

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.
- The statement that is the most important to me is that I would like to preserve a good quality of life, even if it means that I may not live that long. All I have ever wanted in my life is to travel the world exploring new places, and provide my children with the best and most adventurous life. If I were ever in a traumatic accident that left me in a vegetative state where I was ultimately being kept alive by being on life support, I would not be happy. I would hope that my family would be able to say their goodbyes as being kept alive by machines would go against my wishes regarding my medical care.

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

- Yes, I believe that I have full autonomy for decision-making. However, if my family were in a situation where they had to make a difficult decision regarding my healthcare, I would hope that they would consider my wishes.

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

- When people make decisions for me, it makes me feel like my voice and rights are getting taken away. I don't particularly appreciate it when someone speaks for me; It makes me feel like my opinion or decisions aren't valued.

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

- What I see as important in my life is accomplishing my dreams and providing for my family. I never want my sons to have to go without or not be able to do what their heart desires due to financial difficulties or family issues that may arise. It is important to provide my kids with a stable household and be able to spoil them and celebrate our successes no matter how small they may be.

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

- Some risks that I have taken in the past that have affected my quality of life are after finding out that I was pregnant during my senior year of high school; I decided to keep my baby. Instead of going away to the college, I had initially chosen, I stayed and attended a community college and raised my little boy, Graysyn, with the help of his father. However, I would not say this has negatively affected my quality of life. I would say that taking the risk of keeping my child and being a teen mother was the best decision I could have made. Graysyn, who is now three years old, teaches me new things every day and is the light of my life.

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

- As mentioned in the previous question, I took the risk of becoming a teen parent at 18. Becoming a parent at a young age affected me in many ways, such as losing some friends, giving up a dream of doing cheerleading in college, and dealing with quite a few negative remarks from people while out in public. Although I may have lost some people I considered friends in

high school and could no longer do cheerleading in college, I would not change one little thing as I gained the most amazing and outgoing little boy.

7. What risks do you want to take now?

- Some risks that I would like to take now are putting some of my dreams first instead of always putting myself last in most situations.

8. What risks are you not willing to take?

- I am not willing to risk doing anything that could negatively affect my health. I want to be able to live a long life with my loved ones.

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

- I would explain to my family that I want to take this risk because if I never put myself first in some situations, it can take a toll on my mental health.

10. What frightens you about taking this risk?

- What frightens me about taking this risk is that I'm scared that if I put myself first in certain situations or take a day to do something for myself, I will miss something important in my kid's lives or be viewed negatively.

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.
- When I interviewed my grandmother, I asked her which of these statements she felt is most important. She responded that she would like to maintain a good quality of life and good health for as long as she is living. However, she stated that she does have some health issues that no doctor has been able to pinpoint the cause of these problems

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

- When asked if she feels that she is fully capable of making her own decisions, Linda responded that she can still at this time. Still, when she becomes incapable, she has already put her sons down as her power of attorney in healthcare.

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

4. **What do you see as important in your life?**
 - When asked what she viewed as important in her life, she quickly responded that her family is most important. She said that she values each second spent on earth with her family and that she wants to continue her time on earth with her sons, granddaughters, and great-grandchildren.
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?**
 - One risk regarding her healthcare that she wants to take now, regarding the pandemic, is choosing to get a covid 19 vaccination. She feels that this will help with her health if she were ever to get covid.
8. **What risks are you not willing to take?**
 - One risk she stated she is not willing to take is ever going to a nursing home. During her mother's last years on earth, her mother was being cared for in a healthcare facility, which was tough to see some of the staff's neglect in care.
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
 - One therapeutic technique that I used during the interview was active listening. When my grandmother was providing her answers to the questions, I used both verbal and nonverbal cues such as nodding to encourage her to keep talking and to show her that I am acknowledging what she is telling me.
2. What went well?
 - I was able to obtain well answered questions and I got to know more about what my grandmother wants in life regarding her healthcare.
3. What would I do differently next time?
 - I would try to add in new questions and get a better understanding and back story on their life and their health.
4. What are the major take-home lessons after interviewing an older adult?
 - The major take home lessons I got after interviewing an older adult was that we need to provide better healthcare and be more understanding when it comes to our older adult population. Many older adults do not have many family members that can care for them and many older adults feel mistreated or scared to go into nursing homes so we should work on making our nursing facilities a safer and more welcoming environment.
5. How can I adapt my nursing practice to be more responsive to the unique needs of an older adult client?
 - I can adapt my nursing practice to take into account an elderly adult's specific needs. Such as being more patient, speaking in a high enough tone for those hearing impaired, and practicing active listening. It is vital to be an active listener when caring for patients so they can acknowledge that you are listening to what they are expressing to you.

6. In what way am I building my nursing skills?
- I am building my nursing skills in many ways. It is important to be an active listener, show empathy and sincerity, and advocate for your patient's wants and needs. By doing these things, you are working towards building a positive nurse-to-patient relationship, so they trust you more.

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 Destiny Bell

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-	The student's answer is inadequate with superficial thought and preparation. The	The student's answer is well developed. The student fully	

conceived notions that may affect their advocacy for older adults.	student does not address all aspects of the task	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			<u> </u> /45

Instructor Comments:

