

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-](https://qsen.org/nursing-students-using-interpreter-tools-to-foster-therapeutic-communication-with-non-english-speaking-patients-in-varied-care-settings/)

[tools-to-foster-therapeutic-communication-with-non-english-speaking-patients-in-varied-care-settings/](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-](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)
[domains/individualized-aging/examining-risks-and-benefits-to-enhance-quality-of-life](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 was your first job? What other jobs did you have in the past?	Verbal communication: Student spoke with clarity. Non-verbal communication: Student nodded her head but did not interrupt the patient.	Verbal communication: The patient responded in soft voice that he worked as a mechanical engineer all his life. Non-verbal communication: Patient was making an eye contact with the student, while responding to the question.	Student was thinking that her patient likes constancy in life and does not like changes. He had all his life the same job in the same place.
2. Who has influenced you the most?	Verbal communication: Student asked open ended question and later approved verbally the answer. Non-verbal communication: Student was showing approval by nodding the head and maintaining the eye	Patient was thinking for few seconds before answering that he was influenced by his parents as a child, by the college education where he graduated and by the Navy where he spent few years. His voice was strong. Non-verbal communication was eye contact.	Patient answered this question with so much clarity. It was surprising how fast he determined the three most important influences in his life.

	contact.		
3What are the most rewarding things about getting older?	Verbal communication: Student asked open ended question. Non-verbal communication: Maintaining eye contact and smiling with anticipation to hear the answer.	Verbal communication: Patient responded that his reward is respect from other people because of his age. “People respect you when you are older.” He nodded his head to confirm his statement.	It is really pleasant when you feel respected by younger people or by anyone else. Unfortunately, there is less and less respect among people today.
4What life advice would you pass to future generations?	Verbal communication: Beside asking the question the student made some supportive statements like “Yes. I agree with you”. Non-verbal communication: Listening actively, focusing and observing patient’s mood and response. Student used body language in approval.	Verbal communication: Patient stated, in calm voice, that he always followed Cristian principles in his life. He worked hard in his life and never expected to get anything the easy way. He was constant in many things. Non verbal communication was his facial expression that seemed very honest. Eye contact.	This is an amazing person. So honest. So humble.
5Which invention from your lifetime that amazed you? What was life like before?	Verbal communication: Student used open ended question in order to create conversation? Non-verbal communication: Student was focused and was	Verbal response: Patient said what amazed him the most is the size of modern machines used in farming. When he was young he lived on the farm and	This made me think how fast everything is changing. When I was in high school, we did not have computers. Today computers are everywhere.

	listening the response.	the biggest machine was a tractor at that time. Nonverbal: was body language that supported his explanation.	
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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?
The major lesson is how much we can learn about life from people older than us. They have stories to tell.
2. How can a nurse adapt their practice to be more responsive to the unique needs of an older adult client?
A nurse should always find little time to communicate with older people without rush, and make them trust her. That way older people will open themselves and tell her what they need, want or wish. And from that point everything is easy.
3. In what way is a student building their nursing skills by interviewing patients including older adults?
A student can learn by interviewing many patients. It takes practice. Each time it gets easier.
4. Reflect on one question and expand on how the communication could improve.
I asked the patient a question about his favorite period in life. He responded it was the time when he just retired and had time to travel with his wife around the country. Those were the most cherished moments and memories in his life. He became very emotional at that point. His voice was trembling. At that moment I realized that his wife is not living any more. She passed away just three weeks before this interview. She died in the same room where we were talking. We should learn something in advance about the people we will be interviewing.

STUDENT NAME _____Lillian Ijubojevic_____

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 	<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>	<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 	<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 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 Describe 1 thought or feeling related to the communication 	<p>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 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 	
Content	Information that is off-topic, incorrect, or irrelevant to	Repeats but does not add substantive information	Information that is factually correct; lacks full	Factually correct, reflective and substantive contribution.	

Contribution	discussion.		development of concept or thought.		
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: 	<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 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: 	

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Question three	<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 	<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 	<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. 	<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: 	

	<p>communication skill the patient used</p> <ul style="list-style-type: none"> ○ 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>on 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 <p>Describe 1 thought or feeling related to the communication</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"> ○ List 1 verbal communication skill the patient used ○ 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 	
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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-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 	<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 	

	<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 	<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 <ul style="list-style-type: none"> ● Student thoughts & feelings related to the communication <p>Describe 1 thought or feeling related to the communication</p>	<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 <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>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 	
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Question five	<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 	<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 	<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. 	<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: 	

	<p>communication skill the patient used</p> <ul style="list-style-type: none"> ○ 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>on 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 <p>Describe 1 thought or feeling related to the communication</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"> ○ List 1 verbal communication skill the patient used ○ 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 	
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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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	inappropriate. More than 5 clarity, spelling, grammatical, or mechanics errors.	grammatical, or mechanics errors.	mechanics errors.	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?

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	grammatical, or 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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	More than 5 clarity, spelling, grammatical, or mechanics errors.	mechanics errors.			
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4. Reflect on one question and expand on how the communication could improve.

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	clarity, spelling, grammatical, or mechanics errors.				
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