

Therapeutic Communication Gerontology Assignment

Learning Objectives, Outcomes, Instructions, and Rubric

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 may affect their advocacy for older adults.</p> <p>Evaluate effectiveness individual performance.</p>	<p>CSLO 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 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.

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).

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. 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>

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.

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 absolutely feel that I have full autonomy of my decisions. I reach out to family and friends when I need advice, but ultimately I make my own decisions.

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

- As I explained, no one usually makes decisions for me. But when that does happen, I feel as if I'm being treated like a child.

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

- There are a number of things I find important in life. The number one priority is my faith, followed by spending time with family and friends. I also find importance in working hard towards my career goals and creating a successful life for myself.

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

- I took the risk of applying to physician assistant programs after my first undergraduate degree. I dedicated a lot of time and money towards a goal that I was not guaranteed.

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

- The applications for physician assistant school were very expensive, and that financial impact still affects me today.

7. What risks do you want to take now?

- At this point while trying to balance school full-time and work part-time, the most risky thing I want to do now is take time to spend with family and friends when I could probably be studying.

8. What risks are you not willing to take?

- I am not comfortable taking any financial risks at this point in my life. My financial situation is very challenging now while paying for tuition, so I do not make any unnecessary risks with my funds.

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

- When I wanted to spend time with my family and friends and wanted to take a break from studying, I would explain to them that I love them and want to spend time with them. I would also explain that relaxing on occasion is good for my mental health.

10. What frightens you about taking this risk?

- I know spending time with family and friends doesn't seem like a major risk. But at this point of being so submerged in school and work, my free time is extremely precious. However, I am nervous any time I do take time to myself because of the guilt that I could be working on my school work and getting ahead.

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

This is an interview with my grandmother, Jan Nichols.

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.**
 - “The older I get, the more I realize this. Especially as I see loved ones get to the point that they no longer have a quality.”
2. Do you feel you have full autonomy for decision making?

- “That’s up for grabs. I feel like I do, but if I’m not sure, I like to ask my family. I feel like at this point I am capable, but if I am unwell, I would definitely want my family to help.”

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

- “Nobody really makes decisions for me. At least without asking me. If they have an opinion, they present it as a suggestion or idea for me. They encourage me to think about things and make decisions.”

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

- “The biggest thing now that I’m 71 is to see my loved ones be healthy. Money has lost much of its value. I just want to be happy with what I have, and take things one at a time. Things change as you get older.”

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

- “When I decided to run through an airport parking lot in improper footwear while pretending I was young again, I suffered a fall”.

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

- “After falling, I fractured my shoulder and now have limited mobility to this day.”

7. What risks do you want to take now?

- “Right now at this stage of the game, I’m not much of a risk taker. But I still continue to ride a bicycle, even though I could probably hurt myself. I also take risks taking care of my yard that I probably shouldn’t. But I do it anyway.”

8. What risks are you not willing to take?
 - “Sky-diving is definitely off the table. I am not willing to climb steps without a handrail. That may seem simple, but I have to be very careful. I also avoid heights.”
9. How would you explain to the people who love you why you want to take this risk?
 - “I want to prevent falls at this age. Women have broken hips when they get older and I don’t want.”
10. What frightens you about taking this risk?
 - “I don’t want to fall or get injured because that would affect my quality of life.”

Completing A Self-Evaluation After The Interview

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
 - Therapeutic techniques I used during my interview included using open-ended questions, active listening, and allowing for silence. I used the open-ended questions provided above to encourage a smoothly flowing interview. This allowed my grandma to provide a complete response, rather than a simple yes or no. As my grandmother spoke, I actively listened and made eye contact (through FaceTime), nodded, and made small responses like “yes” or “I agree”, to show that I was listening to

her. I also allowed for silence to enable her to collect her thoughts at her own pace and to provide a full response.

2. What went well?

- Getting full responses from my grandma was very helpful.

3. What would I do differently next time?

- Next time I would much prefer interviewing my grandma in person because I feel that I would be able to have a much longer conversation with her rather than on FaceTime.

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

- By making my grandma comfortable, she was able to share her personal thoughts without worry. I will remember to use these communication techniques while I interact with my future patients.

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

- I can adapt my nursing practice by adjusting my pace to better suit the pace of my patient. My grandparents are very insightful and intelligent people. However, I have noticed they benefit from having a moment to gather their thoughts before speaking or acting on something. By allowing my elderly patients to have a moment to process information and not rushing them, I can improve my quality of care and communication.

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

- Communication is a major part of patient care. By learning better communication techniques, like the ones I used in this interview, I can ensure better outcomes and communicate with my patients

Therapeutic Communication Gerontology Assignment Rubric

STUDENT NAME Rachel Fishel

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.	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.	

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	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.	

TOTAL POINTS FOR BOTH ASSESSMENT AREAS

____/45

Instructor Comments:

