

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

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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-interpretor-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 some of benefits of getting older?	<ul style="list-style-type: none"> • I used Active listening as a verbal communication skill to understand my aunts response to the question. • Nonverbal communication was used by making eye contact with my aunt as she spoke about her experiences of getting older. 	<ul style="list-style-type: none"> • The verbal communication skill used is offering self. • The Nonverbal skill used is active listening to response to the questions.. 	<ul style="list-style-type: none"> • Communication started strong. I was very attentive and showed this by actively listening to the responses to my questions.

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<p>2)How has society changed since you've been a young adult until now?</p>	<ul style="list-style-type: none"> • My verbal communication technique was to be clear and brief with my question. After she had finished her explanation I restated her key points to allow her to confirm my interest in her response. • Nonverbal communication used is providing eye contact to my aunt as she gave her response. 	<ul style="list-style-type: none"> • The Verbal communication used that is used is silence. • The nonverbal communication skill being used is hand gestures.. 	<ul style="list-style-type: none"> • The client was also silent for a moment before answering the question. I felt I needed to restate my question for a second, but she was gathering her thoughts.
<p>3) Growing up, who influenced you the most ? Why?</p>	<ul style="list-style-type: none"> • I used an open ended question as my verbal communication technique to elicit more information on why my great aunt choose her grandmother as being the most influential person in her life. • Non verbal communication used is making eye contact. 	<ul style="list-style-type: none"> • Verbal communication used by my aunt is • Nonverbal communication used - hand gestures. 	<ul style="list-style-type: none"> • I noticed that hand gestures became an effective nonverbal communication technique for my aunt to convey her thoughts.
<p>4) If you had the</p>		<ul style="list-style-type: none"> • The verbal 	<ul style="list-style-type: none"> • Asking this interview question about going

<p>opportunity to go back to your early 20's, what would you do differently?</p>	<ul style="list-style-type: none"> • Verbal communication used is showing acceptance and recognition. • Non verbal communication used is providing eye contact. 	<p>communication skill used is giving information</p> <ul style="list-style-type: none"> • Nonverbal communication is the use of facial expressions. 	<p>back to her early 20's, my aunt expressed an indescribable facial expression; I can tell she never really thought about going back to her early 20's.</p>
<p>5. What life advice would you pass on to future generations?</p>	<ul style="list-style-type: none"> • Verbal communication used is asking an open ended question. • Nonverbal communication was making good eye contact with my aunt as she gave her timeless advice. 	<ul style="list-style-type: none"> • The verbal skill for communication is a clear and concise response • The nonverbal communication is noted as hand gestures. 	<ul style="list-style-type: none"> • I wanted to be as professional as possible when asking the interview questions I tried to maintain good eye contact, but having the interview over FaceTime made it hard for my aunt to return the eye contact. She is not the best with new technology. However, her focus was on me and the questions.

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 takeaway for me is that older adults typically use more hand gestures and facial expressions to express their thoughts and feelings when being interviewed.

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- Asking open ended questions elicit a lot of information from older adult patients most are even willing to share a story or two.
- Older adult clients are inpatient and do not like to be interviewed for long periods of time. They prefer you to be concise and straight to the point.

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

- The nurse can use verbal and non verbal communication skills to understand the unique needs of the older adult client. The nurse can asses which techniques work best for the individual client and use those skills to

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

The student is building on nursing skills of interviewing older adult patients by practicing on actual older adults and learning how tone, eye contact, silence, and active listening all affect the interview process.

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

Reflecting on question 3, "Growing up, who influenced you the most? Why?" My communication could have been better with the response to my aunt's answer of her grandmother being her most significant influence. I felt as if I could not relate to her memory as my aunt spoke of her. To improve my communication, I could have reflected on my great aunt's feelings about her grandmother before moving on to the next question.

STUDENT NAME Tyrika Walls

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	<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 	<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 	<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 	<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 	

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	<p>communication:</p> <ul style="list-style-type: none"> o List 1 verbal communication skill the patient used o List 1 non-verbal communication skill the interviewee used <p>• Student thoughts & feelings related to the communication</p> <ul style="list-style-type: none"> o Describe 1 thought or feeling related to the communication 	<ul style="list-style-type: none"> o List 1 non-verbal communication skill used. <p>• Interviewee communication</p> <ul style="list-style-type: none"> o List 1 verbal communication skill the patient used o List 1 non-verbal communication skill the interviewee used <p>• Student thoughts & feelings related to the communication</p> <p>Describe 1 thought or feeling related to the communication</p>	<p>communication skill used.</p> <p>• Interviewee communication:</p> <ul style="list-style-type: none"> o List 1 verbal communication skill the patient used o 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>used.</p> <p>• Interviewee communication:</p> <ul style="list-style-type: none"> o List 1 verbal communication skill the patient used o List 1 non-verbal communication skill the interviewee used <p>• Student thoughts & feelings related to the communication</p> <ul style="list-style-type: none"> o 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 & Mechanic	Long, unorganized content	Communicates in manner	Contributes valuable	Contributes to with clear, concise	

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s	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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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 	<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. 	<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: 	<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 	

	<p>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 	<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"> ○ 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. 	<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>Content Contribution</p>	<p>Information that is off-topic, incorrect, or irrelevant to discussion.</p>	<p>Repeats but does not add substantive information</p>	<p>Information that is factually correct; lacks full development of concept or thought.</p>	<p>Factually correct, reflective and substantive contribution.</p>	

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.	
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Question three	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 ○ List 1 non-verbal communication skill used. • Interviewee communication: 	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 communication <ul style="list-style-type: none"> ○ List 1 verbal communication skill used ○ List 1 non- 	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: <ul style="list-style-type: none"> ○ List 1 verbal communication skill used ○ List 1 non-verbal 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"> ○ List 1 verbal communication skill used ○ List 1 non-verbal communication skill used. • Interviewee 	

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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- 	<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 	<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. 	

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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 ○ List 1 non-verbal communication skill used. • Interviewee communication: 	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 communication <ul style="list-style-type: none"> ○ List 1 verbal communication skill used ○ List 1 non- 	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: <ul style="list-style-type: none"> ○ List 1 verbal communication skill used ○ List 1 non-verbal 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"> ○ List 1 verbal communication skill used ○ List 1 non-verbal communication skill used. • Interviewee 	

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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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Clarity & Mechanics	Long, unorganized content that may contain multiple	Communicates in manner with some 3-4 errors clarity,	Contributes valuable information with minor 1-2 clarity, spelling,	Contributes to with clear, concise formatted in an easy-to-read style that is 0	

	errors or may be inappropriate. More than 5 clarity, spelling, grammatical, or mechanics errors.	spelling, grammatical, or mechanics errors.	grammatical, or mechanics errors.	grammatical or spelling 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?

Criteria	Unacceptable 0 Points	Acceptable 5 Point	Good 7 Points	Excellent 10 Points	Points
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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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3. In what way is a student building their nursing skills by interviewing patients including older adults?

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

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

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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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