

POINTERS FOR EXAMPLE 1

Students interview an older person in a classroom (Gwen)



This document is intended for the educator to supplement the video clip as an example of OPTEACHING.

The below are some pointers on how to make the most of Learning Opportunities presented by this example of students interviewing an older person in a classroom.

Questions to encourage close observations of Gwen before the interview

There is significant information the student/learner can gather by observing Gwen. The following questions prompt them to focus their observations to gain optimal benefit from the experience.

- Did you notice that Gwen walked into the room slightly stooped with bowed legs? What could this mean and what questions might be asked about her mobility, pain etc.?
- What can be learnt from her dress, her jewellery, her hair, her ability to communicate verbally? What function does this information serve in the assessment process?
- What else might be considered? Who noticed that her hands show signs of osteoarthritis? What impact could this have on Gwen's activities of daily living, and lifestyle more generally?
- Was she making eye contact? How was she interacting with the students? Was she alert and being animated? Did she appear anxious or distressed?
- What might be the outcome if the health professional assumes rather than assesses?

Questions to maximise learning from the video

Watching the video during interview question one, there are several points for discussion:

- Should Gwen have been directed to answer the question? When should redirection happen and when can the response be left?
- Were there general issues raised by Gwen about the care of older people that could be explored later as part of students' reflections on the impact of their practice?
- What information can be gathered from the dress and body language of the student asking the question?

Watching the rest of video, there are several things to observe and discuss:

- As the interview continues, Gwen relaxes and the students move from their prepared questions and respond to Gwen. Is this appropriate? Is there a change in the 'social dynamics' when this happens?
- Other students are writing while Gwen is talking. What is the possible impact on the development of rapport if the health professional is writing while the older person is talking to them?
- What other aspects of Gwen's life are being revealed through the interview and what would be the impact on Gwen, her family and her community if Gwen's needs are not astutely assessed and addressed?

OPTEACH provides opportunities for learners

Interviewing an older person encourages the learners to consider:

- their ability to develop rapport with an older person;
- their communication skills including body language and other non-verbal communication skills;
- appropriate dress standards when interacting with older people;
- their understanding of the complexity of assessing the needs of an older person;
- their attitudes towards working with older people, and older people more generally;
- contribution an older person has made to their community and society in general;
- the value of immediate feedback from the older person about the quality/astuteness of the students' assessment and interaction.