

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 preserve a good quality of life even if this means that I may not live too long.

I would much rather live shorter with a better quality of life than longer, regardless of my condition. I feel this way because my grandpa died of lung disease, and the last couple of years of his life, he could not do most of the stuff he enjoyed anyways.

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

I feel I do have full autonomy of decision-making for myself. I have knowledge and expertise in making my own health choices, and I know when I need to see a doctor.

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

Generally, I do not particularly appreciate when others make decisions for me. However, I would understand if trusted friends or family decided something for me if they kept my best interest in mind.

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

The essential things in my life are my family and friends. I also think making memories and connecting with people is crucial for a happy life.

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

I have not taken very many risks that would affect my quality of life in the long run. Most risks I take often lead to positive outcomes, such as going to college or getting different jobs which makes the quality of my life better.

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

I think the most significant risk I have taken is going to college. I was never very good at school, so I knew college would be challenging for me. This risk has positively affected me because I have improved myself greatly and have made memories and friends I will cherish forever.

7. What risks do you want to take now?

One risk that has been on my mind lately is moving away after school. I am very comfortable here, but I feel like I could be happier in a different state. I think I would be happiest in an area with mountains, such as Tennessee or Colorado.

8. What risks are you not willing to take?

The only risks I would not consider taking are risks to my health or financial wellbeing. I do not want to jeopardize my education in any way either.

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

I think the people who love me would understand my reasons for wanting to leave Illinois. I would tell them it was what would make me the happiest and that I would still make time to see them.

10. What frightens you about taking this risk?

The only frightening part of this risk for me is losing my safety net of friends and family. Starting over in new places can be difficult, but I think it would be worth it.

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 preserve a good quality of life even if this means that I may not live too long.

I picked my grandma to interview. She said being able to get around still be herself is a blessing. She is very thankful she can still watch my younger cousins and go on family trips, so she would rather have a better quality of life rather than a longer length of life.

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

With the recent death of my grandpa, my grandma feels she does not have complete autonomy over her own decisions. Many different opinions are being thrown around to my grandma about everything from family, leaving her feeling conflicted.

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

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

My grandma said the most important thing to her in life is family. She loves seeing all her grandkids and having us all over for dinner. Her church is also a considerable part of her life and almost a second family to her.

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

My grandma is a recovered drug addict, but she was in some serious car accidents during this time of her life, which has affected her quality of life. She said she has a lot of back problems still that act up occasionally.

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 risk my grandma wants to take is having a knee replacement done. Although it is likely to go well, she still feels this is a considerable risk, and she is very nervous about having it done.

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?

My grandma said she is frightened to have her knee replaced because she is scared to be under anesthesia. She believes she will not wake up from the procedure.

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 had the opportunity to use a variety of therapeutic communication techniques while I was interviewing my grandma. One method I found particularly useful was restating her answers in a question format to encourage her to elaborate on specific answers that I felt were lacking and needed clarification. When I asked her if she had complete autonomy over her decision-making at first, she only said, "I think so," so I replied, "you think so, why not a definite yes?". When I asked this, she started opening up and talking about my grandpas' death and how she feels certain family members are trying to take advantage of her. Another therapeutic communication technique I used was using short breaks of silence to encourage my grandma to gather her thoughts and steer the conversation to a

topic of her choice. One instance I used this technique was when my grandma answered that family was the most important thing to her in life. I paused after she said that, and then she continued to talk about my baby cousins and how my extended family is doing.

2. What went well?

My grandma and I usually do not speak, and when we do, it is normally just a superficial conversation. However, I feel by using these therapeutic techniques, I learned a lot more about how she is doing emotionally. I also think we did a great job of not letting the conversation run stagnant. Defining some of the trickier words in questions for my grandma also seemed to help the interview process a lot. I think we both enjoyed it when our conversation veered away from just the interview questions into topics about life and her old memories.

3. What would I do differently next time?

The only part of my interview that I would change is the media I conducted it over. We decided a phone call would be most accessible due to our busy schedules, but I feel an in-person interview would have revealed more about my grandma. In-person interviews also leave more opportunities for non-verbal therapeutic communication techniques to be used. My grandma is also hard of hearing, so there might have been less repeating of ourselves in person.

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

After interviewing my grandma, an important lesson I took away is how likely older adults are to be taken advantage of, especially by their family members. Three days after my grandpa died, one of my uncles was already trying to force my grandma into signing papers she did not understand about her finances. I also learned after talking to her how unprepared she was for the funeral costs and after-death expenses from my grandpa. Her experience has shown me the importance of deciding arrangements prior to death for funeral services and whatnot.

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

To meet the needs of older adults, I feel my nursing practice must be more individualized, because people of the same age can be in drastically different health circumstances. Some patients may need me to speak louder, some may need more education on topics than others, so I think it is essential to do thorough assessments to be aware of older adults' specific needs. I believe also furthering my knowledge of devices used by the more aging population would be beneficial in teaching them more effectively. I will also be careful not to accidentally talk to older adult patients disrespectfully by using terms like "hun" or "sweetie."

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

By taking time to communicate with my grandma about the needs of older adults, I am better adapted to handle the concerns of this age group. I am also building my nursing communication skills and my use of therapeutic communication techniques. Having good communication skills is essential as a nurse because we must have an open and trusting dialogue with patients to retrieve valuable health information. This interview also is helping to build my nursing skills by easing the anxiety of starting a conversation with someone about topics that are not always comfortable to discuss.

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 **Ashley Matusiak**

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:

