

## Therapeutic Communication Gerontology Assignment

Learning Objectives and Outcomes	
QSEN	
Area	Objective
Knowledge	<ul style="list-style-type: none"> <li>• Integrate understanding of multiple dimensions of patient centered care:               <ul style="list-style-type: none"> <li>○ patient/family/community preferences, values</li> <li>○ information, communication, and education</li> </ul> </li> </ul>
Skills	<ul style="list-style-type: none"> <li>• Communicate patient values, preferences and expressed needs to other members of health care team</li> <li>• Provide patient-centered care with sensitivity and respect for the diversity of human experience</li> <li>• Recognize the boundaries of therapeutic relationships</li> <li>• Assess own level of communication skill in encounters with patients and families</li> <li>• Respect and encourage individual expression of patient values, preferences and expressed needs</li> </ul>
Attitudes	<ul style="list-style-type: none"> <li>• Value active partnership with patients or designated surrogates in planning, implementation, and evaluation of care</li> <li>• Respect patient preferences for degree of active engagement in care process</li> <li>• Value continuous improvement of own communication and conflict resolution skills.</li> </ul>
Course Student Learning Outcomes (CSLOs)	
<ul style="list-style-type: none"> <li>• CSLO #1, 2, and 4</li> </ul>	
Baccalaureate Essential's	
<ul style="list-style-type: none"> <li>• Domain I: Knowledge for Nursing Practice</li> <li>• Domain II: Person-Center Care</li> <li>• Domain IX: Professionalism</li> </ul>	

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| <ul style="list-style-type: none"><li>• Doman X: Personal, Professional, and Leadership Development</li></ul> |
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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.

## **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**

<b>Question and Question Number:</b> <ul style="list-style-type: none"> <li>• List the question you asked below</li> </ul>	<b>Student communication:</b> <ul style="list-style-type: none"> <li>• List 1 verbal communication skill used</li> <li>• List 1 non-verbal communication skill used.</li> </ul>	<b>Interviewee communication:</b> <ul style="list-style-type: none"> <li>• List 1 verbal communication skill the patient used</li> <li>• List 1 non-verbal communication skill the interviewee used</li> </ul>	<b>Student thoughts &amp; feelings related to the communication</b> <ul style="list-style-type: none"> <li>• Describe 1 thought or feeling related to the communication</li> </ul>
What are the most rewarding things about getting older? Is it a lifetime of knowledge?	-I did my interview in Spanish because that is the primary language I use when speaking to my family. For this question I had troubles translating “rewarding” into Spanish, so I	- I would say my uncle also used clarifying verbal communication because he expressed that he didn’t understand the question and what I was asking. - There was a look of confusion	I did find this question hard to ask because of the slight language barrier. I would consider my uncle and I both bilingual but there’s sometimes just certain words that are hard to translate into Spanish because they wouldn’t have the same meaning as they would in English. My uncle is familiar with the word “rewarding” but directly translated into Spanish

	<p>had to use clarifying language to try to get the most accurate translation for this question.</p> <p>-For this question I used a lot of hand gestures and body movement so my uncle could get the point across that I was trying to come up with a good translation for “rewarding” and that I was actively thinking.</p>	<p>on my uncle’s face when I asked the question in Spanish but didn’t translate “rewarding” because I was unsure on what would be the most accurate interpretation. There was also a pause after I asked the question because he didn’t understand it.</p>	<p>it would not make sense in this type of question.</p>
<p>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?</p>	<p>- For this question I would say I asked it in a close ended type of way. I just asked it very directly and made it seem like I was just waiting to hear an age from him and nothing else. Because of the way I initially asked it, I had to prompt my uncle to give me a more detailed answer and reasoning.</p> <p>- I made a lot of eye contact during this question because I wanted him to feel like I was actively listening and that I cared about what his response is.</p>	<p>-He was very concise and straightforward with his answer.</p> <p>- He laughed at this question when I asked him if he would pick to stay at his current age or go back in time to the age he wanted to. He found it silly that I would even think to ask such an obvious question.</p>	<p>Because of his laugh and belittling of the question, I was taken aback and not sure what to do. I wasn’t really expecting the interview with my uncle to go this way and I thought he would be more open and detailed when giving his answers.</p>
<p>What do you</p>	<p>- When I asked this question, I</p>	<p>- For his response he was very</p>	<p>Based on his body language I believe that this was a hard</p>

<p>remember about the place you grew up? Do they still live there, or have they visited? If so, how has it changed?</p>	<p>allowed for a pause afterwards because I wanted my uncle to gather all his thoughts and give me a detailed response. - For this question I made eye contact and moved in closer to my uncle. He grew up in a very small town in Mexico that I haven't been able to visit yet, so I was very interested in what he would have to say.</p>	<p>short and blunt, and he didn't give many details unless I asked for them. - When I asked this question, my uncle leaned back in his chair and sighed before he gave me his answer.</p>	<p>question for my uncle to answer. It has been a while since my uncle has been able to go back to Mexico because of health-related issues and I think that the question made him think of that. After he responded I tried to move on quickly from the question.</p>
<p>What life advice would you pass to future generations?</p>	<p>- For this question I asked in a very direct and serious tone because I felt like it would make it straight to the point. - For this question I leaned back into my chair because I asked this closer to the end of the interview. I felt like everything was more relaxed and that we were more comfortable.</p>	<p>-Similarly to how he answered other questions, he answered this one very bluntly and without much detail. - At this point when he asked this question I noticed that he was looking around the room a lot and not really engaged with what we were doing.</p>	<p>Based on my uncle looking around the room while I was asking the question I decided it would be best to just take his short and blunt answers and then move on quickly from the questions.</p>
<p>What are the most important lessons you have learned in your life? Ask to hear the stories behind those</p>	<p>-For this question I expressed it as an opened ended question because I expected an intricate and thoughtful response from him since I knew he has lived through a lot.</p>	<p>-I think my uncle sent feedback on this question. As a whole he stated that he found the interview pretty silly and that these were "dumb questions". - Even though my uncle</p>	<p>At this point of the interview, I was feeling a bit frustrated and annoyed with the communication I was having with my uncle. He was very closed off and didn't give good answers unless I clarified a lot or asked him to expand on his response.</p>

lessons.	- My uncle had a funny response to this question he answered by replying "I have learned no lessons since I still constantly make mistakes." This response made me laugh because I was expecting a serious answer from him.	answered this question as a joke and not seriously, I did notice that he frowned before he answered.	
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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?
  - a. I think the biggest take home lesson after interviewing my uncle is that you never know what to expect from an older adult. I have a pretty good and open relationship with my uncle, so I was expecting this interview to go way differently. I was expecting long and detailed answers to a lot of these questions but instead my uncle expressed that they were silly and that he didn't see the point of this interview.
  
2. How can a nurse adapt their practice to be more responsive to the unique needs of an older adult client?
  - a. I think the best way a nurse can become responsive to the needs of an older adult is to be more open minded and have fewer expectations in a way. You never know what the older adult client may need or in what type of mood they might be in. It's important for the nurse to be able to think quickly and respond in a way that will be adequate for the client.
  
3. In what way is a student building their nursing skills by interviewing patients including older adults?
  - a. I think interviewing is very effective in building nursing skills because it lets the nurse get a good understanding of the older adult. Interviewing builds trust and lets the nurse and client get to know each other's communications styles or hints of the client's personality. A simple interview can reveal a lot about the client without them even being aware of it.

4. Reflect on one question and expand on how the communication could improve.
  - a. When I asked my uncle what the most important life lesson he has learned was and he then afterwards stated that these questions were silly, I should have asked him to expand on why he thought that. I could have learned why he was being so blunt and short while answering questions and I could have understood him better. Instead, I became a little offended at the statement and it changed the mood of the interview for the rest of the questions.

