

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

1. 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. Which of these two statements is most important to you?
2. I want to preserve a good quality of life even if I may not live too long is more important to me. Living to old age but not taking care of me is something that I do not want for myself. Seeing older people who lose themselves mentally is a challenging way to live in my eyes, so I would like to die before I would reach that point.
3. I want to live as long as possible regardless of the quality of life that I experience.
4. I want to preserve a good quality of life, even if this means that I may not live too long.
5. Do you feel you have full autonomy for decision making?
6. Yes, I feel like I have complete autonomy for decision making since I am an adult now and now a kid, and I am mentally there, I think, unless something were to happen to me where I'm not mentally capable of doing so.
7. How do you feel when people make decisions for you?
8. I don't particularly appreciate when people make decisions for me, and if there is a situation, I am unable to answer or make a decision for myself. I would like to trust my wife and family would make a decision that best benefited me.
9. What do you see as important in your life?
10. Passing Nursing school is what is essential right now. Going into debt and hoping to further my education in the medical field will pay off in the long run. My wife and family are also important to me as they are all I have.

11. What risks have you taken in the past that has affected your quality of life?
12. Playing football was a risk that affects me to this day. Shoulder injuries and concussions have taken a toll on me mentally and physically.
13. What risks have you taken in the past, and how has this affected you?
14. Attending Danville area community college was a risk to get my prerequisites for nursing was a risk I was taking; before doing that, I was working at a distributing warehouse. This has affected me now that I got into nursing school. It shows me that sometimes risk does pay off for you.
15. What risks do you want to take now?
16. My current living arrangement has changed, so that is a risk I'm about to take with moving and dealing with more bills while going to school. But it is a necessary risk with making it all pay off for a better future.
17. What risks are you not willing to take?
18. I'm not willing to take any risk that could jeopardize my future, such as leading me behind bars or death. I don't speed when I drive or DUI. Those are the type of risks I'm not willing to take.
19. How would you explain to the people who love you why you want to take this risk?
20. I have to take this risk because situations have changed, and I have to make this work. Nursing is a career I look forward to being in. and be able to provide for not only myself but also my family needs.
21. What frightens you about taking this risk?
22. The thing that scares me the most about this risk is the financial burden attached to it. If I were to fail out of nursing school and be in debt, I would be a failure in life and stuck with the obligation to pay all the money back. The time and resources would be an absolute waste.
- 23.

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.

24. Which of these two statements is most important to you?

I want to preserve a good quality of life even if I may not live long mattered more to the older man. He described not "wanting to be senile and laying up in those nursing homes" because he doesn't prefer to live longer.

- 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 I may not live too long.

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

The older gentlemen answer yes, he still feels he all the way there in the head and that he is capable of making his own decisions.

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

Older gentleman likes when people make decisions for him "along as they picked the ones that he would pick."

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

Family and friends are important to the older gentleman say he doesn't have very many friends and that majority of the people he once knew are dead now. Food was also an essential factor. He described "good eats" as very important.

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.

28. What therapeutic communication techniques did you use during the interview? Provide examples

One of the therapeutic techniques I used was silence. When I asked him about what risks affected his quality of life, there was a pause for a few seconds; I could tell he was taking the time to think about his answer. It gave him time to reflect and gave me a truthful answer. Another technique I used was accepting; to let him know I was listening, I would say "yeah" and "right" as he spoke to me.

29. What went well?

I think the conversation went very well and getting him to answer the questions. He provided very insightful answers and very open about his personal feelings and his past.

30. What would I do differently next time?

I would like to ask some of my questions more next time. I could not think of any questions during the interview; I also would like to dive in deeper if I could next time on specific answers.

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

One of the significant lessons I left with after the interview is what comes old age. The older man told me that he doesn't have any friends because they were dead was eye-opening. I Never thought that as we get older that some of our friends will not be there. Enjoying your friends and family should not be taken for granted.

Another lesson I got was to enjoy moving while I'm young. A lot of older people deal with pain which hinders the way they live.

32. 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 skill to older clients to be more emotional and mentally caring. Older patients have a tough time dealing with being in the hospital or long-term care facility. Offering more emotional care will help understand the older adult client. with the feeling of shame and depression, clients fall into

33. In what way am I building my nursing skills? By interviewing older people in gaining insight into the way they communicate.

With older people, you have to give more time to respond. Be very active with listening as they may speak slower and lower. In speaking with more senior people, I'm building my communication skills. Getting better at comminating with the age range of my patients is helpful.



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:

