

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</p> <p>Baccalaureate Essential VIII</p> <p>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</p> <p>Baccalaureate Essential VIII</p> <p>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</p> <p>Baccalaureate Essential VIII</p> <p>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?

I do believe that I have full autonomy for decision-making in my life. I know what is best for myself at this point in my life.

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

I don't particularly appreciate it when someone makes decisions for me. If there is a time where I cannot make my own decision or I do not understand what is best for me, then it would be ok to have someone I trust to make that decision.

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

Family, health, financial stability, and education are the most important things to me at the moment.

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

One considerable risk that I have taken in my past was not attending college right out of high school.

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

I believe that taking that time off was a risk because there was a chance I would not have returned to school. I know that schooling is essential, and furthering my education is a big part of the quality of life for me. I was unhappy with my life before going back to school because it was not helping my family financially, and I was mentally drained at the end of every day. I am delighted that I returned to school, even if it may have been at a more difficult time in my life.

7. What risks do you want to take now?

One risk I would like to take now is to travel more. I would love to see other countries or even just other states. I know that I will need to wait until I am done with school, but that is a risk I would like to take in the next few years.

8. What risks are you not willing to take?

A risk that I am not willing to take is a financial risk. I'm not too fond of the thought of putting money into something about possibly losing it. Also, I'm not too fond of the idea of buying an expensive house and perhaps being in debt down the road.

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

My risk of wanting to travel more is for obvious reasons. I would love to see other cultures and make memories while experiencing new things.

10. What frightens you about taking this risk?

Something that frightens me with the risk of traveling is the money aspect. Since I wouldn't say I like risking money, it would make me nervous that we would spend some of our extra money traveling, and then something would happen, and we wouldn't have that money there anymore.

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, I do believe that I can make all of my own decisions.

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

50/50. I do not like when someone makes decisions for me when I am able to make it. If it is something that I am not sure about or need some advice on, then I will take certain people's advice into consideration.

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

Good health insurance.

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

Moving hundreds of miles away from family, friends, and a place I called home for many, many years.

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

It affected me mentally because I was not able to see the people I loved as often as I would have liked. I believe that being affected mentally also took a toll on my physical health.

7. What risks do you want to take now?

If it was possible, I would want to travel the world. I would especially love to visit Japan and possibly meet up with my long-lost family members from my mom's side. There are cousins and other family members that I have never met. My health is not well enough to be in a plane for that long anymore though.

8. What risks are you not willing to take?

I would never jump out of a plane and I am not a fan of anything that adrenaline is involved in.

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

Having the chance to meet family that I have never met before would mean the world to me and it would be a once in a lifetime experience to visit other countries.

10. What frightens you about taking this risk?

The long plane ride is what would frighten me the most. My health is declining and I am not sure that I would be able to make the round trip without having complications.

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

I used a variety of therapeutic communication during my interview. I showed empathy when she told me about visiting family members even though she could not handle it physically. We did our interview over FaceTime, so I was able to look my lady in the eyes and make sure she knew that I was listening to everything she said. The types of questions asked were open-ended questions so that she could expand on why she gave that answer. I would respond by repeating her response to know I was getting the correct information, and I showed silence when it was appropriate to do so.

2. What went well?

I believe that the whole interview went well. There was never a time that we were quiet or being misunderstood. She appeared comfortable by being able to laugh and smile throughout the interview. I was able to ask the questions without them being confusing for her, and she could answer without skipping a beat.

3. What would I do differently next time?

Next time, I believe that I would maybe ask a few more questions about things that make her happy in life and why. I also would have liked to talk to her in person, but she lives out of state.

4. What are the major take-home lessons after interviewing an older adult?

After interviewing an older adult, the most important lesson was that you do need to speak a little slower when asking questions, especially open-ended ones. They sometimes require a little extra time to think about their answer because they have to think back to their past, and it could get confusing for them if they feel rushed.

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

Many older adults might start having a more challenging time with hearing or thinking quickly. I now know that I need to speak slower and give more time when asking questions and getting responses. I would also like to not make assumptions about the older adult population. There are many things that we might think about when it comes to what an older adult may or may not like or want. That is when we should use our therapeutic communication to have a better understanding of that specific individual. Once you begin using therapeutic communication, you will build that support and trust with the patient.

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

Having this information has helped me build on communication skills and build trust with a patient. I have a better understanding of what it takes to talk to any patient, not just an older adult. That is something that will I will carry with me in every interaction that I might be part of in the future. I also think that building trust is crucial when it comes to working in healthcare. Many of our patients will be scared or confused, and they are going to rely on us to be there for them and comfort them in a time of need.



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:

