willing to take at the time is skydiving. I have realized I am scared of extreme heights, and I do not think that would be enjoyable.
9. How would you explain to the people who love you why you want to take this risk?
 - a. I would explain that I want to have once-in-a-lifetime experiences and enjoy anything in everything I do. So I want to live life to the fullest possible, and I want to have no regrets in life.
10. What frightens you about taking this risk?
 - a. Traveling around the world has a ton of risks that come along with it. The most frightening thing is getting lost and not knowing where in the world I am.



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?
 - a. Yes, I believe that I have full autonomy of my decision making.
3. How do you feel when people make decisions for you?
 - a. Depending on the importance of the decision, If I allow the decisions for me, I am okay with it, but If I do not allow them to make decisions for me, I am not okay with it. If I have the capability and the knowledge to make my own decision, I want to make my own decisions and do not want others to make them for me.
4. What do you see as important in your life?
 - a. “I believe the most important things in my life are family, quality time with family, and church. I like to spend time with my family; however, sometimes, when we visit, they are too busy with their electronics and don’t pay attention. So it is really nice when they actually spend time with me and can have conversations and experiences.”

5. What risks have you taken in the past that has affected your quality of life?
 - a. “I have not been a risk-taker most of my life. However, I do feel sometimes I have taken risks in my diet and not eaten the best and therefore feel this has affected my health as I have gotten older.”
6. What risks do you want to take now?
 - a. A risk that I am taking now is retiring. Of course, it will affect my income, and it is nerve-racking to think about it, but I am excited to have more time on my hands.
7. What risks are you not willing to take?
 - a. A risk that I am unwilling to take is going overseas. I used to think I would want to see all of the different sights, and I do not desire to do any of that now.
8. How would you explain to the people who love you why you want to take this risk?
 - a. am getting older and it is time for me to retire and enjoy life.
9. What frightens you about taking this risk?
 - a. I do not feel I have enough money. Hopefully, one day I will feel confident enough to have enough money and live a whole life.

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 the therapeutic communication technique silence. When my older adult was thinking, I would sit in silence and ponder how they would like to answer their questions. I also used active listening when my older adult was speaking and answering the questions. I would nod my head and use short statements such as “I see” or “I understand,” letting them know that I am listening to everything they are saying.
2. What went well?
 - a. I think everything went well. When having this conversation with my older adult, it really made them believe in their lifetime and allow themselves and myself to reflect and ponder about our lives.
3. What would I do differently next time?
 - a. I would ask more questions and maybe try and dig a little deeper into their lives if they are willing to share.
4. What are the major take-home lessons after interviewing an older adult?
 - a. My significant take-home lessons are living life to the fullest, and it is okay to take risks. Everything happens for a reason.
5. How can I adapt my nursing practice to be more responsive to the unique needs of an older adult client?
 - a. Honestly, when I am nursing, I will try and make time to talk to my older patients more if they are willing to talk and see their perspective on life and see what their advice is. I love listening to their stories, and sometimes they just need someone to care and sit down and have a conversation. That can make not only their day but also your day.
6. In what way am I building my nursing skills?
 - a. I am building my nursing skills by just learning ways to communicate with people, young or old. The more conversations you have, the more confidence you have in talking to the next person.

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 _____ Claire Guyon _____

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:

