

## Therapeutic Communication Gerontology Assignment

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

- CSLO #1, 2, and 4

### **Baccalaureate Essential's**

- Domain I: Knowledge for Nursing Practice
- Domain II: Person-Center Care
- Domain IX: Professionalism
- Doman X: Personal, Professional, and Leadership Development

## **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 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><b>Question and Question Number:</b></p> <ul style="list-style-type: none"> <li>● List the question you asked below</li> </ul>	<p><b>Student communication:</b></p> <ul style="list-style-type: none"> <li>● List 1 verbal communication skill used</li> <li>● List 1 non-verbal communication skill used.</li> </ul>	<p><b>Interviewee communication:</b></p> <ul style="list-style-type: none"> <li>● List 1 verbal communication skill the patient used</li> <li>● List 1 non-verbal communication skill the interviewee used</li> </ul>	<p><b>Student thoughts &amp; feelings related to the communication</b></p> <ul style="list-style-type: none"> <li>● Describe 1 thought or feeling related to the communication</li> </ul>
<p>1. Who has influenced you the most?</p>	<ul style="list-style-type: none"> <li>● Verbal communication skill used was restating.</li> <li>● Non-verbal communication skill used was attentive listening.</li> </ul>	<ul style="list-style-type: none"> <li>● Verbal communication skill used was focusing.</li> <li>● Non-verbal communication skill used was body language.</li> </ul>	<ul style="list-style-type: none"> <li>● I feel like the communication was sincere and it helped the interviewee think into their past.</li> </ul>

<p>2. What life advice would you pass to future generations?</p>	<ul style="list-style-type: none"> <li>● Verbal communication skill used was clarifying.</li> <li>● Non verbal communication skill used was attentive listening.</li> </ul>	<ul style="list-style-type: none"> <li>● Verbal communication skill used was Exploring.</li> <li>● Non-Verbal communication skill used was hand movements.</li> </ul>	<ul style="list-style-type: none"> <li>● I feel like the communication was thorough and reflective of the interviewees life choices.</li> </ul>
<p>3. What was your favorite movie when you were younger?</p>	<ul style="list-style-type: none"> <li>● Verbal communication skill used was directing.</li> <li>● Non verbal communication skill used is attentive listening.</li> </ul>	<ul style="list-style-type: none"> <li>● Verbal communication skill used was broad openings.</li> <li>● Non- verbal communication used was hand movements and facial expressions.</li> </ul>	<ul style="list-style-type: none"> <li>● The communication was full of joy and happiness, the interviewee enjoyed being able to remember these moments.</li> </ul>
<p>4. What was your first job? How about your favorite?</p>	<ul style="list-style-type: none"> <li>● Verbal communication skill used was focusing.</li> <li>● Non verbal</li> </ul>	<ul style="list-style-type: none"> <li>● Verbal communication skill used was reflection.</li> <li>● Non-verbal communication used was Eye contact and</li> </ul>	<ul style="list-style-type: none"> <li>● The communication was filled with excitement for the passion of the work they did.</li> </ul>

	communication skill used is attentive listening.	facial expressions.	
5. What are the most rewarding things about getting older? Is it a lifetime of knowledge?	<ul style="list-style-type: none"> <li>● Verbal communication skill used was exploring.</li> <li>● Non Verbal communication used is attentive listening.</li> </ul>	<ul style="list-style-type: none"> <li>● Verbal communication skill used verbalizing the implied.</li> <li>● Non-verbal communication used was facial expressions and body language.</li> </ul>	<ul style="list-style-type: none"> <li>● The communication was reflective, it allowed the interviewee to think about their answer and gave them joy to respond.</li> </ul>

### 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?

A significant takeaway from interviewing an older adult is seeing how deep their knowledge and experiences are. I noticed that there is a lot to learn from their experiences and how they handled difficult situations. I also learned that being able to experience the events around is what helps you grow in who you are.

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

A nurse can adapt their practice to be more responsive to specific needs by engaging more with the client. Many older adult clients feel like their nurses do not hear their needs. When a nurse learns to engage with an older client, it can create passageways to respond uniquely to their needs.

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

Students are building their nursing communication skills by interviewing patients and older adults. Interviewing allows nurses to get a deeper understanding of the situation and allows them to create solutions. It is essential that nurses can communicate with any age group to provide the best healthcare.

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

The communication could be improved on question one because it seems more of an open-ended question. It can be more specific, so there can be more depth in the answer. When the question is more specific, there is more information the nurse can work with.

STUDENT NAME \_\_\_\_\_Angy Alvarado \_\_\_\_\_

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
<b>Question one</b>	Missing three or more of the following aspects: <ul style="list-style-type: none"> <li>● <b>Student communication:</b> <ul style="list-style-type: none"> <li>○ List 1 verbal communication skill used</li> <li>○ List 1 non-verbal communication skill used.</li> </ul> </li> </ul>	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"> <li>● <b>Student communication</b> <ul style="list-style-type: none"> <li>○ List 1 verbal</li> </ul> </li> </ul>	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"> <li>● <b>Student communication:</b> <ul style="list-style-type: none"> <li>○ List 1 verbal communication skill used</li> </ul> </li> </ul>	Description well developed conclusion fully addresses and develops all aspects of the task. Including all the following aspects. <ul style="list-style-type: none"> <li>● <b>Student communication:</b> <ul style="list-style-type: none"> <li>○ List 1 verbal communication skill used</li> <li>○ List 1 non-verbal</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>● <b>Interviewee communication:</b> <ul style="list-style-type: none"> <li>○ List 1 verbal communication skill the patient used</li> <li>○ List 1 non-verbal communication skill the interviewee used</li> </ul> </li> <li>● <b>Student thoughts &amp; feelings related to the communication</b> <ul style="list-style-type: none"> <li>○ Describe 1 thought or feeling related to the communication</li> </ul> </li> </ul>	<p>communication skill used</p> <ul style="list-style-type: none"> <li>○ List 1 non-verbal communication skill used.</li> </ul> <ul style="list-style-type: none"> <li>● <b>Interviewee communication</b> <ul style="list-style-type: none"> <li>○ List 1 verbal communication skill the patient used</li> <li>○ List 1 non-verbal communication skill the interviewee used</li> </ul> </li> <li>● <b>Student thoughts &amp; feelings related to the communication</b> <p>Describe 1 thought or feeling related to the communication</p> </li> </ul>	<ul style="list-style-type: none"> <li>○ List 1 non-verbal communication skill used.</li> </ul> <ul style="list-style-type: none"> <li>● <b>Interviewee communication:</b> <ul style="list-style-type: none"> <li>○ List 1 verbal communication skill the patient used</li> <li>○ List 1 non-verbal communication skill the interviewee used</li> </ul> </li> <li>● <b>Student thoughts &amp; feelings related to the communication</b> <ul style="list-style-type: none"> <li>● Describe 1 thought or feeling related to the communication.</li> </ul> </li> </ul>	<p>communication skill used.</p> <ul style="list-style-type: none"> <li>● <b>Interviewee communication:</b> <ul style="list-style-type: none"> <li>○ List 1 verbal communication skill the patient used</li> <li>○ List 1 non-verbal communication skill the interviewee used</li> </ul> </li> <li>● <b>Student thoughts &amp; feelings related to the communication</b> <ul style="list-style-type: none"> <li>○ Describe 1 thought or feeling related to the communication</li> </ul> </li> </ul>	
<b>Content Contribution</b>	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.	
<b>Clarity &amp;</b>	Long, unorganized content	Communicates in manner	Contributes valuable	Contributes to with clear, concise	

<b>Mechanics</b>	that may contain multiple errors or may be inappropriate. More than 5 clarity, spelling, grammatical, or mechanics errors.	with some 3-4 errors clarity, spelling, grammatical, or mechanics errors.	information with minor 1-2 clarity, spelling, grammatical, or mechanics errors.	formatted in an easy-to-read style that is 0 grammatical or spelling errors.	
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<b>Criteria</b>	<b>Unacceptable 0 Points</b>	<b>Acceptable 5 Point</b>	<b>Good 7 Points</b>	<b>Excellent 10 Points</b>	<b>Points</b>
<b>Question two</b>	<p>Missing three or more of the following aspects:</p> <ul style="list-style-type: none"> <li>● <b>Student communication:</b> <ul style="list-style-type: none"> <li>○ List 1 verbal communication skill used</li> <li>○ List 1 non-verbal communication skill used.</li> </ul> </li> <li>● <b>Interviewee communication:</b> <ul style="list-style-type: none"> <li>○ List 1 verbal communication skill the patient used</li> </ul> </li> </ul>	<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"> <li>● <b>Student communication</b> <ul style="list-style-type: none"> <li>○ List 1 verbal communication skill used</li> <li>○ List 1 non-verbal communication skill used.</li> </ul> </li> <li>● <b>Interviewee</b></li> </ul>	<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"> <li>● <b>Student communication:</b> <ul style="list-style-type: none"> <li>○ List 1 verbal communication skill used</li> <li>○ List 1 non-verbal communication skill used.</li> </ul> </li> <li>● <b>Interviewee communication:</b></li> </ul>	<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"> <li>● <b>Student communication:</b> <ul style="list-style-type: none"> <li>○ List 1 verbal communication skill used</li> <li>○ List 1 non-verbal communication skill used.</li> </ul> </li> <li>● <b>Interviewee communication:</b> <ul style="list-style-type: none"> <li>○ List 1 verbal communication skill the patient used</li> <li>○ List 1 non-verbal communication skill</li> </ul> </li> </ul>	

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<b>Criteria</b>	<b>Unacceptable 0 Points</b>	<b>Acceptable 5 Point</b>	<b>Good 7 Points</b>	<b>Excellent 10 Points</b>	<b>Points</b>
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<p><b>Question five</b></p>	<p>Missing three or more of the following aspects:</p> <ul style="list-style-type: none"> <li>● <b>Student communication:</b> <ul style="list-style-type: none"> <li>○ List 1 verbal communication skill used</li> <li>○ List 1 non-verbal communication skill used.</li> </ul> </li> <li>● <b>Interviewee communication:</b> <ul style="list-style-type: none"> <li>○ List 1 verbal communication skill the patient used</li> <li>○ List 1 non-verbal communication skill the interviewee used</li> </ul> </li> <li>● <b>Student thoughts &amp; feelings related to the communication</b> <ul style="list-style-type: none"> <li>○ Describe 1 thought or feeling related to</li> </ul> </li> </ul>	<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"> <li>● <b>Student communication</b> <ul style="list-style-type: none"> <li>○ List 1 verbal communication skill used</li> <li>○ List 1 non-verbal communication skill used.</li> </ul> </li> <li>● <b>Interviewee communication</b> <ul style="list-style-type: none"> <li>○ List 1 verbal communication skill the patient used</li> <li>○ List 1 non-verbal communication skill the interviewee used</li> </ul> </li> <li>● <b>Student thoughts &amp;</b></li> </ul>	<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"> <li>● <b>Student communication:</b> <ul style="list-style-type: none"> <li>○ List 1 verbal communication skill used</li> <li>○ List 1 non-verbal communication skill used.</li> </ul> </li> <li>● <b>Interviewee communication:</b> <ul style="list-style-type: none"> <li>○ List 1 verbal communication skill the patient used</li> <li>○ List 1 non-verbal communication skill the interviewee used</li> </ul> </li> <li>● <b>Student thoughts &amp; feelings related to the</b></li> </ul>	<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"> <li>● <b>Student communication:</b> <ul style="list-style-type: none"> <li>○ List 1 verbal communication skill used</li> <li>○ List 1 non-verbal communication skill used.</li> </ul> </li> <li>● <b>Interviewee communication:</b> <ul style="list-style-type: none"> <li>○ List 1 verbal communication skill the patient used</li> <li>○ List 1 non-verbal communication skill the interviewee used</li> </ul> </li> <li>● <b>Student thoughts &amp; feelings related to the communication</b> <ul style="list-style-type: none"> <li>○ Describe 1 thought or feeling related to the communication</li> </ul> </li> </ul>	
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	the communication	<b>feelings related to the communication</b>  Describe 1 thought or feeling related to the communication	<b>communication</b>  ● Describe 1 thought or feeling related to the communication.		
<b>Content Contribution</b>	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.	
<b>Clarity &amp; Mechanics</b>	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.	

### Interview Evaluation-Reflective Activity

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

<b>Criteria</b>	<b>Unacceptable 0 Points</b>	<b>Acceptable 5 Point</b>	<b>Good 7 Points</b>	<b>Excellent 10 Points</b>	<b>Points</b>
<b>Content Contribution</b>	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.	
<b>Clarity &amp; Mechanics</b>	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.	

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

<b>Criteria</b>	<b>Unacceptable 0 Points</b>	<b>Acceptable 5 Point</b>	<b>Good 7 Points</b>	<b>Excellent 10 Points</b>	<b>Points</b>

<b>Content Contribution</b>	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.	
<b>Clarity &amp; Mechanics</b>	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.	

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

<b>Criteria</b>	<b>Unacceptable 0 Points</b>	<b>Acceptable 5 Point</b>	<b>Good 7 Points</b>	<b>Excellent 10 Points</b>	<b>Points</b>
<b>Content Contribution</b>	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.	
<b>Clarity &amp; Mechanics</b>	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.	

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

<b>Criteria</b>	<b>Unacceptable 0 Points</b>	<b>Acceptable 5 Point</b>	<b>Good 7 Points</b>	<b>Excellent 10 Points</b>	<b>Points</b>
<b>Content Contribution</b>	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.	
<b>Clarity &amp; Mechanics</b>	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.	

