

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 	

- 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.
- 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., Zakerimoghdam, 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 where you grew up? Do they still live there, or have they visited? If so, how has it changed?
7. Which invention from your lifetime 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? How about your favorite?	<p>Verbal: I began the face-to-face interview with a very inviting tone of voice, showing my interviewee that I was excited about the opportunity to begin the interview process.</p> <p>Non-verbal: I smiled and hugged them, then proceeded to sit in a relaxed posture to make them feel comfortable in sharing information with me.</p>	<p>Verbal: She also had an inviting tone of voice in response to my greeting and the first question to begin the interview process.</p> <p>Nom-verbal: She smiled big and had a happy expression on her face when going into detail about her time taking care of the elderly lady, in addition to her experience working as the activity director at the Alzheimer's unit.</p>	<p>After finding that her first job at age 17 was taking care of an elderly lady at her home and that her favorite was working as an activity director in an Alzheimer's unit, I felt that they truly cared about giving back to the older adult. She said she would provide company, cook, run errands, and was taught a lot of valuable life lessons from the elderly lady she took care of. In her job as the activity director, she would help them read and play trivia that would help bring back memories from their pasts. I greatly admired her dedication to giving back to the older adults of her time and seeing the responsibility we have as young adults to give them the care they need as they approach their end stages of life.</p>
2. Who has influenced you the most?	<p>Verbal: I kept clarity/brevity when keeping the question simple and short.</p>	<p>Verbal: After receiving my question, she sat in silence for a moment then began talking at a nice, relaxed pace. I could tell</p>	<p>She mentioned her grandmother being the person who had influenced her the most growing up. Her grandmother was a charge nurse for 42 years, telling her many different stories about her career in nursing. Not to mention she did this while</p>

	<p>Non-verbal: I kept good eye contact when delivering the question as well as while actively listening to her response.</p>	<p>she was not trying to rush her response, giving her time to think of the many things she learned from her grandmother.</p> <p>Non-verbal: She kept a relaxed posture as she explained how much her grandmother meant to her. At the end of responding a smile remained on her face as I could tell how happy she was reminiscing on their time together during her childhood.</p>	<p>helping raise 5 kids and several grandkids. Being a Christian, her grandmother helped grow her religion, in addition to teaching her how to sing and many cooking recipes. I believe we can learn a lot from our grandparents, and I too can relate to the fact that I learned a lot of outdoors and building skills from my grandpa. I could tell she cared a great deal for her grandmother by how she talked about her.</p>
<p>3. If you could go back to any age, what would it be? Would you stay at the age they are now or go back? How far back?</p>	<p>Verbal: I maintained a serious but playful tone of voice when asking this question. I knew that this could be fun to think about and answer in addition to being serious.</p> <p>Non-verbal: I maintained eye contact in addition to sort of smirking in my facial expression for I knew she would provide a creative response thinking back in time.</p>	<p>Verbal: She actively listened to me when receiving the question. Once talking, she projected her voice and began excitedly talking about her senior year of high school.</p> <p>Non-verbal: She began talking a lot with her hands, becoming very expressive with the activities she participated in while in school.</p>	<p>She said if she could go back to any age, it would be 17 because that was the changing point in her life when she first began to mature and think about her future. She was a senior in high school cheerleading, playing in a band, editing the school paper, and hanging out with friends. She talked about how she would go back if she could so that she would have focused on getting into nursing school at the time rather than getting married at a young age and working right out of school. Reflecting on her response, I thought she made a good point on the importance of setting up your career at that age. Many students get caught up in life and think it's not important to look at their future careers. However, if you can work hard and focus on your dreams at a young age, you'll be rewarded in the future.</p>
<p>4. What are the most important lessons you have learned in your</p>	<p>Verbal: During her response, I actively listened, providing silence and pauses before responding to allow her time to</p>	<p>Verbal: Her voice became softer and calm, and she talked at a slower pace. I could hear a sort of sadness in her voice when</p>	<p>During this question, I could feel her getting emotional when talking about her personal story and the obstacles she has had to overcome in her lifetime. She explained how one of the most important lessons she learned in life was to never take</p>

<p>life? Ask to hear the stories behind those lessons</p>	<p>tell me her story.</p> <p>Non-verbal: My posture changed from relaxed to more at the edge of my seat, as I became very attentive to what she was saying about the struggles and life lessons she has learned.</p>	<p>explaining her unexpected challenge of having a stroke at a young age.</p> <p>Non-verbal: She changed to a more closed sitting position, and her eyes became a little watery with tears. She did not maintain as much eye contact as previously.</p>	<p>what you have for granted. She suffered from a stroke at the very young age of 36, and ever since then has not been able to function at the level she should, limiting her from doing. Because of her stroke she can't sing like she used to, as well as use her right arm as much because she has a loss of feeling in her right side.</p>
<p>5. What are the most rewarding things about getting older? Is it a lifetime of knowledge?</p>	<p>Verbal: I ended the interview with this question by lightening the mood. I thanked her for sharing her previous response, and used a comforting tone to ask her what was rewarding about growing old.</p> <p>Non-verbal: With a smile on my face, I used my hands and posture while talking to demonstrate a welcoming setting in the conclusion of this interview.</p>	<p>Verbal: She listened and collected herself from her previous response, then changed her tone of voice and expressed the greatest reward of getting older.</p> <p>Non-verbal: She wiped a tear and put up a big smile on her face.</p>	<p>She stated the most rewarding thing about getting older is enjoying her kids and grandkid's accomplishments in life. Getting to see them fall in love, pursue their careers, but more importantly to also enjoy traveling with her husband and having the house to just themselves again. I loved her take on this and being that I have no kids currently it opened my eyes to just how rewarding that day will be.</p>

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?
 - Some of the major take-home lessons I learned after interviewing an older adult are to never take things in life for granted, to stay determined and pursue your goals, and to look forward to the time when you get to see the people you love around you succeed too. In her situation, life throws unexpected obstacles in your path at times, but it is important to always look forward and keep your head up because anything is possible when you surround yourself with the right people and work hard at what you want.
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 to be more responsive to the needs of an older adult by understanding what it is that unique individual wants or needs. There is no standard method of care that works with every patient, and that is where nurses must be adaptable to the given situation to make sure they are happy with the care they are receiving. This may include specific needs such as food preferences, comfort measures, having their hair or nails done, or simple daily routines.
3. In what way is a student building their nursing skills by interviewing patients including older adults?
 - A student is building their nursing skills by interviewing older adults, by improving their communication skills. This improves their bedside manners, which is a skill many nurses and doctors may struggle with at times. This may include their posture, eye contact, active listening, knowing when and when not to speak, and their ability to maintain a conversation and get to know the patient for whom they are providing care.
4. Reflect on one question and expand on how communication could improve.
 - During the question when I asked her the most important lesson she has learned in life, I actively listened but at times our eye contact was not maintained. In moments when she was tearing up, I became slightly uncomfortable, mainly because I could not directly relate to the horrible event that had happened to her. I could have possibly improved this by leaning towards her and putting a hand on her shoulder. I could tell she felt very strongly and was speaking from the heart, and at that time may have needed just a simple touch to calm her down. I do feel my silence and attentive listening though was important in the moment, and once she regained herself, we once again maintained consistent eye contact and gestures.

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: 	<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 	

	<ul style="list-style-type: none"> o List 1 verbal communication skill the patient used o 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"> o Describe 1 thought or feeling related to the communication 	<p>verbal communication skill used.</p> <ul style="list-style-type: none"> • Interviewee communication <ul style="list-style-type: none"> o List 1 verbal communication skill the patient used o 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>skill used.</p> <ul style="list-style-type: none"> • Interviewee communication: <ul style="list-style-type: none"> o List 1 verbal communication skill the patient used o 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"> o List 1 verbal communication skill the patient used o 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"> o 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	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	Contributes to with clear, concise formatted in an easy-to-read style that is 0 grammatical or spelling errors.	

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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 	<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 	<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 	<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 	

	<p>interviewee used</p> <ul style="list-style-type: none"> • Student thoughts & feelings related to the communication ○ Describe 1 thought or feeling related to the communication 	<p>on skill the patient used</p> <ul style="list-style-type: none"> ○ 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>	<p>used</p> <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>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 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 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 	

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<p>Question five</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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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 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.	

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

Criteria	Unacceptable 0 Points	Acceptable 5 Point	Good 7 Points	Excellent 10 Points	Points

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.	
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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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