

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? **Now that I am 20 years old and living in the house that I own, I feel as though I have complete autonomy for decision-making. Although I have the right to make my own decisions, I would still consult with my fiancé and family first.**
3. How do you feel when people make decisions for you? **I become frustrated when people make decisions for me. For example, my sister and I celebrated our twentieth birthday with my mom's family. My mom and sister are the ones who decided the plans for that day and what we were going to have for our birthday dinner without consulting me. I did not want to look ungrateful, so I went along with the plans for me that day. I have been so used to going along with others' decisions my entire life, and even at 20 years old, I still have trouble standing up for myself.**
4. What do you see as important in your life? **The most important aspects in my life are my family, fiancé, dogs, and mental health.**

5. What risks have you taken in the past that has affected your quality of life? **The decision to move out of my parents' house and switch my degree from pharmacy to nursing are two of the most significant risks that I have taken, which positively influenced my quality of life.**
6. What risks have you taken in the past and how has this affected you? **Although it does not seem very significant, the decision to open up to my fiancé and doctor about my mental health was a massive risk for me to take. I always thought that I would receive a lack of understanding about how I was feeling or made to feel like I was overreacting or too weak to cope with daily things in life. But since I have spoken up about how I was feeling and the thoughts I was having about myself, I finally received the help I needed. Because of this, I am the happiest that I have been in a long time. Another risk that I have taken is wearing clothing options that show off my figure more. I have always been very insecure about my figure; my breasts were too small, my thighs and butt were too big, the acne I had made me ugly, etc. Because of these insecurities, I would often wear unflattering clothes but did not show off my body. Once I decided to wear clothes that fit me in all the right places, I was finally able to feel confident and love myself.**
7. What risks do you want to take now? **I want to go sky diving. I want to splurge on something that I love and have wanted for a long time. I want to take up a new hobby. I want to be selfish for once and put myself first. I want to set a physical goal so I can become more confident in my body. I want to take a spontaneous vacation.**
8. What risks are you not willing to take? **I am not willing to give a public talk, say "yes" to everything for a whole year, speak the full truth, quit my job, or conquer my fears.**
9. How would you explain to the people who love you why you want to take this risk? **I would say that taking a risk would not help me grow as a person, but also give me courage to face the fear of uncertainty.**
10. What frightens you about taking this risk? **Failing is one of the biggest things that scares me about taking risks.**

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. “I would rather live a good, happy life instead of a long, miserable one.”**
2. Do you feel you have full autonomy for decision making? **“I think that I can make decisions for myself completely right now. My mind and body are still kicking, but I still like to talk to my kids first.”**
3. How do you feel when people make decisions for you? **“I feel like a child when people make decisions for me. They make me believe that just because I am older, I cannot make decisions for myself.”**
4. What do you see as important in your life? **“The most important things to me are family, friends, and our health.”**
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? **“I want to move to somewhere warm and peaceful.”**

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? **“I would try to explain how the warm weather and peacefulness would make me happy. Getting older and older, that’s all I want to be is happy,”**
10. What frightens you about taking this risk? **“I am scared to move away from my home, friends, and family. Starting over seems so crazy and scary to me.”**

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 **During the interview, I used the therapeutic techniques of silence, showing that I actively listened and asked for clarification when needed. For example, when the older adult person I was interviewing was passionately telling a story, I was nodding and asking questions for the story's entirety. I made sure to keep eye contact and not interrupt while she was speaking. When she would ramble off about another subject or talk about something that I did not understand, I would ask her to explain it more.**
2. What went well? **Most of the interview went very well for me. I connected with the older adult person I interviewed, and we ended up talking for almost two hours after she had answered all of my questions. She offered much wisdom and the stories that she had taught me many life lessons. We were able to meet at a quiet place where it was just the two of us; that way, she could speak freely.**

3. What would I do differently next time? **If I had the opportunity to do another assignment like this with an older adult, I would plan out more questions ahead of time. That way, I could go off of the questions already given to us to get more information. I would also provide more time for the older adult and me to speak because I swear that we could have talked for hours.**
4. What are the major take-home lessons after interviewing an older adult? **One of the significant lessons that I have learned from this assignment is that I cannot be afraid to make a change. As far as I know, I only get one life, so I intend to make as many memories and life experiences as possible. A cheesy saying that I was told while interviewing my older adult was, "The fun is in the journey, not the destination." I learned that I would rather regret doing something than regret not doing something. I will continue to realize that life itself is not fair, so I have to make the most of it while I can.**
5. How can I adapt my nursing practice to be more responsive to the unique needs of an older adult client? **I plan to continue the use of therapeutic communication skills that I have already learned. In addition to using those skills, I hope to gain more knowledge in therapeutic communication to better my nursing practice for the older adult generation. I have to keep in mind to use patience for the elderly and use proper respect when communicating with them. Another significant component of nursing that could be used for not only geriatric patients but all patients is showing sincerity and empathy. Our patients need to feel that they can come to their providers with any and all concerns they may have.**
6. In what way am I building my nursing skills? **When working with the older adult generation, I understand the aging process more in-depth and from their perspective. Although I might appreciate the textbook's definition of aging, getting to see and hear about it firsthand would enhance my knowledge about the subject. I would also practice my skills of patience and empathy, as I stated in my last answer. We need to remember that our elderly patients are slowing down; their thought process is slower, movements are slower. Basically, their entire body slows down. I would also practice my nonverbal skills every day, such as eye contact, body language, and facial expression.**

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 _____ **Morgan Wagner** _____

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:

