

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 most important statement to me is, “I want to preserve a good quality of life even if this means that I may not live to long.” I relate most to this because as a Christian, I believe in taking care of the body God given me for the short time I have on Earth.

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

- Yes, I believe I have full autonomy for decision making.

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

- When people make decisions for me, it makes me angry. It makes me feel that they view me as less than or incompetent of making decisions for myself.

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

- I first believe that family is important, especially my mother, because she has done so much for me. Secondly, I believe having good work ethic and being financially stable is important because I believe you have to have these things to be successful in life.

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

- The risk I have taken in the past would be not learning a second language. I want to do mission work in other countries and having a second language would have been very beneficial.

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

- In high school I had to take the risk of ending a friendship, that was toxic. Making this decision has affected me in a positive way. It taught me how to stand up for myself and let go of those who are benefitting me.

7. What risks do you want to take now?

- I am willing to take the risk of moving away from family. As easy as this sounds, to me this is scary because I've always lived with my mother and moving away means she won't be a room away. But I believe this risk will help me to grow as a person.

8. What risks are you not willing to take?

- I am not willing to take the risk of dropping out of nursing school. I do not want to take this risk because I do not want to settle for less.

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

- I would tell my family, specifically my mother that this would be a chance for me to grow as an adult and she would be understanding and very supportive!

10. What frightens you about taking this risk?

- Failing frightens me when it comes to taking risk. Risk taking is scary especially when it's relating to something that can play such a big impact in your life.

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 question 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.

- Ms. Wilks stated that I want to preserve a good quality of life even if this means that I may not live too long because she rather have a life without pain and sickness and not being a burden to others.

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

- a. Ms. Wilks says she has full autonomy for making decisions.

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

- a. She prefers that others do not make decision for her because it takes away independence as an adult

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

- a. She believes full independence, health, and being in control of her life is important.

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. Ms. Wilks would like to parasail, sky diving & learning how to ride a motorcycle.

8. What risks are you not willing to take?

- a. She is not willing to risk eating unhealthily.

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?

- a. She does not want to risk eating unhealthily, because she does not to risk developing diseases that are common African Americans.

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 active listening, I was showing Ms. Wilks that I was listening by using verbal and non-verbal cues. I asked her to clarify things if I did not fully understand what she was saying, for example, I had to ask her to elaborate on why she choose that answer for question 10.

2. What went well?

- I feel that I made Ms. Wilks as comfortable as possible and she was comfortable answering all of the questions I asked her.

3. What would I do differently next time?

- Next time I won't make it as formal, meaning I will try my best to make it flow as a normal conversation.

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

- After interviewing an older adult, I realized that I do not need to follow a script, that the conversations and questions will flow naturally.

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 skills to be more responsive by exercising my patience and being able to show respect.

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

- I am building my nursing skills by learning how to properly communicate. Making sure they are comfortable and that I am showing empathy.

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: Lauren McClain

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:

