

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 	

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| <ul style="list-style-type: none">• Domain IX: Professionalism• Domain 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.
- All assignments must be completed in Microsoft Word.
- PDF and other formats will not be accepted.
- Follow Grammarly settings per the syllabus for clarity and mechanics.
- Review syllabus for late work policy.

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

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 was your favorite TV show growing up?	<ul style="list-style-type: none"> • Verbal: Active listening • Non-verbal: I used gestures 	<ul style="list-style-type: none"> • Verbal: She had a good tone of voice. • Non-verbal: She had an open posture. 	<ul style="list-style-type: none"> • She raved on about her favorite tv show growing up and that she also still watches it to this day. She had a good tone of voice when answering this question.
2. What life advice would you pass on to future generations?	<ul style="list-style-type: none"> • Verbal: I asked for clarification when she was telling me her answer to the question. • Non-verbal: I had an open posture 	<ul style="list-style-type: none"> • Verbal: She used active listening. • Non-verbal: She used silence to think about her answer to the question. 	<ul style="list-style-type: none"> • She had to think about this question before answering it. When I asked for clarification as to why she chose this person, she used active listening to reinstate what she just had said.

3. Who has influenced you the most?	<ul style="list-style-type: none"> • Verbal: I asked a clear and concise question. • Non-verbal: I used silence 	<ul style="list-style-type: none"> • Verbal: She gave credit to others. • Non-verbal: she used eye contact with me. 	<ul style="list-style-type: none"> • I noticed she gave credit to the people who also inspired her, and she was maintaining eye contact with me.
4. What was your career like? And what did you do?	<ul style="list-style-type: none"> • Verbal: I asked an open-ended question. • Non-verbal: Eye contact 	<ul style="list-style-type: none"> • Verbal: She used humor with me. • Non-verbal: She sat close to me. 	<ul style="list-style-type: none"> • My grandma was making jokes about her career and what she did. She also was in close proxemics with me. She enjoyed answering this question.
5. What do you remember about the place you grew up at?	<ul style="list-style-type: none"> • Verbal: I used humor to engage with my grandma. • Non-verbal: Facial expressions 	<ul style="list-style-type: none"> • Verbal: She asked me to clarify the question. • Non-verbal: Gestures 	<ul style="list-style-type: none"> • She was a little hesitant to answer this question at first but once she opened up she didn't stop talking about it.

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 the rubric for full guidelines.

1. What are the major take-home lessons after interviewing an older adult?
 - a) After interviewing this student nurse's grandmother, this student nurse learned more about life in the 1950s. This student nurse gained a lot of insight into how her grandmother was raised, her career, and who influenced her. The student nurse noticed that it helped her grandmother open up and think about her childhood memories and share those memories with her granddaughter. This interview was helpful to the student nurse because the student nurse was able to practice therapeutic

communication and recognize verbal and non-verbal communication skills. This student nurse learned how rewarding it is to grow up with a tight-knit close family and to be grateful for what they have, as life was a little bit harder to live back in the day.

2. How can a nurse adapt their practice to be more responsive to the unique needs of an older adult client?
 - b) Nurses should remain judgmental and biased free when caring for an older individual. Nurses should respect and recognize that older adults come from different backgrounds and are not up to date with certain lifestyles and practices in this century. Nurses should also speak to the older individual like an adult and help promote independence.
3. In what way is a student building their nursing skills by interviewing patients including older adults?
 - c) By interviewing older adults, students gain more insight into their tone of voice, body posture, facial expressions, and maintaining a biased-free attitude when communicating with an older individual. Students can practice more therapeutic communication skills with the individual and ensure they use good verbal communication skills when discussing with the older individual. Students also gain more insight into the customs, beliefs, and traditions that an older individual may have that are not practiced in today's era.
4. Reflect on one question and expand on how the communication could improve.
 - d) When this student nurse asked, “ What do you remember about the place you grew up at?” this student nurse should have asked more detailed questions about specific things that her grandmother grew up around. This student nurse should have used more active listening and better body posture instead of getting up and walking around. This student nurse should have allowed more time for her grandmother to answer the question, and this student nurse should have joked a little less with her grandmother.

STUDENT NAME ____ Jayda Davis _____

Total Points: _____/230

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"> ○ List 1 verbal communication skill used ○ List 1 non-verbal 	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 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 	

	<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 • 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> 	<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 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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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.	

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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. 	<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 	<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 	<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 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. 	<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 used. 	

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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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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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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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