

Older Adult Therapeutic Communication Interview
 Jakarrah Dandridge
 Lakeview College of Nursing

Question and Question Number: <ul style="list-style-type: none"> List the question you asked below 	Student communication: <ul style="list-style-type: none"> List 1 verbal communication skill used List 1 non-verbal communication skill used. 	Interviewee communication: <ul style="list-style-type: none"> List 1 verbal communication skill the patient used List 1 non-verbal communication skill the interviewee used 	Student thoughts & feelings related to the communication <ul style="list-style-type: none"> Describe 1 thought or feeling related to the communication
1.) Tell me about who has influenced you the most?	<ul style="list-style-type: none"> Verbal: The student uses an open-ended question. Non-verbal: The student smiles while asking the question. 	<ul style="list-style-type: none"> Verbal: The interviewee uses a tone of excitement. Non-verbal: The interviewee uses eye contact. 	The student feels happy that the interviewee's mother influenced her life the most. The question is open-ended. It gives the interviewee space to express feelings.
2.) What life advice would you pass to future generations?	<ul style="list-style-type: none"> Verbal: The student uses an open-ended question. Non-verbal: The student uses eye contact. 	<ul style="list-style-type: none"> Verbal: The interviewee uses clarity. Non-verbal: The interviewee uses an intimate zone with the student. 	The student feels emotional that the interviewee's advice is to love yourself. The communication with this question is very intimate.
3.) If you could go back to any age, what would it be? Would they stay the age they are now or go	<ul style="list-style-type: none"> Verbal: The student uses an appropriate intonation. Non-verbal: The student uses 	<ul style="list-style-type: none"> Verbal: The Interviewee gives information. Non-verbal: The interview uses a 	This question allows the interviewee time to reminisce. The gesture of the interviewee tilting her head down shows the student what impact gestures can make.

back? How far back? What was life-like at that time?	appropriate facial expressions.	gesture by tilting the head downward.	
4.) What was your favorite movie when you were younger?	<ul style="list-style-type: none"> • Verbal: The student uses an appropriate pace. • Non-verbal: The student uses a closed-ended question. 	<ul style="list-style-type: none"> • Verbal: The interview uses an exciting tone of voice. • Non-verbal: The interview uses an appropriate facial expression by smiling. 	This student thought that the interviewee did not have a favorite movie because the interviewee needed to think. This question and response brought up the importance of silence and allowing the older adult time to answer questions.
5.) What was your first job? How about your favorite?	<ul style="list-style-type: none"> • Verbal: The student uses clarity. • Non-verbal: The student uses active listening. 	<ul style="list-style-type: none"> • Verbal: The interview has an appropriate pace when communicating. • Non-verbal: The interviewee makes good eye contact. 	The interviewee had a lot to say about being a realtor, which was the interviewee's favorite job. Using active listening allows the interviewee to open up about the subject.

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.

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

The student realizes how important allowing extra time for the older adult to answer is. The older adult needs additional time to think about memories. Allowing time gives the more senior adults self-esteem, so they do not feel rushed. Active listening and silence are also critical when speaking with older adults. These would be the main take-homes for this student.

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

Nurses can change their practice to be more responsive to older persons using excellent therapeutic communication. Therapeutic communication techniques include active listening, allowing extra time, minimizing visual and auditory distractions, and listening without interrupting. These will all assist with meeting the needs of older adults.

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

Interviewing is an effective way to learn about a person's personality and character. From applying to nursing school to everyday interviews with patients in diverse scenarios, interviews are an essential element of the nursing profession for obtaining information one-on-one. By interviewing the older adult, the student learns about pace, timing, and silence.

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

The student needs to reflect on question number 4. Because of the interviewee's time required to consider, this student assumed the interviewee did not have a favorite movie. This question shows the importance of silence and giving the older adult time to respond to inquiries.