

Therapeutic Communication Gerontology Assignment

Learning Objectives and Outcomes	
QSEN	
Area	Objective
Knowledge	<ul style="list-style-type: none"> • Integrate understanding of multiple dimensions of patient centered care: <ul style="list-style-type: none"> ○ patient/family/community preferences, values ○ information, communication, and education
Skills	<ul style="list-style-type: none"> • Communicate patient values, preferences and expressed needs to other members of health care team • Provide patient-centered care with sensitivity and respect for the diversity of human experience • Recognize the boundaries of therapeutic relationships • Assess own level of communication skill in encounters with patients and families • Respect and encourage individual expression of patient values, preferences and expressed needs
Attitudes	<ul style="list-style-type: none"> • Value active partnership with patients or designated surrogates in planning, implementation, and evaluation of care • Respect patient preferences for degree of active engagement in care process • Value continuous improvement of own communication and conflict resolution skills.
Course Student Learning Outcomes (CSLOs)	
<ul style="list-style-type: none"> • CSLO #1, 2, and 4 	
Baccalaureate Essential's	
<ul style="list-style-type: none"> • Domain I: Knowledge for Nursing Practice • Domain II: Person-Center Care • Domain IX: Professionalism 	

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|---|
| <ul style="list-style-type: none">• Doman X: Personal, Professional, and Leadership Development |
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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.

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

<p>Question and Question Number:</p> <ul style="list-style-type: none"> • List the question you asked below 	<p>Student communication:</p> <ul style="list-style-type: none"> • List 1 verbal communication skill used • List 1 non-verbal communication skill used. 	<p>Interviewee communication:</p> <ul style="list-style-type: none"> • List 1 verbal communication skill the patient used • List 1 non-verbal communication skill the interviewee used 	<p>Student thoughts & feelings related to the communication</p> <ul style="list-style-type: none"> • Describe 1 thought or feeling related to the communication
<p>1. What are the most rewarding things about getting older? (Question #1 from the top)</p>	<p>Verbal- This student asked an open-ended question to facilitate a detailed answer from the interviewee.</p> <p>Non-verbal-The student made eye contact with the interviewee while she answered the question. Eye contact shows respect for the person speaking and displays an interest in what they are saying.</p>	<p>Verbal- The interviewee repeated the question asked prior to answering it.</p> <p>Non-verbal- The client smiled and stated: “Respect from the public. People go out of their way to help you”.</p>	<p>The interviewee’s non-verbal communication matched her verbal communication. It appeared from this interaction that she enjoyed growing older.</p>
<p>2. If you could go back to any age, what would it be? (Question #5 from the top)</p>	<p>Verbal-The student paraphrased what the interviewee stated. For example, she reported a desire to return to her 30s</p>	<p>Verbal-The interviewee asked an open-ended question to determine how the student felt about being that age now.</p>	<p>Paraphrasing here was a valuable communication skill because it resulted in the interviewee expanding on her statement. The student learned that the interviewee feels she no longer has a purpose at her age because her children are</p>

	<p>because she had more friends and responsibilities since her children were young. The student stated: "At that age, you felt like you had a purpose? Is that correct?"</p> <p>Non-verbal-The student leaned toward the interviewee to convey approachability.</p>	<p>Non-verbal- The interviewee nodded her head in agreement with the paraphrased statement.</p>	<p>grown up, and her grandchildren are busy.</p>
<p>3. What was your favorite movie when you were younger? (Question #8 from the top)</p>	<p>Verbal- The student used the therapeutic communication technique of exploring to learn why this was the interviewee's favorite movie. The student asked the interviewee to explain what made this movie her favorite.</p> <p>Non-verbal- The student nodded her head to encourage the interviewee to continue speaking.</p>	<p>Verbal- The interviewee shared her feelings with the interviewee. She stated: "The movie is beautiful. It shows the history and growth of France. "</p> <p>Non-verbal- The interviewee smiled and changed the tone of her voice to display excitement.</p>	<p>The exploring technique was a great way to improve communication between the student and the interviewee. The interviewee described the movie and went on to talk about living through the growth and development of Danville.</p>
<p>4. What was your first job? How about your favorite? (Question #9 from the top)</p>	<p>Verbal- The student used the therapeutic technique of providing leads by saying, "Please tell me about your job responsibilities as a</p>	<p>Verbal- The interviewee repeated the questions before answering them as if she was taking herself back to that time.</p>	<p>This technique allowed the student to gather additional information from the interviewee. However, the student feels that this technique put the interviewee on the spot.</p>

	<p>librarian overseas. What did you enjoy about overseeing central supply?”</p> <p>Non-verbal-The student smiled while the interviewee answered the question, displaying that she enjoyed the conversation.</p>	<p>Non-verbal- The interviewee placed her hand on her face and displayed a facial expression that indicated she was thinking.</p>	
<p>5. What life advice would you pass to future generations? (Question #4 from the top)</p>	<p>Verbal- The student indicated to the interviewee she agreed with the statement by saying “I understand.”</p> <p>Non-verbal- The student nodded her head in agreement.</p>	<p>Verbal- The interviewee gave advice. She stated: “Be yourself, do not listen to the opinion of others. You must be happy with the person you see in the mirror.”</p> <p>Non-verbal- The interviewee leaned forward prior to answering the question.</p>	<p>The student should have asked additional questions to determine why the interviewee chose this advice.</p>

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?** Older adults are full of knowledge and enjoy talking about their lives. They may feel that they no longer have a purpose and are forgotten by their loved ones. Taking the time to listen to them can brighten their day and show them that they matter.
2. **How can a nurse adapt their practice to be more responsive to the unique needs of an older adult client?** When speaking with older adults, it is vital to remember that one may need to adjust the way they communicate because they often experience

sensory and cognitive declines. The nurse may need to slow down and speak louder while talking to an older adult with impaired hearing and give those with decreased cognitive function adequate time to respond to their questions.

3. **In what way is a student building their nursing skills by interviewing patients including older adults?** Interviewing an older adult improved the student's confidence and ability to communicate with others. She discovered how to incorporate therapeutic communication techniques to gain additional information, which will assist her in developing care plans for her patients. In addition, the student's ability to read non-verbal cues improved, which will permit her to determine when her patient is in pain or uncomfortable.
4. **Reflect on one question and expand on how the communication could improve.** The student chose this question because it is interesting to hear older adults' advice for the younger generation. The interviewee gave excellent advice. However, the student should have asked the interviewee to clarify what she meant by saying, "You must be happy with the person you see in the mirror." Seeking clarification would have encouraged the interviewee to continue sharing and allowed the student to learn the story behind this advice.

References

The College for The People. (2022, February 24). *Therapeutic communication techniques: How good nurses can provide better patient care for best results*. Nightingale College. <https://nightingale.edu/blog/therapeutic-communication/>

STUDENT NAME _____

Total Points: _____/90

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	Missing three or more of the following aspects: <ul style="list-style-type: none"> • Student communication: <ul style="list-style-type: none"> o List 1 verbal communication skill used o List 1 non- 	The conclusion is adequate with superficial thought and preparation; does not address all aspects of the task. Missing two aspects of the following aspects: <ul style="list-style-type: none"> • Student 	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 communication: 	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"> o List 1 verbal 	

	<p>verbal communication skill used.</p> <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>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 <p>Describe 1 thought or feeling related to the 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>communication skill used</p> <ul style="list-style-type: none"> ○ 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 	
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	Factually correct, reflective and substantive contribution.	

			thought.		
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 	<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 	<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. 	<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 	

	<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 <ul style="list-style-type: none"> ○ Describe 1 thought or feeling related to the communication 	<p>communication skill used.</p> <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 <ul style="list-style-type: none"> • Student thoughts & feelings related to the communication <p>Describe 1 thought or feeling related to the communication</p>	<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 <ul style="list-style-type: none"> • Student thoughts & feelings related to the communication <ul style="list-style-type: none"> • Describe 1 thought or feeling related to the communication. 	<p>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 <ul style="list-style-type: none"> ○ Describe 1 thought or feeling related to the communication 	
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Question three	<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 	<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 	<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. 	<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: 	

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Question four	<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: 	<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 	<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 	<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 	

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Question five	<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 	<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 	<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. 	<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: 	

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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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	inappropriate. More than 5 clarity, spelling, grammatical, or mechanics errors.	grammatical, or mechanics errors.	mechanics errors.	errors.	
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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 & Mechanics	Long, unorganized content that may contain multiple errors or may be inappropriate. More than 5 clarity, spelling,	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.	

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

Criteria	Unacceptable 0 Points	Acceptable 5 Point	Good 7 Points	Excellent 10 Points	Points
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.	Communicates in manner with some 3-4 errors clarity, spelling, grammatical, or	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.	

	More than 5 clarity, spelling, grammatical, or mechanics errors.	mechanics errors.			
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4. Reflect on one question and expand on how the communication could improve.

Criteria	Unacceptable 0 Points	Acceptable 5 Point	Good 7 Points	Excellent 10 Points	Points
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	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.	

	clarity, spelling, grammatical, or mechanics errors.				
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