

Dakota Clayton

324 - Therapeutic Communication Gerontology Assignment

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)	

- 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.
- 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 do you remember about the place you grew up? Do they still live there, or have they visited? If so, how has it changed?	<ul style="list-style-type: none"> Verbal: Speaking with confidence Nonverbal: Eye-contact 	<ul style="list-style-type: none"> Verbal: Asking for clarification Nonverbal: Active listening 	With this first question, I wanted to open up with a general question to start the conversation. After initially asking the question(s), I realized I needed to speak up because the interviewee couldn't hear me clearly. The person I was interviewing is proud of their hometown, so I wanted to give them to opportunity to talk about it. I am glad I did, as it was very interesting to hear the pride in their voice and to open up the interview on a good note. After the first question, I felt confident that the interview would go well.
2. Which invention from your lifetime that amazed you? What was life like before?	<ul style="list-style-type: none"> Verbal: Understanding and engaging audience Nonverbal: Body language 	<ul style="list-style-type: none"> Verbal: Use of humor Nonverbal: Gestures 	Now that the interviewee had been put at ease after the first question, they took this question as an opportunity to joke around a little bit. Their answer to the question was "color television" which they followed by saying, "yes, I'm that old!" This use of humor opened the conversation up more, and gave me a sense of friendship with the interviewee.
3. What was your first job? How about your favorite?	<ul style="list-style-type: none"> Verbal: Using clear and concise language 	<ul style="list-style-type: none"> Verbal: Understanding and engaging audience 	I used these two questions to start specific and work more broadly. I felt like the conversation was going very well at this point, and I wanted to give the interviewee an opportunity to discuss their occupation(s) freely. They

	<ul style="list-style-type: none"> • Nonverbal: Use of proximity 	<ul style="list-style-type: none"> • Nonverbal: Eye-contact 	held multiple jobs in their lifetime, so it was an interesting topic.
4. What are the most important lessons you have learned in your life? Do you have any stories from this lesson?	<ul style="list-style-type: none"> • Verbal: Understanding and engaging audience • Nonverbal: Active listening 	<ul style="list-style-type: none"> • Verbal: Speaking with confidence • Nonverbal: Body language 	With this question, the interviewee had an opportunity to reflect on their vast life experience. I put this question toward the end so we had built a rapport with each other, and the interviewee gave an honest and heartfelt answer. I felt like they could have talked at length about lessons they had learned throughout their lifetime.
5. What life advice would you pass to future generations?	<ul style="list-style-type: none"> • Verbal: Using open-ended questions • Nonverbal: Facial expressions 	<ul style="list-style-type: none"> • Verbal: Responding to non-verbal cues • Nonverbal: Use of touch 	I ended the interview with this question because it is open-ended and gives the interviewee the opportunity to talk as much, or as little, as they want. The interviewee gave a short but thoughtful answer about loving one another, which I thought was a great reflection of the individual as a person.

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. My major take-home lesson was that older adults really enjoy talking to younger generations, and are more inclined than younger or middle-aged individuals to open up to someone else. I felt like using basic non-verbal cues such as eye-contact and body language early in the interview allowed the older adult to tell that I was interested in what they had to say, and provided me with thorough answers to my questions.

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

- a. A nurse can adapt their practice to be more responsive to the older adult by understanding that older adults sometimes need that “extra minute.” As a nurse, it is easy to get caught-up in tasks and not give patients as much time as we’d like, but for older adults that small amount of extra time allows them to pass knowledge and stories onto the nurse that they very much want to talk about. This was apparent in my interview with the older adult, and taking the time to talk to and listen to older adults can provide valuable insights into their life.

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

- a. In interviewing other patients and older adults, the student is building the important skill of interpersonal communication. Interpersonal communication includes all the verbal and nonverbal skills that we have learned and puts them into action. Learning how to properly and effectively communicate with all patients is an important aspect of basic nursing practice. This exercise of interviewing an older adult allowed the group of student nurses to practice these skills.

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

- a. I ended my second question with asking, “What was life like before?” which I think was slightly confusing for the individual I interviewed. I think that asking “What was life like when you were younger?” or “What was life like when you were a child?” would have been a more clear and concise way of asking the same question. If asked in a different way, the question would have likely yielded a longer, more detailed answer from the interviewee.

STUDENT NAME _____

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

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

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

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

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

	<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 	<p>Missing two aspects of the following aspects:</p> <ul style="list-style-type: none"> • Student communication <ul style="list-style-type: none"> ○ List 1 verbal communication skill used ○ List 1 non-verbal communication skill used. • Interviewee communication <ul style="list-style-type: none"> ○ List 1 verbal communication skill the patient used ○ List 1 non-verbal communication skill the interviewee used • Student thoughts & feelings related to the communication <p>Describe 1 thought or feeling related to the</p>	<ul style="list-style-type: none"> • Student communication: <ul style="list-style-type: none"> ○ List 1 verbal communication skill used ○ List 1 non-verbal communication skill used. • Interviewee communication: <ul style="list-style-type: none"> ○ List 1 verbal communication skill the patient used ○ List 1 non-verbal communication skill the interviewee used • Student thoughts & feelings related to the communication <ul style="list-style-type: none"> ● Describe 1 thought or feeling related to the communication. 	<ul style="list-style-type: none"> • Student communication: <ul style="list-style-type: none"> ○ List 1 verbal communication skill used ○ List 1 non-verbal communication skill used. • Interviewee communication: <ul style="list-style-type: none"> ○ List 1 verbal communication skill the patient used ○ List 1 non-verbal communication skill the interviewee used • Student thoughts & feelings related to the communication <ul style="list-style-type: none"> ○ Describe 1 thought or feeling related to the communication 	
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Interview Evaluation-Reflective Activity

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

Criteria	Unacceptable 0 Points	Acceptable 5 Point	Good 7 Points	Excellent 10 Points	Points
Content	Information that is off-topic, incorrect,	Repeats but does not add substantive	Information that is factually correct; lacks	Factually correct, reflective	

Contribution	or irrelevant to discussion.	information	full development of concept or thought.	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.	

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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	discussion.		concept or thought.		
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4. Reflect on one question and expand on how the communication could improve.

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