

Therapeutic Communication Gerontology Assignment

Learning Objectives, Outcomes, Instructions, and Rubric

| Therapeutic Communication Gerontology Assignment Learning Objectives and Outcomes | | |
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| 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.
2. Do you feel you have full autonomy for decision making?
3. How do you feel when people make decisions for you?
4. What do you see as important in your life?
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?
8. What risks are you not willing to take?
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?

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.
2. Do you feel you have full autonomy for decision making?
3. How do you feel when people make decisions for you?
4. What do you see as important in your life?
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?
8. What risks are you not willing to take?
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?

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
2. What went well?
3. What would I do differently next time?
4. What are the major take-home lessons after interviewing an older adult?
5. How can I adapt my nursing practice to be more responsive to the unique needs of an older adult client?
6. In what way am I building my nursing skills?

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:

