

# 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 live 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/ace-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.

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

I feel that I have autonomy for decision making. I chose to go back to school. While I am in school, I don't choose what is required of me, but the choice to attend was my own. This is also true for where I choose to live, work, and what I do in my free time.

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

I do not particularly appreciate it when people make decisions for me. It makes me feel as though people think I am incompetent and incapable of deciding things for myself.

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

Meeting my goals are what is important in life to me. I also think it is essential to have a healthy balance between my professional life and my personal life.

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

I have picked up my whole and moved to a city and state where I had no support and did not know anybody. My quality of life is not what it was when I was in the military. I work more hours and make less money. This risk is only temporary, so the quality of life will be less than what I am used to for a short time.

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

I have taken the risk of working full time, going to school full time, and maintaining my marriage while my husband is overseas. There have been times that I have stayed up all night to finish school work. There are also times that I have set the alarm to take a nap and missed half of my work shift after not waking up on time. There are also times that I stay up for a full 24 hours before I get sleep because my work and school schedule overlap, and both are important.

7. What risks do you want to take now?

Now I want to take the risk of attending graduate school after completing my BSN even though I know that we will move around while my husband is still active duty. I would need to fly back and forth from where we live to the school in Illinois. Luckily, classes are not every single day like it is for a Bachelor's program.

8. What risks are you not willing to take?

I am not willing to move to another state to live alone for the 3-year duration of graduate school.

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

I have explained to the people that I love that it is vital to me that I meet the goals that I have set for myself. I do not want to wait until the timing is perfect because then I may never finish.

10. What frightens you about taking this risk?

What frightens me is spreading myself too thin and signing up for a commitment of years when I cannot predict the future, and I do not know what life may throw at me during that time.

## **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.

My interviewee stated that he would not want to live with a peg tube or have to be hooked up to machines.

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

Yes

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

Not too many people make my decisions unless I'm at work and someone tells me what to do. I have no problem with that and if someone points out something that's easier then I like that. I would rather work smarter and not harder.

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

Nothing is really important in my life at this age. Being able to stay alone and breathing, I guess. Being in good health is important.

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

I have a drinking problem. I have gotten a couple of DUI's, and that takes away your independence. I can't do what I want and go where I want when I want. I got my Driver's license taken away, so now I walk to work.

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

I don't think you should type that for your assignment. I did a lot of criminal activity. What is the next question.

7. What risks do you want to take now?

None. I want to relax in my last years. I don't plan on running.

8. What risks are you not willing to take?

I don't want to swim in the ocean. I don't think I would try skydiving.

9. Is there anything that you did when you were younger that you look back on and wish you could change?

I guess so. Like I said, I did a lot of criminal activity. I've been married before and I won't be doing that again. I didn't save for retirement so that's why I still work. I guess I could have planned more.

## **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

I actively listened while Richard answered my questions. When we got to questions that he thought were vague, I paraphrased them. I also explored his answers by asking further questions for details. I asked for clarification about some of his answers regarding the DUI's he has received. I also reflected on what he told me to make sure I had the correct information written down. I also used the offering of self-technique. I work with Richard, so I set a time where we were both caught up with patient care to interview him, so there would not be interruptions.

2) What went well?

The interview process went well. I have worked with Richard for about six months now, so it was easy to talk to him. I know a little bit about his background, so I was able to realize I needed clarification about some of the things he told me.

3) What would I do differently next time?

Next time I would ask Richard more specific questions. The questions were very vague, so we did not just stick to one topic. He answered with whatever came to mind.

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

I think it is essential to be open and understand that some older adults may be embarrassed by past indiscretions. They may not be proud of not accomplishing their goals when they were younger. Richard did not seem to have a high quality of life. He is 66 years old, and he is CNA at a nursing home with no family and no savings. When speaking with older adults, it is important to paraphrase and explore their answers as they may not tell a full story when initially answering questions. Offering self and providing undivided attention goes a long way in how comfortable the individual feels when doing an interview.

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

I can adapt by working on patience. All it took during my interview was to listen longer and ask questions to make sure I understood the interviewee.

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

I am building my nursing skills by learning how to be comfortable speaking with older adults. In my nursing career, I will come across a lot of the gerontology population, and I need to know how to talk to them to provide care that is adequate for them.

**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.	

**Reflective POINTS: \_\_\_\_\_/30**

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

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

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

