

Learning Activity: Therapeutic Communication Activity

Description of Activity:	This activity allows students to practice interacting with patients who display commonly stigmatized health behaviors. With an awareness of basic therapeutic communication techniques and harm reduction approaches in healthcare, students work in groups of three as patient, nurse, and observer.					
Keywords:	Communication, harm reduction, scenarios					
Type of activity	<input checked="" type="checkbox"/> Didactic <input type="checkbox"/> Simulation <input type="checkbox"/> Clinical	Recommendation when introduced in curriculum?	<input checked="" type="checkbox"/> Early <input type="checkbox"/> Mid <input type="checkbox"/> End	Suggested Course:	<input checked="" type="checkbox"/> Health Promotion /Assessment/ Fundamentals <input type="checkbox"/> Acute care <input checked="" type="checkbox"/> Chronic care <input type="checkbox"/> Pharmacology	<input type="checkbox"/> Population/ Community health <input type="checkbox"/> Leadership <input type="checkbox"/> Other:
Competency addressed:	<input checked="" type="checkbox"/> 1. Provide respectful, compassionate, person-centered care for people experiencing homelessness (PEH) <input type="checkbox"/> 2. Evaluate clients for social determinants of health needs, including housing status and related aspects of safety, access to food, social support and other relevant domains <input type="checkbox"/> 3. Collaborate with client and appropriate Interprofessional community members to optimize health in PEH <input type="checkbox"/> 4. Advocate for improved health for PEH					
Learning Activity:	<p>Students work through the scenarios to apply the concepts. After each scenario there can be small or large group discussion about the effectiveness of nursing approaches to the scenarios.</p> <p>Therapeutic approaches include use of OARS techniques, nonverbal communication, listening without judgment, and eliciting change talk through motivational interviewing. Harm Reduction approaches are outlined in the Hawk et al article included in resources. Students can reference the table of approaches during the scenario work.</p> <p>#1: Sharon---Middle-Aged Woman with Obesity and Cardiovascular Risk Factors Situation: A 50-year-old woman is admitted for a minor heart attack. She has a history of obesity, hypertension, and high cholesterol. Despite previous advice, she struggles with maintaining a healthy diet and exercise routine, citing stress from her job and family responsibilities. She expresses frustration with past attempts to lose weight and improve her health, feeling that her efforts never seem to pay off. -Therapeutic: -Non-Therapeutic: -Harm Reduction Approaches:</p> <p>#2: Tiffany---Young Woman with High-Risk Sexual Behavior and HPV Diagnosis Situation: A 28-year-old woman is admitted for a colposcopy following an abnormal Pap smear, which reveals that she has high-risk HPV. She is sexually active with multiple partners</p>					

	<p>but is inconsistent with using protection and has never received the HPV vaccine. She expresses fear about the potential outcomes but seems unaware of the connection between her sexual behavior and her health risks.</p> <p>-Therapeutic: -Non-Therapeutic: -Harm Reduction Approaches:</p> <p>#3: Gerald---Elderly Man with COPD and Smoking Relapse Situation: A 68-year-old man with chronic obstructive pulmonary disease (COPD) is admitted for an exacerbation. He had quit smoking for several years but recently relapsed due to increased stress and isolation during the pandemic. He feels guilty and embarrassed about his relapse and is hesitant to discuss it with the healthcare team.</p> <p>-Therapeutic: -Non-Therapeutic: -Harm Reduction Approaches:</p>
Time Required:	10-30 minutes
Preparation of the student:	Review article, harm reduction principles for healthcare settings.
Resources:	<p>Hawk, M., Coulter, R.W.S., Egan, J.E. <i>et al</i> (2017) Harm reduction principles for healthcare settings. <i>Harm Reduct J</i> 14, 70 (2017). https://doi.org/10.1186/s12954-017-0196-4 https://phnprep.ca/wp-content/uploads/2021/05/PHN-PREP_OARS-Model.pdf</p> <p>Orr, E., Proulx, J., Croswell, L., & Jack, S.M. on behalf of the PHN-PREP Project Team (2021). Foundational communication skills: The OARS model. [https://phnprep.ca/resources/oars-model]. School of Nursing, McMaster University</p>
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