

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.

I want to preserve a good quality of life even if it means that I may not live too long. I agree with this statement more than the other one. I do not wish to live a long life where I feel like I have no purpose or meaning. I would want to live a life where I feel like I am the happiest, even if it is only short-lived.

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

I believe that all humans have full autonomy for decision-making. I think everyone is capable of making their own choices, however, I also believe that situational circumstances can affect one's ability to decide. I think I have autonomy over my own decisions, but may situational factors affect whether or not I actually go through with it. The biggest situational factors that influence my decisions in my life right now are my financial situation and mental well-being.

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

I dislike it when people make decisions for me. I am fully capable of making my judgments, and when people decide for me it feels like I have no control over my life. I find that very frustrating.

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

One thing that I find important in my life is my sense of happiness. I wish to live a life where I am happy with who I am and what I've accomplished. I think I would find it very satisfying to look back on my life when I am older to discover moments where I felt content.

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

I think that the biggest risk that I've taken in the past is moving to America. I think if I were to stay back in my home country, my life and identity would completely be different from what it is now. Moving away is always scary, however, I am sure that if I stayed that I wouldn't have all the opportunities that I have right now.

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

Starting nursing school is a big risk that I've recently taken. The future is so unpredictable, and its uncertainty is very terrifying. I think that ever since I started this rigorous journey, I've begun to worry about my future even more.

7. What risks do you want to take now?

At this moment, I do not have any risks that I wish to take on. I think that my plate is already quite full. I am too preoccupied with the responsibilities that I have in front of me to take on new things. If a great opportunity happens to pass me by I will consider taking it on.

8. What risks are you not willing to take?

I think it's good to take some risks, but it is also important to be cautious as to whether or not that it may do more harm than good. The future is uncertain, but I believe it's important to stay positive and to have an open mind. I try to stay optimistic when taking risks, but I don't think I could ever risk the safety and well-being of my loved ones.

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

I do not have any risk that I want to take right now, but if I did, I would explain to them what it means to me and why they should believe in me. It also depends on how big the risk is, but overall the only thing I could do is try to gain their trust.

10. What frightens you about taking this risk?

What frightens me about any risk that I take are the outcomes of it. I am generally a pessimistic person. I always expect the worse or that I've made the wrong decision. Nonetheless, I always try to put myself out there no matter how scary the result may be because I'll never know if I don't try.



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 want to preserve a good quality of life even if this means that I may not live too long. You should do what you want to do because you'll regret it if you don't. You'll spend your life making money and tiring yourself when you could've spent it doing what you want and being happy.

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

Yes, I'm able to do what I want generally, but I can't go too far because I can't move around the way I used to.

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

I feel frustrated. Even though I'm old I can still make my own decisions. People think they know what I want but they don't. I understand that people just want the best for me, but it feels like my age and experience is overlooked.

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

The most important thing in my life is my family and the people that I surround myself with. The memories that I have with my family are very precious to me.

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

Not taking care of my body early on has affected my quality of life. I worked as a seamstress and overworked myself, the pain in my fingers has never left. It's hard to do the things that I used to do.

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

n/a

7. What risks do you want to take now?

n/a

8. What risks are you not willing to take?

n/a

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

n/a

10. What frightens you about taking this risk?

n/a

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 process, I utilized active listening, summarizing, and clarifying techniques such as exploring. I conducted the interview through video chat and proceeded to ask the following questions. I made use of nonverbal communication such as maintaining eye contact and nodding to show that I was actively listening. When asking the questions I always tried to dig deeper and explore what they were trying to relay. I would try to gather more information by asking for examples. Lastly, after each question, I briefly summarized what they said to highlight important points and to make sure that I was hearing what they were trying to say.

2. What went well?

The overall interview process went well. Conducting the interview through video chat was not ideal, but my participant seemed pleased to do the interview and to share bits and pieces of their life with me. It's always enjoyable when people have your trust and is open to having a conversation.

3. What would I do differently next time?

If I had to conduct another interview, I would try to do it in a real-life setting. I would schedule a time where we both can sit down and talk in the same space. I think communicating in person is the best channel since facial expressions and body language are much more easily to interpret than through a screen. Sharing the same quiet environment would also be helpful for both participants to stay engaged.

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

The major take-home lessons after interviewing an older adult are to assure them that they are being heard. I didn't want my participant to feel like I didn't care about what they were saying. I made the effort to show them that I was actively listening by nodding and responding to them when appropriate.

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

I could adapt my nursing practice to be more responsive to the unique needs of an older adult client by utilizing therapeutic communication such as active listening and having a non-judgemental attitude. I believe that it's important to assure that client that they are being heard. Being genuine and having a non-judgmental attitude shows them that the person listening cares. Reflecting on the interview, my participant expressed their distaste for other people making decisions for them

because they believe they know what's best for them. I think simply asking questions and listening to what they have to say will help them feel like they have autonomy.

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

I am building my nursing skills by developing my therapeutic communication through this interview. Doing this meeting helped me talk to older adults.

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 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:

