

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 #1 & 2 Domain II: Person-Center Care 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 #1 & 4 Domain II: Person-Center Care 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 #1 & 4 Domain II: Person-Centered Care QSEN Patient-Centered Care</p>

Background

Therapeutic communication is a fundamental component of nursing and is a complex concept. Ensuring positive encounters between nurses and patients is essential for improving the quality of nursing interactions, the performance of various nursing duties, and meeting patients' diverse needs (Abdolrahimi et al., 2017).

This assignment will help students feel comfortable initiating conversations with older adults and raising awareness of older persons' wishes, expectations, resources, cultural traditions, and strengths.

Additional Guidelines:

- Plagiarism will result in a zero on the assignment.
- Follow the directions within each graded section.
- A template for the interview process is provided below.
- No late work will be accepted. Late work will earn a zero.
- All assignments must be completed in Microsoft Word.
- PDF and other formats will not be accepted.
- All reviewed articles must be peer reviewed research articles within the last 5 years.

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

Del Caremn Molle, M. & Heithoff, H. (2021, January 11). *Nursing students interpreter tools to foster therapeutic communication with non-English speaking patients in varied care settings*. QSEN Institute. <https://qsen.org/nursing-students-using-interpreter-tools-to-foster-therapeutic-communication-with-non-english-speaking-patients-in-varied-care-settings/>

Examining risks and benefits to enhance quality of life. (2022, January, 5). National League of Nursing (NLN). <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>

Samuels, C. (2021, April 1). *20 questions to ask elderly loved ones to connect and reminisce*. A Place for Mom. <https://www.aplaceformom.com/caregiver-resources/articles/engaging-questions>

Step One: Interview process:

Step One: Directions: Each student will independently complete the Therapeutic Communication Gerontology Assignment. Students will select an older adult to interview. The interviewee may be a family member, and the interviewee does not have to be a patient. Interviews can be face-to-face, virtual, or by phone. Each interview should be a minimum of 20 minutes. Students should ask a minimum of FIVE question. Example questions are listed below. Students can phrase the questions in a conversational tone. A student may ask a question not listed below but must write down additional questions in interview process chart provided. Students are to complete the Interview Process Chart per chart directions.

Example Interview questions:

1. What are the most rewarding things about getting older? Is it a lifetime of knowledge?
2. What are the most important lessons you have learned in your life? Ask to hear the stories behind those lessons.
3. Who has influenced you the most?
4. What life advice would you pass to future generations?
5. If you could go back to any age, what would it be? Would they stay the age they are now or go back? How far back? What was life like at that time?
6. What do you remember about the place you grew up? Do they still live there, or have they visited? If so, how has it changed?
7. Which invention from your lifetime that amazed you? What was life like before?
8. What was your favorite movie when you were younger?
9. What was your first job? How about your favorite?

Interview Process Chart

Question and Question Number:	Student communication: • List 1 verbal communicatio	Interviewee communication: • List 1 verbal communicatio	Student thoughts & feelings related to the communication • Describe 1 thought or feeling related to the communication
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<ul style="list-style-type: none"> List the question you asked below 	<ul style="list-style-type: none"> Communication skill used List 1 non-verbal communication skill used. 	<ul style="list-style-type: none"> Communication skill the patient used List 1 non-verbal communication skill the interviewee used 	
<p>1) What was your first job and what was your favorite job?</p>	<ul style="list-style-type: none"> Verbal: The student used close-ended questions as verbal communication. Non-verbal: The student used eye contact as non-verbal communication. 	<ul style="list-style-type: none"> Verbal: The interviewee used giving information as verbal communication. Non-verbal: The interviewee used eye contact as non-verbal communication. 	<p>1) This question was very to the point. Kerrigan used a closed-ended question and did not ask why being a bookkeeper was her favorite job. This question was easy to approach and get a direct answer.</p>
<p>2) If you could go back to any age, what would it be? Would you stay the age you are now or go back. How far back and what was it like at the time?</p>	<ul style="list-style-type: none"> Verbal: The student used reflecting as verbal communication. Non-verbal: The student used silence as non-verbal communication. 	<ul style="list-style-type: none"> Verbal: The interviewee used giving information as verbal communication. Non-verbal: The interviewee used Facial expressions as non-verbal communication. 	<p>1) When Kerrigan asked this question, she knew it would make the interviewee emotional. When the interviewee started to get emotional, Kerrigan made sure to think of therapeutic communication to keep the conversation going and let her know it was okay to feel her feelings. Kerrigan knew that the interviewee was not the type of person who showed emotion. Kerrigan used silence in this situation and reflected on what the interviewee said.</p>
<p>3) What do you remember about the place you grew up. Have you visited? If so how has it changed?</p>	<ul style="list-style-type: none"> Verbal: The student used open-ended questions as verbal communication. Non-verbal: The student used Nodding of head/acknowledging as non-verbal communication. 	<ul style="list-style-type: none"> Verbal: The interviewee used giving information as verbal communication. Non-verbal: The interviewee used gestures as verbal communication. 	<p>1) This question was very open, and the interview could have talked about it forever. Asking open-ended questions allows for free rein in the conversation. The interviewee's gestures and information allowed for a very in-depth answer to the question. Kerrigan let her talk and acknowledged by nodding her head as she spoke, letting her know she was listening.</p>

4) What are the most rewarding things about getting older?	<ul style="list-style-type: none"> • Verbal: The student used focusing as verbal communication. • Non-verbal: The student used posture as non-verbal communication. 	<ul style="list-style-type: none"> • Verbal: The interviewee used intonation as verbal communication. • Non-verbal: The interviewee used Facial expressions as non-verbal communication. 	1) This question could have gone many places, but the interviewee kept it very simple with one answer, and that was grandkids. Kerrigan and the interviewee then focused on that answer. Kerrigan could tell this made her feel happy and confident by the facial expressions and tone of voice.
5) Who influenced you the most?	<ul style="list-style-type: none"> • Verbal: The student used general leads as verbal communication. • Non-verbal: The student used Nodding of head/acknowledging as non-verbal communication. 	<ul style="list-style-type: none"> • Verbal: The interviewee used giving information as verbal communication. • Non-verbal: The interviewee used gait as non-verbal communication. 	1) This question allowed Kerrigan to give general leads on how she wanted this question to be answered. After the interviewee told the person, Kerrigan asked her to elaborate on why she was her most significant influence. The interviewee responded by giving more information.

Step Two: Interview Evaluation-Reflective Activity

Step Two Directions: After interviewing an older adult, students are to complete a self-reflective evaluation. Answer all FOUR questions listed below. Complete in full sentences with proper clarity and mechanics. Follow rubric for full guidelines.

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

- a) After interviewing an older adult, the major takeaway is that they have so many wise words and stories to tell. Anyone who sits down with an older individual can learn a lot about how life used to be and how much it has changed. Make time for what is important, live in the moment, and do not wish time away were the significant take homes after interviewing an older adult.

11. How can a nurse adapt their practice to be more responsive to the unique needs of an older adult client?

- b) There are many unique needs of older adults. Nurses can adapt by gathering information on how older adults' communication skills change, such as some older adults can not hear very well, so it is essential to speak up and be patient with them. As nurses also need to know that we are there to make sure they understand what we are communicating, so it is essential to go slow, use simple and short sentences, and make sure that they are comfortable and ready to communicate. Overall for nurses to adapt to older adult clients, we need to be competent in the changes that occur in later life to make sure the communication is top tier.

12. In what way is a student building their nursing skills by interviewing patients including older adults?

- c) When interviewing patients, including older adults, it gives us nurses a sense of who the person is. We build trust with each other, which gives the patient a sense of comfort in knowing that we are not just there to give them the care and send them on their way. We are there to build relationships and make an impact on their lives, just as they make an impact on our lives. When we are interviewing, and as we gain experience, it also helps us get more information from the patient asking the right questions and using the correct forms of communication to uncover things they may not easily come out and express to us. Effective therapeutic communication allows nurses to help them get the care and treatment they need.

13. Reflect on one question and expand on how the communication could improve.

- d) One question asked was, If you could go back to any age, what would it be? Would you stay the age you are now or go back? How far back, and what was it like at the time? When asking this question, part of the student knew that it would pull at the interviewee's heartstrings. The interviewee does not show emotions or any affection and never has. When the student asked this question, it took the interviewee a little to gather what she wanted to say because she had to think back in time but more so because it made her realize how different the world is now and how simple it used to be. The student was not expecting the tears to flow, but they did. Reflecting on the student's

communication skills, she could have handled the situation better by being prepared when the interviewee got emotional. As if she froze up and just stared, the student did not know how to handle the situation since it was an infrequent occurrence. Since the interviewee was the student's grandmother, the student could have used touch to let the interviewee know she was there and provided comfort.