

Therapeutic Communication Gerontology Assignment

Learning Objectives and Outcomes		
Area	Objective	Course Student Learning Outcome (CSLO's), Baccalaureate Essential's & QSEN
Knowledge	Apply therapeutic communication nursing concepts in the delivery of nursing care to gerontology patients.	CSLO #1 & 2 Domain II: Person-Center Care QSEN Patient-Centered Care
	Examine the influence of age on nursing care decisions and actions for patients.	
Skills	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.	CSLO #1 & 4 Domain II: Person-Center Care QSEN Patient-Centered Care
	Increase their own self-awareness of judgments and pre-conceived notions that may affect their advocacy for older adults.	
	Evaluate effectiveness individual performance.	
Attitudes	Values the role of therapeutic communication in nursing care decisions and actions.	CSLO #1 & 4 Domain II: Person-Centered Care QSEN Patient-Centered Care
	Recognize personally held attitudes about working with patients from different age, ethnic, cultural and social backgrounds.	

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/](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: <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. What are the most important lessons you have learned in your life? Ask to hear the stories behind those lessons.	Verbal communication: Restating Nonverbal communication: Active listening	Verbal communication: Asking for clarification Nonverbal communication: Positive facial expressions	Active listening is essential for effective communication because it helps recognize another person's perspective by fully understanding and appreciating what they say.
2. Who has influenced you the most?	Verbal communication: Exploring Nonverbal communication: Engaging body posture	Verbal communication: Restating Nonverbal communication: Eye contact	Maintaining eye contact in communication shows an active interest in what the speaker has to say and lets the audience feel like they are showing complete focus.
3. What life advice would you pass to future generations?	Verbal communication: Summarizing Nonverbal communication: Silence	Verbal communication: Speaking clearly Nonverbal communication: Touch	Speaking clearly and confidently in communication can influence a positive outcome, ensuring no miscommunications during the conversation.
4. What do you remember about the place you grew up? Do they still live there, or have they visited? If so, how	Verbal communication: Asking open ended questions Nonverbal communication: Eye contact	Verbal communication: Reflecting Nonverbal communication: Gestures	Asking open-ended questions in communication encourages the speaker to elaborate on details and thoughts to answer the question and makes all responses feel valued.

has it changed?			
5. What was your first job? How about your favorite?	<p>Verbal communication: Asking for clarification</p> <p>Nonverbal communication: Touch</p>	<p>Verbal communication: Using humor</p> <p>Nonverbal communication: Proximity</p>	Using humor in communication can be effective when engaging the audience because it manages the tone of the conversation in a friendly manner.

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?

After interviewing an older adult, the major take-home lesson is caring for them with empathy in all aspects. Interviewing an older adult is a humbling experience because hearing their stories of how they are the person today is incredible. Whether our grandparents or older professors, older adults have paved the way for the younger generations one way or another, and genuinely caring for them with our best is a great way to show appreciation. Some lessons from this interview include being respectful to elders, helping them out when they ask for assistance, and offering to keep them company, so they do not feel lonely.

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

Nurses can adapt their practice to be more responsive to the unique needs of an older adult client through exercising patience, practicing active listening, and ensuring comfort. When caring for an older adult, exercising patience can include repeating medical procedures and speaking slowly and precisely so they fully understand what is going on. Practicing active listening when treating seniors is vital because it can sometimes be challenging to express problems. Active listening shows the patient they have full attention, and everything they say is valued. Ensuring comfort when caring for a patient is necessary because it initiates communication from both parties. As nurses, alleviating physical discomfort can reduce distractions from treatment and could be as simple as offering a blanket or socks.

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

The student is building their nursing skills by interviewing patients, including older adults, through building a strong sense of personal awareness and sustaining relationships with diverse people, including people from different generations. Being self-aware can improve a student's nursing skills because it can positively affect patients by strengthening the nurse-patient relationship and challenges the nurse to be culturally competent and still provide ethical care to patients. Sustaining relationships with diverse people can encourage the nurse to be better aware of patients' needs and understand their culture, resulting in holistic care.

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

Communication during the interview could have improved in active listening and body language from both parties. Active listening could be improved because it included being fully engaged in the conversation and understanding what we had to say. An individual will listen to a speaker and respond, but practicing active listening includes understanding and valuing the discussion to allow further responses, details, and expressions. Body language is a clear indicator for when someone is fully engaged or distracted. Effective body language can be improved by showing positive reactions to what someone else is saying, therefore communicating interest nonverbally.

STUDENT NAME: Cecilia Duong

RUBRIC FOR THERAPUTIC COMMUNICATION GERONTOLOGY ASSIGNMENT

Interview Evaluation-Interview Process Chart

Criteria	Unacceptable 0 Points	Acceptable 5 Point	Good 7 Points	Excellent 10 Points	Points
Question one	<p>Missing three or more of the following aspects:</p> <ul style="list-style-type: none"> • 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- 	<p>The conclusion is adequate with superficial thought and preparation; does not address all aspects of the task.</p> <p>Missing two aspects of the following aspects:</p> <ul style="list-style-type: none"> • Student communication <ul style="list-style-type: none"> ○ List 1 verbal communication skill used ○ List 1 non-verbal communication skill used. • Interviewee communication 	<p>The conclusion is well developed that addresses all aspects of the task; it lacks full development of concepts. Missing one of the following aspects:</p> <ul style="list-style-type: none"> • 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 	<p>Description well developed conclusion fully addresses and develops all aspects of the task.</p> <p>Including all the following aspects.</p> <ul style="list-style-type: none"> • 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 	

	<p>verbal communication skill the interviewee used</p> <ul style="list-style-type: none"> • Student thoughts & feelings related to the communication ○ Describe 1 thought or feeling related to the communication 	<ul style="list-style-type: none"> ○ List 1 verbal communication skill the patient used ○ List 1 non-verbal communication skill the interviewee used <ul style="list-style-type: none"> • Student thoughts & feelings related to the communication <p>Describe 1 thought or feeling related to the communication</p>	<p>communication skill the patient used</p> <ul style="list-style-type: none"> ○ List 1 non-verbal communication skill the interviewee used <ul style="list-style-type: none"> • Student thoughts & feelings related to the communication ● Describe 1 thought or feeling related to the communication. 	<p>communication skill the interviewee used</p> <ul style="list-style-type: none"> • Student thoughts & feelings related to the communication ○ Describe 1 thought or feeling related to the communication 	
Content Contribution	Information that is off-topic, incorrect, or irrelevant to discussion.	Repeats but does not add substantive information	Information that is factually correct; lacks full development of concept or thought.	Factually correct, reflective and substantive contribution.	
Clarity & Mechanics	Long, unorganized content that may contain multiple errors or may be inappropriate. More than 5 clarity, spelling, grammatical, or mechanics errors.	Communicates in manner with some 3-4 errors clarity, spelling, grammatical, or mechanics errors.	Contributes valuable information with minor 1-2 clarity, spelling, grammatical, or mechanics errors.	Contributes to with clear, concise formatted in an easy-to-read style that is 0 grammatical or spelling errors.	

Criteria	Unacceptable 0 Points	Acceptable 5 Point	Good 7 Points	Excellent 10 Points	Points
Question two	<p>Missing three or more of the following aspects:</p> <ul style="list-style-type: none"> • 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 	<p>The conclusion is adequate with superficial thought and preparation; does not address all aspects of the task.</p> <p>Missing two aspects of the following aspects:</p> <ul style="list-style-type: none"> • 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 	<p>The conclusion is well developed that addresses all aspects of the task; it lacks full development of concepts. Missing one of the following aspects:</p> <ul style="list-style-type: none"> • 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 	<p>Description well developed conclusion fully addresses and develops all aspects of the task.</p> <p>Including all the following aspects.</p> <ul style="list-style-type: none"> • 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 	

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Question	Missing three or more of	The conclusion is	The conclusion is well	Description well developed	

<p>three</p>	<p>the following aspects:</p> <ul style="list-style-type: none"> • 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 	<p>adequate with superficial thought and preparation; does not address all aspects of the task.</p> <p>Missing two aspects of the following aspects:</p> <ul style="list-style-type: none"> • 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 	<p>developed that addresses all aspects of the task; it lacks full development of concepts. Missing one of the following aspects:</p> <ul style="list-style-type: none"> • 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 	<p>conclusion fully addresses and develops all aspects of the task.</p> <p>Including all the following aspects.</p> <ul style="list-style-type: none"> • 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 	
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Question four	Missing three or more of the following aspects: <ul style="list-style-type: none"> Student 	The conclusion is adequate with superficial thought and preparation; does not address all	The conclusion is well developed that addresses all aspects of the task; it lacks full development of	Description well developed conclusion fully addresses and develops all aspects of the task.	

	<p>communication:</p> <ul style="list-style-type: none"> ○ List 1 verbal communication skill used ○ List 1 non-verbal communication skill used. <ul style="list-style-type: none"> • 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 	<p>aspects of the task.</p> <p>Missing two aspects of the following aspects:</p> <ul style="list-style-type: none"> • 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 <p>Describe 1 thought or</p>	<p>concepts. Missing one of the following aspects:</p> <ul style="list-style-type: none"> • 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 	<p>Including all the following aspects.</p> <ul style="list-style-type: none"> • 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 	
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Question five	Missing three or more of the following aspects: <ul style="list-style-type: none"> • Student communication: <ul style="list-style-type: none"> ○ List 1 verbal communication skill used 	The conclusion is adequate with superficial thought and preparation; does not address all aspects of the task. Missing two aspects of the following aspects:	The conclusion is well developed that addresses all aspects of the task; it lacks full development of concepts. Missing one of the following aspects: <ul style="list-style-type: none"> • Student 	Description well developed conclusion fully addresses and develops all aspects of the task. Including all the following aspects. <ul style="list-style-type: none"> • Student communication: 	

	<ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> • 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 <p>Describe 1 thought or feeling related to the communication</p> 	<p>communication:</p> <ul style="list-style-type: none"> ○ List 1 verbal communication skill used ○ List 1 non-verbal communication skill used. <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> ○ List 1 verbal communication skill used ○ List 1 non-verbal communication skill used. <ul style="list-style-type: none"> • 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 	
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Interview Evaluation-Reflective Activity

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

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

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Clarity &	Long, unorganized	Communicates in	Contributes valuable	Contributes to with clear,	

Mechanics	content that may contain multiple errors or may be inappropriate. More than 5 clarity, spelling, grammatical, or mechanics errors.	manner with some 3-4 errors clarity, spelling, grammatical, or mechanics errors.	information with minor 1-2 clarity, spelling, grammatical, or mechanics errors.	concise formatted in an easy-to-read style that is 0 grammatical or spelling errors.	
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3. In what way is a student building their nursing skills by interviewing patients including older adults?

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

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