

# Therapeutic Communication Gerontology Assignment

Learning Objectives, Outcomes, Instructions, and Rubric

<b>Therapeutic Communication Gerontology Assignment</b> <b>Learning Objectives and Outcomes</b>		
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 &amp; 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 &amp; 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 &amp; 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.

I believe living a quality life is more important than living a long life. If you don't enjoy life, then what is the point of living longer. I would rather get the most out of what I am given.

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

I do feel as though I can make my own decisions. School and work sometimes require changing the way I would typically make a decision, but in the end, it is still entirely up to me to make a decision.

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

Sometimes, I prefer people to decide for me, especially when I have no preference in the decision being decided for me. However, if I do feel strongly about a decision being made, I would not appreciate not making my own decisions.

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

Things that are important in life to me are a happy family, a feeling of accomplishment, and finding balance in life. I believe a happy family is a good foundation for a high quality of life. Having a sense of accomplishment helps you to set goals and achieve

them. Lastly, finding balance in life is essential because it helps to ensure that I am doing my best to divide myself among all the different roles in my life.

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

One risk I took in the past was staying in a mentally unhealthy relationship longer than I should have. As a result, I was depressed more than not and was socially withdrawn. Staying in that relationship would have lead to a much different life than I am living now.

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

When I started college right out of high school, I made many poor decisions when it came to my education. I was on a full-ride softball scholarship, and that was my only priority. I decided to skip classes and not turn in assignments. I gambled with my grades. As a result, I failed chemistry and had to retake it. I graduated with a GPA of 2.7. On my first attempt at getting into hygiene school, I got denied. That was a real eye-opener. I had to repeat several courses to help raise my GPA. I finished the hygiene program with straight A's and never looked back. Getting denied enabled me to become a better student and more responsible for my actions. Although it felt terrible at the time, it significantly impacted the person I would become, so I am thankful for the experience.

7. What risks do you want to take now?

I want to continue to take risks for my family and myself. Deciding to go back to school was a massive risk for me. Fear of being let go and the financial cut we would be taking was a bit unsettling. But, in the end, I knew that nursing would be a better fit for me, and I would ultimately enjoy my career. Ideally, I will be working three 12 hour shifts will allow me more time at home with my family than working five days a week and driving an hour both ways. Although scary at first, I believe this was a risk worth taking.

8. What risks are you not willing to take?

I am not willing to take risks that will put my family, myself, or others in unnecessary harm. Working as a nurse, I understand that

there will be times when we have to make tough decisions regarding our patient's health, but ultimately it is our part of our job to make sure we are not putting them in harm's way.

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

I would explain to them the reasons for which I made a particular decision. I would reiterate why taking a specific risk is a good idea and present information supporting my decision. I feel as though others typically trust me to make reliable decisions that are well thought out and researched.

10. What frightens you about taking this risk?

My biggest concern when taking risks is that I made the wrong decision. I would hate to do something that could hurt someone, even if it were unintentional. I worry that some risks do more harm than good. I only hope to rely on everything that I put into making decisions and hope for the best.

## 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.  
“A good like would be better than living longer. It isn’t no fun to be sick all the time. My friend looked like holy s\*\*\* and didn’t have any kind of life. The last 10 years of her life were awful. Your grandpa didn’t have a good quality of life after he got sick either.”
2. Do you feel you have full autonomy for decision making?  
“Yea I do, but I don’t make good decisions. This is a decision I have I have if my mind is good and I don’t forget s\*\*\*. I think everyone has the right to make up their own mind.”
  3. How do you feel when people make decisions for you?  
“Some of them I don’t like, like your mom locking my basement door. But others are alright. Sometimes I think they are just being bossy. They treat you like a child and tell you like a little kid you can’t do this.”
  4. What do you see as important in your life?  
“Paying bill, living right, teaching kids right, and going to church.”
  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?  
“ I probably hung out with people that weren’t the best choices, but I don’t think that really made a difference. I turned out ok.”
  7. What risks do you want to take now?  
“Spend some money sometimes.”
  8. What risks are you not willing to take?  
“Not willing to do anything to hurt anyone or their feelings.”
  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?

“I might hurt someone even if I didn’t mean too. I don’t take any risks no more.”

### 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

For this assignment, I interviewed my grandma. A few years ago, she started developing signs of Parkinson's disease. More recently, she has shown clinical signs of dementia. During the interview, some questions were difficult for her to understand. For instance, I had to paraphrase many of the questions as she was unsure what risks were. I explained that risk was something that you would normally not do, but you were willing to take a chance because something good could come out of it. She was better able to answer based from my definition. I used a therapeutic tone when communicating with her and frequently restated what she told me to let her know I was engaged and help her understand what she had stated a little more clearly. Her confidence has really declined over the years. My grandma is one of the kindest people you would ever meet and can work laps around anyone but has always felt she was never good enough. She went straight from high school to a factory and then worked in a restaurant with my grandpa. When answering a lot of the questions, she would give a short answer. I tried to explore some of the questions a little deeper, but she would often get off track.

2. What went well?

I feel that I effectively explained what most of the questions meant when there was some confusion. I went slow and allowed grandma ample time to think about her answers. As a result, I feel as though I portrayed my engagement in the conversation well. Grandma was able to open up about what she thought about some topics, and it gave me a new perspective on how she views herself and her independence.

3. What would I do differently next time?

I completed this interview over the phone. Next time, I would conduct the interview in person. I feel as though an in-person setting is more personable, and grandma may have been more comfortable. Between her confusion and poor hearing, an over-the-phone conversation was probably not the best choice. I would also look at the questions beforehand and think about how they would affect someone else rather than myself. When answering them ahead of time, I just answered them as they pertained to me. Hearing her views as she answered the questions was very eye-opening. I was able to see things in a way I had not done before, and it was a little bothersome for me. I realized that I need to be better at seeing some things through the eyes of others. Especially when particular subjects may be very personal to others.

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

During this interview, I realized that I have been treating my grandma as a child and not an adult. When her health started to decline, we began making decisions based on what we thought she needed and would keep her safe. Recently, we added a padlock to her basement door without her knowing. She quickly becomes fixated on certain things, and most frequently, it is her furnace. She will make multiple trips a day to the basement to check and make sure it's running, and no water is getting in even when it hasn't rained for a week. By putting the padlock on, we felt we were protecting her from injuring herself in the likely hood of a fall. But, after talking to her, I realized we had taken away part of her independence. I didn't know the impact that something so minor would have on her.

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

I think having a better understanding of their feelings will improve the way we treat our clients. More so than none, we feel as though our actions are what is best for the patients. Although most times that may be true, it is still crucial for us to remember that they too have a say in the decisions being made for them. It is essential to ask the patient for permission and explain why what is being done is beneficial. Considering how they feel will help the nurse be able to care for the needs of their patients more effectively.

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

This course is changing the way I perceive elderly patients. I am trying to focus on my beliefs and how they affect the care of my patients. I can see that I have some biases and am trying to eliminate them. For example, interviewing my grandma, I realized that I sometimes view her as incapable of making choices for herself when that is not the case. Getting her involved with making decisions that impact her is a much better approach than making decisions without her input. I can see how we made her feel belittled. Going forward, I will continue to observe how my care affects my patients and try to see things a little more clearly through their eyes.

## 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     Bailey Pierce    

### Assessing Your Personal Thoughts Prior To The Interview

Objective	Unsatisfactory 0 points	Satisfactory 5 point	Grade Received
<b>Increase own self-awareness of judgments and pre-conceived notions that may affect their advocacy for older adults.</b>	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.	
<b>Content Contribution</b>	The information provided is off-topic, incorrect, or irrelevant to discussion.	The information provided is factually correct, reflective, and substantial.	
<b>Clarity &amp; Mechanics</b>	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
<b>Evaluation therapeutic communication process with older adult</b>	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.	
<b>Content Contribution</b>	The information provided is off-topic, incorrect, or irrelevant to discussion.	The information provided is factually correct, reflective, and substantial.	
<b>Clarity &amp; Mechanics</b>	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.	
<b>TOTAL POINTS FOR BOTH ASSESSMENT AREAS</b>			<b>____/45</b>

**Instructor Comments:**

