

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: 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

<p>Question and Question Number:</p> <ul style="list-style-type: none"> • List the question you asked below 	<p>Student communication:</p> <ul style="list-style-type: none"> • List 1 verbal communication skill used • List 1 non-verbal communication skill used. 	<p>Interviewee 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 	<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>1.) What are the most rewarding things about getting older? Is it a lifetime of knowledge?</p>	<ul style="list-style-type: none"> • Verbal: I spoke clearly and got to the point of my questions. • Non-verbal: I made sure that I made strong eye contact and made sure to nod my head a lot. 	<ul style="list-style-type: none"> • Verbal: He spoke clearly as well. • Non-verbal: He also made strong eye contact, which is funny because he was pretty much blind. 	<ul style="list-style-type: none"> • I was very happy with his response to this question. He said that he appreciates his wisdom that he developed as he got older. He also said that we never stop learning, which is so very true.
<p>2.) What are the most important lessons you have learned in</p>	<ul style="list-style-type: none"> • Verbal: I made sure to ask for clarification when he spoke because sometimes, he did 	<ul style="list-style-type: none"> • Verbal: He spoke clearly. • Non-verbal: He did look away to his left every once in a 	<ul style="list-style-type: none"> • I felt almost empowered when he said, "Do not sweat the small stuff!" I tend to get in my head sometimes so hearing him say this made me feel empowered to make sure that I continue to not get

<p>your life?</p>	<p>jump around a little bit.</p> <ul style="list-style-type: none"> • Non-verbal: I did make sure to smile a lot and laugh when he said something positive or funny. 	<p>while.</p>	<p>stumbled by the little things in life.</p>
<p>3.) Who has influenced you the most?</p>	<ul style="list-style-type: none"> • Verbal: I laughed a little when he said his grandfather because my grandfather too has influenced me a lot. • Nonverbal: I did nod a lot when he talked about his grandpa because I related to him a lot. 	<ul style="list-style-type: none"> • Verbal: His voice got more excited when he talked about his grandpa. • Non-verbal: He did cross his hands a lot when talking. 	<ul style="list-style-type: none"> • I felt warm and cozy inside when he mentioned his grandpa because I feel the same way too! I love my grandpa so much. He and I are very similar- onery, funny, and smart. He said his grandpa taught him how to be a man.
<p>4.) What life advice would you pass to future generations?</p>	<ul style="list-style-type: none"> • Verbal: I did laugh a lot when he said his life advice. • Non-verbal: I nodded and made sure to write these reasons down. 	<ul style="list-style-type: none"> • Verbal: He made eye contact with me. • Non-verbal: He pointed when he said his life advice. 	<ul style="list-style-type: none"> • I thought it was funny. His life advice was make sure to learn to drive stick shift, balance a checkbook, and know how to change a tire. This made me chuckle because of everything he could have said, he said that. I do know how to balance a checkbook and semi-know how to change a tire. However, I have zero clue how to

			drive stick.
9.) What was your first job? How about your favorite?	<ul style="list-style-type: none"> • Verbal: My pitch was higher on this question because he said jobs that were kind of shocking. • Non-verbal: My posture was very tall. I made sure to sit up and not slouch. 	<ul style="list-style-type: none"> • Verbal: He got excited when he talked about this. • Non-verbal: He pointed a lot when he talked about this too. 	<ul style="list-style-type: none"> • I felt surprised when he said that his first job was that he pumped gas for others at the gas station. We do not see these types of jobs today. I feel like every though people who did this job were doing it for money, I feel that he was still being a gentleman.

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. One thing that stuck with me is I have this idea that older people are invincible and nothing bothers them. To hear my gentleman talk about not sweating the small stuff and getting sappy when talking about his grandfather made me realize that they are still human. There is this saying I heard one time that sticks with me to this day. It's "Do not get frustrated at your parents because it is their first time living too." I love this saying so much because it is so true! This is his first time living too. He still is learning. He still is making mistakes. He still has regrets. Another lesson that I am taking home is making sure that I "stick with what I start." The gentleman really hammered that down because he did go to pharmacy school and dropped out to go on the radio. While he did enjoy his time at the radio station, he did wish he would have stuck it out at the radio station.

2. How can a nurse adapt their practice to be more responsive to the unique needs of an older adult client?
 - a. As someone ages, they have a lot of needs that come with it. They need to take more medications, move slower, and are more helpless. Their taste buds change more too, so they are pickier about the food they eat. One thing is that you need to provide more food options. Because they struggle with their daily activities, I can help them use the bathroom, help bathe them and help them brush their teeth. Their body also metabolizes drugs differently, so I need to be able to make sure that I give them the correct doses.

3. In what way is a student building their nursing skills by interviewing patients including older adults?
 - a. For me, I learned how to communicate better. With types of projects like this, it is important to let them talk more with my job being to listen. I tend to talk a lot because I get excited. I also had to be patient because sometimes his answers were too short. I wanted him to elaborate more but he did not.

4. Reflect on one question and expand on how the communication could improve.
 - a. The overall interviewing process could have improved if the TV was turned off in the Veterans room. We sat next to the TV because it was the only accessible place to be since he was in a wheelchair. However, it was so loud. Also, for me, I wish I would have come with more supplemental questions. I would ask these open-ended questions, and he would answer it but not always elaborated. If I had more supplemental questions, I maybe could have got him to talk more.