

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 • Domain IX: Professionalism 	

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| <ul style="list-style-type: none">• Doman 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 What are the most rewarding things about getting older?	<ul style="list-style-type: none"> - I spoke clear and concise. - I maintained eye contact. 	Frank said he has gained better knowledge and has brought GOD into his life. He said he also enjoys growing older with his friends and being able to just enjoy people throughout life. He smiled a lot and displayed happiness (facial expressions).	It was heartwarming to hear his answer and see him light up. His verbal and non-verbal communication possessed a beautiful energy.
2 What are the most important lessons you have learned in your life?	<ul style="list-style-type: none"> - I practiced active listening. - I utilized smiling as a form of body language with expressions. 	He said in May 2022, he was faced with the choice to get his right leg amputated. He said that if he had God in his life, he would've just focused on getting healthy, and healing it on his own. But that instead he let the devil win and decided to get it removed. He is determined to walk again, despite the odds.	I was not expecting such a deep answer, but I am glad I got it. However, I did empathize with him because his demeanor completely changed. He did not make much eye contact with me.

		<p>He did not make much eye contact when giving this answer. He stared down and only looked at me when he was finished.</p>	
<p>3 Who has influenced you the most?</p>	<ul style="list-style-type: none"> - I followed up with an open-ended question to get him to elaborate more on his answer. - I maintained eye contact. 	<p>His minister: he told him to not fear things and to get outside and enjoy life. He also said his roommate Mitch has been an encouraging factor in his life too.</p> <p>He made eye contact and smiled at his roommate when he mentioned him.</p>	<p>It was nice to see his energy spark back up and involve his roommate. Mitch and Frank were both smiling at each other when he brought his name up. Sometimes the non-verbal cues say more than the verbal.</p>
<p>4 If you could go back to any age, what would it be?</p>	<ul style="list-style-type: none"> - His answer took me by surprise, so I followed it with humor. - I utilized touch as a nonverbal skill by giving him a high five. 	<p>He would go back to his teen years. He said he would decide not to smoke weed and get involved in "bad behavior" with friends.</p> <p>He laughed a lot and sat direct in his chair.</p>	<p>Once again, Frank took me by surprise with his answer (in a good way). I loved that he could be transparent and candid with me in such a short amount of time. He told me the interview brightened up his day and I appreciate that he didn't hesitate to verbalize that.</p>
<p>5 Which invention from your lifetime has amazed you?</p>	<ul style="list-style-type: none"> - I continued to practice active listening. - Maintaining eye contact while writing down his answers. 	<p>He said the lawn mower amazed him. He said that it made him excited to be outside and cut grass.</p>	<p>This was such a delightful answer just because it wasn't expected. I assumed it was going to be the internet or cell phones and it wasn't. Frank really took the time to think about his answer. Frank was very thoughtful in his responses and could articulate himself clearly.</p>

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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 think the biggest take-home lesson is to never judge a book by its cover. You never know someone's story and I am honored I got to hear Franks'. Although he is an amputee, he is determined to one day walk again and has refers to his God driven faith constantly. Prior to visiting the facility, I was a little nervous about how it would go. As soon as I saw Frank and they asked who would like to go with him, I volunteered. It was just something about him and I wanted to have the privilege to get to know him. I genuinely had a wonderful time there.

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 by learning a new level of patience. What I mean by that is, I feel like caring for older adults requires a different kind than what you would have for a younger adult. A younger person may respond quicker to things vs an older adult who may need more time to think or articulate their sentence. It's important to give them that grace and respect.

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

As I stated in the previous question, I think it's vital to be more patient with them. A student can build on their skills with that because they're expanding on their communication skills. Interviewing them also allows you to look at life from their point of view within that moment. It may give insight as to why they are the way they are or how they developed certain medical conditions (if they have any). Interviewing them also can make a student more comfortable with caring for the older population.

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

I would choose the first two questions to reflect on. Simply because it was more interview style instead of feeling like a conversational piece. At first, he would answer and that would be it. I decided to ask the questions in a different way that made it feel more natural and that allowed him to expand more on his answers. He even lightened up and started adding humor to it.

STUDENT NAME _____

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 	<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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