

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?

- Yes, I feel I have complete autonomy for decision-making for myself. I know what my strengths and weaknesses are, so I know what I would handle and what would put me over the edge. I would be nervous about deciding for someone else if the decision I had to make for that person was a big decision.**

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

- I don't particularly appreciate when other people make decisions because they may not know fully what I want and dislike, significantly if the decision could change my life. I believe people need to make decisions for themselves and only chime in when asked of them.**

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

- What I see as important in my life is spending quality time with other friends and family. Life is so unpredictable, and you need to cherish every moment with others because some people do not have that**

opportunity. Life, I believe, is about quality or quantity. You don't need a million friends to have a good time, and the best times are spent with just a few friends you have.

5. What risks have you taken in the past that has affected your quality of life?
 - a. **I do take risks, but I can't say that they have affected my quality of life.**
6. What risks have you taken in the past and how has this affected you?
 - a. **One risk I have taken in the past is caring too hard for someone else that didn't care enough about me. This affected me because it made me slow to trust and care for people that came into my life. I wanted to let people into my life, but I was very skid dish to do so.**
7. What risks do you want to take now?
 - a. **A risk I want to take now is following my passions and my dreams. I want to take these risks and eventually graduate in May of 2022. I hope these risks will lead to my dream job and take me wherever this is in life.**
8. What risks are you not willing to take?
 - a. **A risk I am not willing to take is failing. I know life comes with tons of failures, and it is just a part of the time, but I will keep working toward my failures until I succeed and get over them. I will not let failures get in my way of life and set me back.**
9. How would you explain to the people who love you why you want to take this risk?
 - a. **I would explain to the people who love me why I want to take a risk because I want them to know that this is what is best for me, and this is what will help push me and help me succeed.**
10. What frightens you about taking this risk?
 - a. **What scares me most about this risk is continuing to fail and never getting over that hump, but then finally succeeding and overcoming that failure that is setting me back will be a fantastic feeling.**

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 do. I feel I am more than capable of making smart decisions for myself and that I have the best intentions on living a healthy, long life.”**
3. How do you feel when people make decisions for you?
 - a. **“I do not like when people make decisions for me, especially when I am more than capable of taking care of and answering for myself. If I felt I wasn’t sure or not capable, I would not hesitate to ask a family member to help me.”**
4. What do you see as important in your life?

- a. **“I think it’s important to take care of yourself so you can enjoy spending time with your family, being able to take trips and get out of the house and away from things for a little while. I think it’s important to stay healthy, so you don’t have to take many medications. I feel a lot of medications have strange effects on your mental being. I think it’s important to enjoy every day and enjoy your loved ones.”**
5. What risks have you taken in the past that has affected your quality of life?
6. What risks have you taken in the past and how has this affected you?
7. What risks do you want to take now?
 - a. **“I am not a risk taker. I do what I’m supposed to do. I like to follow directions, and I think you will be just fine if you do that. It’s probably more exciting to be a risk-taker, but I like to live on the safe side of life. It might be boring, but maybe it will help extend my quality of life that much longer.”**
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?

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. **Some therapeutic communication techniques I used during the interview were silence, maintaining eye contact, and active listening. For example, when asking her questions about the risks in her life and what frightens her, I continued to nod my head yes now and then, so she knew I wanted to listen and hear more about her. While maintaining eye contact, I utilized my active listening and even digging deeper into her answers with some questions.**
2. What went well?
 - a. **Something I thought went well was that she went deep into the questions and opened up about her life and herself. I got to learn a lot from this assignment and the different obstacles and struggles everyone goes through.**
3. What would I do differently next time?
 - a. **If I were to do this another time, I would want to dig deeper into some of the responses and try and relate some of her experiences with mine and learn more about them.**
4. What are the major take-home lessons after interviewing an older adult?
 - a. **After interviewing an older adult, I can see how tough life gets as you age and become more aged. So much happens when you age, such as the death of significant other and significant health problems. You definitely will have risks your whole time, and it is a good thing to take those risks even though you might be scared too.**
5. How can I adapt my nursing practice to be more responsive to the unique needs of an older adult client?
 - a. **I can adapt my nursing practice to be more responsive to the unique needs of older adult clients by being more active in communicating with them. I feel like many of them hold back on what they want to say and their needs.**
6. In what way am I building my nursing skills?

- a. **I am building my nursing skills by becoming more familiar with the older population and working on my therapeutic communication skills. I also made on how I feel and think about the more aging population because I never thought I wanted to work with this age group.**

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
Increase own self-awareness of judgments and pre-conceived notions that may affect their advocacy for	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.	

older adults.			
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:

