

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

	<p>may 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-s/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 agree with the second statement, but I believe that the longer you live, the more opportunity you have to better the quality of your life.

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

Yes.

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

It depends on who is making the decision; for example, if my mother were deciding for me, I would assume it is in my best interest even if I do not see it at the time. If a drug addict were to decide for me, I would assume it is for personal gain as my previous life experiences have taught me. For example, one I would be grateful and try to be understanding; for example two, I would be aggravated as would most humans.

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

I see emotional balance and happiness as important to life.

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

Actions I have taken in the past that may associate as seen as risks are snowboarding. Snowboarding has had a positive effect on my life.

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

Drinking has impaired judgement in my recent past.

7. What risks do you want to take now?

Snowboarding is a sport that I enjoy. I do not see this as a risk.

8. What risks are you not willing to take?

Any action that will result in eminent death or chronic disease.

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

The adrenaline rush and the feeling of the snow are why I love snowboarding.

10. What frightens you about taking this risk?

I do not have a fear of this sport. I understand and accept the possible consequences it may have.

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.

“B”

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

“Yes”

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

“Inferior”

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

“Family and health”

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

Bad driving

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

“Well, I am a careless driver.” “I would say probably drinking an excessive amount of pop.”

7. What risks do you want to take now?

“Risks I will take are being adventurous and doing things that other may find dangerous. Like skydiving or going to foreign countries.”

8. What risks are you not willing to take?

“Financial”

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

“Just so I can live my life to the fullest.”

10. What frightens you about taking this risk?

“Potential for injury or death”

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
The therapeutic communication techniques performed were maintaining eye contact, using a gentle voice, and creating a safe environment for the client. Keeping a judgment-free zone for the client, for example, when the client responded with "Risks, I will take are being adventurous and doing things that others may find dangerous. Like skydiving or going to foreign countries." The conversation continued in a typical fashion, without judgment.
- 2) What went well?
The answers were straight forward, and the client had shown no signs of acute distress. The client had a clear understanding of the questions. Communication was constant, with no pausing or stopping. The answers provided gave a different view of how the elderly think. One may not expect the elderly to want to take dangerous risks because they have had a whole life of risk.
- 3) What would I do differently next time?

Ask the client to elaborate on why they chose the answers they did. Attempt to get the client more engaged in the conversation and investigate further into subjects. Some things I would do differently are rewording the questions in a manner where they could elaborate more.

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

The major take-home lessons are taking what they say into everyday decision making. Understand why they chose to tell you what that did and why they left out things that they did.

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

Ensure when making decisions for the client; it is something that they want and understand. Reflecting on answers and the reasoning for those answers is a method of nursing practice to be more responsive when communicating with older adults.

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

Nursing skills obtained from this interview are views of different aspects of nursing and critical thinking/applying skills of nursing care to the elderly adult. A specific list of skills is listed below.

Listening, open-ended questions, reflecting, and increase student's awareness of judgments while being nonjudgmental.

STUDENT NAME: Rece Doggett_____

RUBRIC FOR THERAPUTIC COMMUNICATION GERONTOLOGY ASSIGNMENT

Pre-Assessment

Objective	Unsatisfactory 0 points	Satisfactory 5 point	Grade
Increase own self-awareness of judgments and pre-conceived notions that may affect their advocacy for older adults.	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.	
Content Contribution	Information that is off-topic, incorrect, or irrelevant to discussion.	Factually correct, reflective and substantive contribution.	
Clarity & Mechanics	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

Objective	Unsatisfactory 0 points	Satisfactory 10 point	Grade
Evaluation therapeutic communication process with older adult	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.	
Content Contribution	Information that is off-topic, incorrect, or irrelevant to discussion.	Factually correct, reflective and substantive contribution.	
Clarity & Mechanics	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.	

Reflective POINTS: _____/30

Total Points: _____/45

Instructor Signature: _____

Date: _____

