

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.

1. This statement is more important because if I cannot enjoy the things I love doing now, than there is no reason to live a long life.

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

1. No, I do not feel I have autonomy for decision making because I have to consider family, work, and school life. My decisions aren't based solely on myself because I have to make many decisions based on all aspects of my life.

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

1. I feel like my voice is not heard when people make a decision for me, and I also feel that they think less of me.

%2. What do you see as important in your life?

1. At the moment, the most important thing to me in life is graduating and being able to stand alone financially without the support of my family.

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

1. One major risk that I have taken in the past that affected my quality of life is rushing to go to school without applying for any scholarships, and now I will be in debt probably my whole life.

%2. What risks have you taken in the past, and how has this affected you?

1. The risk I took was applying to Lakeview College of Nursing even though I felt I was not the best candidate, and it affected me in a good way because I am going into my second semester of nursing school. This taught me to never underestimate myself and always take a risk.

%2. What risks do you want to take now?

1. One major risk I will like to take now is moving to a new state where I have no family and starting a new life.

%2. What risks are you not willing to take?

1. I would never do anything that will jeopardize my relationships with my family.

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

1. I will tell them this is what is best for my mental health, and it will make me happy. I was also explained to them if they disagree, that sometimes people have to learn lessons on their own to really appreciate the warning.

%2. What frightens you about taking this risk?

1. The thing that frightens me the most when taking risks is the outcome being the complete opposite of what I hope for. I am scared to fail from a risk I probably shouldn't have taken in the first place.

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 will prefer to live a good quality life despite not having a long life because life is about the good you make out of it and not how long you live it.**
2. How do you feel when people make decisions for you?
 - a. **I feel less of myself when people make decisions for me because it makes me feel like my own choice or opinion doesn't matter over myself.**
 3. What do you see as important in your life?
 - a. **Living life to the fullest is important to me in life, and you can only achieve this by doing things that make you happy. This can also be achieved by eliminating anything that can give you stress even though stress is part of life, but you will enjoy life if you know how to avoid or manage it.**
 4. What risks have you taken in the past that has affected your quality of life?
 - a. **The risk I took that affected the quality of my life was investing all my money in real estate, which has made me my own boss till today.**
 5. What risks are you not willing to take?
 - a. **I am not willing to take any risk that's going to affect my mental health in a negative way.**
 6. What frightens you about taking this risk?
 - a. **The thing that frightens me about taking a risk is the fact that it can possibly affect my mental health.**

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 way I used therapeutic communication during the interview is by providing enough silence to allow the older adult to gather thoughts without feeling rushed.**
- **Another way I used therapeutic communication during the interview is by allowing the older adult to direct the conversation without feeling like I was in control.**

%2. What went well?

- **I believe overall, the interview went well, but the best part about the interview was realizing that the things I worried about now are something I probably will not think about later. I also feel as if the interview exposed the older adult to herself and what is important.**

%2. What would I do differently next time?

- **Next time I will make my questions to add to the interview to make it more personal.**

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

- **One major thing that I realize now is the things younger people value and stress over, are not the same things that older adults stress over, and we should give ourselves a break.**

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

- **I can learn more about what is important to older adults to take better care of them when needed. I now know that older adults and the younger populations usually have different thought processes.**

%2. In what way am I building my nursing skills?

- **The primary way this interviewed helped me build my nursing skills is by better understanding the beliefs and values of older adults. I am also building my skills by learning how to use therapeutic communication with different people better.**

Step 4: Submission

Students should record all information in this document. Utilize Grammarly to check your grammar, spelling, clarity, and mechanics. Review the rubric the 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	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.	

older adults.			
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:

