

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-</p>	<p>CSLO Baccalaureate Essential VIII QSEN Patient-Centered Care</p>

	<p>awareness of judgments and pre-conceived notions that 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, Zakerimoghdam, & Ebadi, 2017).

Reference

Abdolrahimi, M., Ghiyasvandian, S., Zakerimoghdam, 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 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?

This student feels full autonomy in decision making.

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

This student feels frustrated when people make decisions for them. Decisions should be up to the individual whenever possible.

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

This student finds family most important. Providing a good life for family brings fulfillment.

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

Risks that have affected the quality of life include relationships, being a mother, and career choices. Each of these risks has made life better. The rewards have always outweighed the costs.

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

Starting nursing school was a risk. The risk has made this student stronger and excited to start a new journey.

7. What risks do you want to take now?

A future risk would be a move to Indianapolis to start a new career. Associated risks would include buying a new home, finding a new school district, and learning a new job.

8. What risks are you not willing to take?

Risks that will not exist include staying put and becoming stagnant. New experiences and learning are essential for growth.

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

Taking the risk of moving is simple to explain. Danville is struggling with education, finances, and safe living environments. Career growth opportunities are more limited here than they are in Indianapolis.

10. What frightens you about taking this risk?

The family will not be as close as they are now if things go wrong. Selling a home will be a new challenge. Learning a new job can be intimidating.

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.

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

“I feel very angry. I don’t like it at all.”

. What do you see as important in your life?

“Being able to work and be a productive member of society. I feel like I have to keep contributing. I need enough financial stability to keep living. Oh, and also my family. My kids and grandkids and great grandkids are all very important to me.”

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

“I have taken some business risks. Some have been good, and some have been bad. I really don’t feel like I’ve taken too many risks.”

4. What risks do you want to take now?

“I would like to invest in more property. I guess I want to travel to see all of my old friends, but I’m sure a lot of them have died. I want to have my old house back. It had a lot of windows. I miss it. I want to travel to Florida again. Do you think we could look up Bob and Doris and see if they still live down there?” [This student did not know Bob and Doris, but we looked them up on Google and found a Florida address. She was relieved they were still living, and she wrote down the address and phone number Google provided. This led to several more Google searches for long-lost friends].

5. What risks are you not willing to take?

“I won’t drive over the speed limit. I probably won’t do any of those other things, either. The old house would be silly because it would be too much for me to take care of. I don’t have anyone to travel with me anymore.” [At this point, she was getting teared up. This interviewer used silence for a few moments and handed her a tissue].

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

This student used the technique of silence a lot. In the beginning, there were several leads, acknowledging and reflecting. After leading and exploring during questions 2 and 3 did not go well (she just repeated answers almost word for word), this student learned silence was a more practical option to get full answers.

2) What went well?

Listening intently and giving the older person lots of time to answer worked during the interview. Leaning in to show active listening also improved the length and quality of answers.

3) What would I do differently next time?

Next time, this student would use fewer negative questions. The questions about not taking risks made the interviewee emotional. While these questions allowed her to open up and talk about fears, it was an emotionally trying experience. Also, this interviewer will anticipate a longer time when talking to an older adult. With the emotional meltdown, silence, and Google searches, the interview took almost two hours.

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

Allowing time is the major take-home lesson from this interview. Older adults seem like they might be more emotional when dealing with specific topics. This time allowance would carry over into other areas of healthcare.

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

Slowing down and being patient with open-ended questions will improve this student nurse's care of older adults. Being sensitive to emotional needs and showing empathy is also necessary.

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

Nursing skills are improving through the use of therapeutic communication. The more practice these skills get in clinical and real-life situations, the more natural they will become. This interview allowed this student to see how all therapeutic communication approaches are not appropriate in all circumstances. Some were not working, but adaptation led to an in-depth discussion.

STUDENT NAME Hope Marie Dykes

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,	Contributes valuable information with minor 1	

	grammatical, or mechanics errors.	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: _____

