

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.
- 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: Students will go with their instructor to a healthcare facility to complete this assignment. Each student will choose/be given a client to interview. Each interview should be a minimum of 20 minutes. Students should ask a minimum of **FIVE** questions. 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 the interview process chart provided. Following the interview, students will proceed back to campus 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 Who has influenced you the most?	Open ended question Eye contact Sitting close and facing resident	Spoke with passion Eye contact	Resident seemed to have a great relationship with her mother. She misses her mother. She considered her mom her best friend. She got teary eyed talking about her but also had a smile on her face. I felt bad for making her upset but she thanked me for asking about her mom.
2 What age would you go back to and why?	Open ended question Eye contact Sitting close and facing resident	Resident was silent and thought about question before she answered. Eye contact	Resident seemed upset with herself when she answered her question. She wanted to go back to being 24 and do things over. She stated she definitely wouldn't have gotten married so young and for the wrong reason. I identified with her when reflecting on my life choices.
3 What do you remember about the place you grew up.	Open ended question Eye contact Sitting close and facing resident	Spoke with passion Eye contact	Resident talked about growing up in "German Town" which is a part of Danville. She remembers how well kept yards were and how everyone knew everyone. I reminisced with her about this because I too grew up in a town where everyone knows everyone and it was a very close knit community. She was upset at how things have "gone to hell" now a days and no one has respect for things or other people's stuff.

4 Favorite movie when younger	Open ended question Eye contact Sitting close and facing resident	Resident was silent and thought about question before she answered. Then asked me the same open ended question. Eye contact	Resident didn't really have a favorite movie but said she would go with Grease and Cinderella. She liked all kinds of movies and "it is hard to pick just one". I told her mine was Pure Country with George Strait and her eyes light up a little and stated she had forgot about that one.
5 What was your favorite job	Open ended question Eye contact Sitting close and facing resident	Resident was silent and thought about question before she answered. Eye contact	Resident told me about how she has always enjoyed working with kids since she was never able to have any. Her favorite job was when she worked at a day care called Raggedy Anne and Andy back when she was 17. She moved on to helping at Mead Park School where she just retired from. It was nice to see her face light up when she spoke of her work.

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?
I have worked in long term care for over 20 years and have always loved sitting and talking with the residents about life and getting advice from them. I feel like they are forgotten about because of their age and where they live. Older adults are our living history and even though they don't get around like they used to, for the most part, their minds are just as sharp and active as ours. They feel how we feel. They have a voice that should be heard.
2. How can a nurse adapt their practice to be more responsive to the unique needs of an older adult client?
Giving them time and patience they need to work through things. Don't rush them instead SEE them and converse with them like they would any other adult they interact with. Sometimes just sitting and listening is all they need.
3. In what way is a student building their nursing skills by interviewing patients including older adults?

We are getting the first hand knowledge from the person on how they think and feel. We are learning to listen and to respond appropriately to the conversation with them. We are learning to listen to hear and not just listen to respond.

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

The question about the favorite movie was a bit dull. She wasn't that interested in that conversation. She was also anxious about going to therapy to be fitted for a prosthetic leg. At this point it would have been better to come back and finished the questions after she had her therapy and wasn't so anxious about the upcoming event she was about to do.

STUDENT NAME _____ Jessica Warren _____

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 communication: <ul style="list-style-type: none"> ○ List 1 verbal communication skill the patient used ○ List 1 non-verbal communication skill the interviewee 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 communication <ul style="list-style-type: none"> ○ List 1 verbal communication skill the patient 	<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 	<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 & 	

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