

# 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 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, acknowledgment, and offer of self.</p> <p>Increase their self-awareness of judgments and pre-conceived notions that may</p>	<p>CSLO Baccalaureate Essential VIII QSEN Patient-Centered Care</p>

	<p>affect their advocacy for older adults.</p> <p>Evaluate effectiveness individual performance.</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 Baccalaureate Essential VIII QSEN Patient-Centered Care</p>

## 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.

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, Ghiyasvandian, Zakerimoghadam, & Ebadi, 2017).

### Reference

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. doi:10.19082/4968

National League of Nursing (NLN). Retrieved from <http://www.nln.org/professional-development-programs/teaching-resources/aces/teaching-strategies/aces-knowledge-domains/individualized-aging/examining-risks-and-benefits-to-enhance-quality-of-life>

## **Pre-assignment work-**

Students should answer the following questions to fully understand the quality of life, personal choice of decision making, and 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 it means that I may not live too long. I will rather live a shorter life if that means that I will be happy than to live a long, unsatisfying life.**

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

**Yes. I believe that I have full autonomy for decision making over my life. Now that I am 21 years old, I look to my parents for advice, and they guide me in the right direction while allowing me to make my own decisions.**

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

**I feel small and dependent when others make decisions for me. I have a mind of my own, and I take pride in critically thinking for myself.**

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

**My family, friends, career, and relationship with God. My family and friends are my rock. They continue to give me purpose and fulfillment. My career (nursing) is what I receive joy from. I know that was my calling on this Earth, and I am grateful to**

**have to opportunity to live in my purpose every day. Lastly, my relationship with God is what keeps me sane. Nothing is possible in my life without Him.**

5. What risks have been identified to your quality of life that you agree or disagree with?

**Joining the military was a huge risk that I took. I have to give a lot of my time and energy to the Air Force, and it does get frustrating at times; however, I do not regret it! The military has provided me with a lot of opportunities that I would not have without it.**

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

**Changing my mind from attending college in Arkansas to choosing Eastern Illinois University and Lakeview. My dream school was the University of Arkansas, and I changed my mind at the last minute. Attending EIU has been amazing, and I have met some of the most significant people in my life there.**

7. What is your understanding of the risks you want to take now?

**The risk that I want to take now involves planning for the rest of my life and my future children's experience. I want to set my children up so that they can have things a little more relaxed than I did.**

8. What risks are you not willing to take?

**Anything to possibly ruin my career or my future children's life.**

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

**I would explain to them that I believe it will make me better and put me in a better position in life, and usually, the people that love me are more than supportive of the decisions I make.**

10. What frightens you about taking this risk?

**That I could be doing all of this and things not turn out the way that I planned. But, that is why I continue to pray and listen to what God has planned for my life.**

## **Interview process:**

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. A student may ask a question not listed below but will need to write down additional questions asked in the post-interview evaluation.

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.” My grandmother believes that this is the most important statement because she is a firm believer that you should live every day as if it is your last. She also stated that "Everyone is going to have obstacles, but it is what you make of those obstacles and turn them into lessons."**

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

**My grandmother believes that she does have full autonomy in her life. After losing her spouse, she thought that she had to step up and become more independent for herself.**

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

**“I feel that I am not in control. It makes me feel like someone is trying to tell me how to live my life.” She went on to explain that having control over her life makes her feel that she still has a long life ahead of her.**

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

**"My family is the most important thing in my life. I have raised all of my children, and most of my grandchildren. They continue to keep me young and give me a reason to stay healthy. Now that I am older and cannot do all of the things that I used to, I need my family to help me."**

5. What risks have been identified to you that you agree or disagree with?

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

**"When I was thirty years old, I married an abusive man. He was verbally and physically abusive. My children had to witness some of the situations I have been through. The biggest risk I took was leaving him and never looking back. I thought that I would not have as much without him, but God made a way, and I was able to independently take care of children without the help of anyone!"**

7. What is your understanding of the risks 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?

## **Interview Evaluation-Reflective Activity**

After interviewing an older adult, students are to complete a self-reflective evaluation.

1) What therapeutic communication techniques did you use during the interview? Provide examples

**During the interview, I used empathy and active listening. I made direct eye contact with my grandmother and allowed her time to think about her answers. I used empathy because I was trying to put myself in her shoes and understand her answers.**

2) What went well?

**My grandmother was very open and honest about her life. I do not know a lot of details about her experience so, the fact that she was completely open made the conversation more interesting.**

3) What would I do differently next time?

**I would have asked more personal questions and not just the ones listed on the assignment. While these were great questions, I would have tried to dive a little deeper into the mindset of my grandparent.**

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

**Older adults are not a liability. Most of them are still active, independent, and want to continue living life. Age does not have to make you completely dependent on others. However, it is also acceptable to admit and acknowledge when you need help.**

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

**I can ask my patients what they want to do instead of assuming that all older adults need and want the same thing.**

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

**I am building my nursing skills by understanding the minds of my older adult patients. I am learning how they like to be talked to and how they want someone to listen to their story. I am not making assumptions about anything; instead, I am asking direct questions.**

**STUDENT NAME** \_\_\_\_\_

**RUBRIC FOR THERAPUTIC COMMUNICATION GERONTOLOGY ASSIGNMENT**

**Pre-Assessment**

<b>Objective</b>	<b>Unsatisfactory 0 points</b>	<b>Satisfactory 5 point</b>	<b>Grade</b>
<b>Increase own self-awareness of judgments and pre-conceived notions that may affect their advocacy for older adults.</b>	Description adequate with superficial thought and preparation; doesn't address all aspects of the task	Description well developed assignment that fully addresses and develops all aspects of the task.	
<b>Content Contribution</b>	Information that is off-topic, incorrect, or irrelevant to discussion.	Factually correct, reflective and substantive contribution.	
<b>Clarity &amp; Mechanics</b>	Communicates in manner with some 2-3 errors clarity, spelling, grammatical, or mechanics errors.	Contributes valuable information with minor 1 clarity, spelling, grammatical, or mechanics errors.	

**Comments:**

**Pre-Assessment POINTS: \_\_\_\_\_/15**

**Interview Evaluation-Reflective Activity**

<b>Objective</b>	<b>Unsatisfactory 0 points</b>	<b>Satisfactory 10 point</b>	<b>Grade</b>
<b>Evaluation therapeutic communication process with older adult</b>	Description adequate with superficial thought and preparation; doesn't address all aspects of the task	Description well developed assignment that fully addresses and develops all aspects of the task.	
<b>Content Contribution</b>	Information that is off-topic, incorrect, or irrelevant to discussion.	Factually correct, reflective and substantive contribution.	

<b>Clarity &amp; Mechanics</b>	Communicates in manner with some 2-3 errors clarity, spelling, grammatical, or mechanics errors.	Contributes valuable information with minor 1 clarity, spelling, grammatical, or mechanics errors.	
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**Reflective POINTS:** \_\_\_\_\_/30

**Total Points:** \_\_\_\_\_/45

**Instructor Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

