

### 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>
1. What are the most rewarding things about getting older?	<p>One verbal communication skill used was speaking with a clear intonation so that the interviewee could fully understand the question (Videbeck, 2020).</p> <p>One non-verbal communication skill used was facial expressions to signify interest (Videbeck, 2020).</p>	<p>One verbal communication skill used by the interviewee was enthusiastic intonation (Videbeck, 2020).</p> <p>One non-verbal communication skill used by the interviewee was body language. The interviewee crossed arms, indicating a closed body position (Videbeck, 2020).</p>	<p>It was interesting to see how the interviewee acted when asked about their past. Their verbal communication sounded excited; however, their non-verbal communication indicated that they were still a bit closed off (Videbeck, 2020). Perhaps this was because the interview had just started, and the interviewee was feeling a bit nervous.</p>
2. Who has influenced you the most?	<p>One verbal communication skill used by the interviewer was speaking with encouraging intonation (Videbeck, 2020).</p> <p>One non-verbal communication skill used was using silence. The interviewee took some time to think about the question. The interviewer used the non-verbal</p>	<p>One verbal communication skill used by the interviewee was speaking with a hesitant intonation (Videbeck, 2020).</p> <p>One non-verbal communication skill the interviewee demonstrated was facial expressions (Videbeck, 2020). The interviewee's facial</p>	<p>The communication used by the interviewee indicated that they were unsure of their answer at first. They took the time to think about their response. They also internally reflected on their life to answer the question to the best of their ability. The interviewer's non-verbal communication skill of silence allowed the interviewee to reflect and think about their response.</p>

	communication technique of silence to allow the interviewee sufficient time to respond (Videbeck, 2020).	expression indicated they were profoundly thinking and contemplating their answer.	
3. What do you remember about the place you grew up?	<p>One verbal communication skill used by the interviewer was stating an open-ended question. Open-ended questions allow the interviewee to fully answer and talk about a subject as much as necessary (Videbeck, 2020).</p> <p>One non-verbal communication skill used by the interviewer was having an open and accepting body position. Sitting in front of the interviewee with legs uncrossed is considered open body language (Videbeck, 2020).</p>	<p>One verbal communication skill used by the interviewee was speaking with an excited intonation (Videbeck, 2020). This tone suggested that the interviewee was eager to speak their mind.</p> <p>One non-verbal communication skill the interviewee used had a somewhat closed body position. The interviewee had their legs crossed, indicating a defensive position (Videbeck, 2020).</p>	It was interesting to look back on this interview and notice how body language can show what the interviewee was thinking. The interviewee sounded excited about the question asked; however, her body language indicated defensiveness. Perhaps this is from being nervous about the interview. It could also be possible that an event in the past puts them in a defensive mindset.
4. What was your favorite movie when you were younger?	One verbal communication skill used by the interviewer was using restating. The interviewer	One verbal communication skill used by the interviewee was using a cheerful intonation	The communication used by the interviewee was compelling. The nonverbal communication indicated that they liked the question, and their eagerness to respond showed that they had an interest in discussing the topic. This

	<p>repeated the main idea that the interviewee was conveying to let them know that the communicated response was understood (Videbeck, 2020).</p> <p>One non-verbal communication skill used by the interviewer was using appropriate eye contact. Eye contact shows the interviewee that the interviewer is interested in the discussion (Videbeck, 2020).</p>	<p>(Videbeck, 2020). This tone suggested that the interviewee was excited and desired to share their thoughts.</p> <p>One non-verbal skill used was smiling. Smiling is considered a welcoming facial expression and conveys interest (Videbeck, 2020). The interviewee smiled when discussing the different movies and which one was a favorite.</p>	<p>interest used by the interviewer using restating the main ideas most likely influenced this eagerness. The interviewee most likely felt fully understood and that the interviewer had an interest in their response.</p>
<p>5. What was your first job?</p>	<p>One verbal communication skill utilized was verbalizing acknowledgment. This verbal communication technique can indicate to the interviewee that the interviewer is aware that what they say is of value (Videbeck, 2020).</p> <p>One non-verbal communication skill utilized by the interviewer was nodding while the interviewee replied to the question. Nodding can signify to the interviewee that the interviewer agrees with their response (Videbeck, 2020).</p>	<p>One verbal communication skill used by the interviewee was using a more hesitant intonation (Videbeck, 2020). This hesitance can indicate that the interviewee was not as confident in her answer or was unsure of what to say.</p> <p>One non-verbal communication skill used by the interviewee was using silence (Videbeck, 2020). The interviewee was silent after replying to the questions, which prompted the interviewer to reply.</p>	<p>Interestingly, the interviewee chose to be silent after stating the answer to the question asked. Previously the interviewee would chat in between questions. The interviewee was hesitant, and the silence prompted the interviewer to respond. The interviewer verbally acknowledged the response, which shows recognition (Videbeck, 2020). The nodding may have also helped the interviewee feel understood and more confident in their answer.</p>

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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?

One major lesson learned after interviewing an older adult is that there is more relationship after therapeutic communication and building rapport. Trust needed to increase from the beginning of the interview to the end. If therapeutic communication was absent, it might take longer to build on the relationship, or the relationship would diminish to a basic level. Understanding proper therapeutic communication is essential to complete a high-standard nursing interview with a patient. Another take-home lesson was that when the interviewer used a more empathetic and understanding intonation, the interviewee seemed to open up more and build on the relationship (Aldolrahimi et al., 2017).

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

Nurses must adapt their practice to be more accepting and empathetic to the needs of an older adult client. Each patient is unique and has requirements that differ from each other. That is why the nurse needs to incorporate therapeutic communication while building an interpersonal relationship. The benefits of using therapeutic communication can help nurses to understand the extent of the client's health and medical needs and improve how the nurse responds to these needs. These patient-nurse relationships can grow significantly when the nurse practices empathy. This developed trust allows the older adult client to feel more comfortable and allows the nurse to solve problems and think critically. Thus, adapting to a more empathetic, therapeutic communication can improve healthcare quality for older adult clients (Aldolrahimi et al., 2017).

3. In what way is a student building their nursing skills by interviewing patients including older adults?

It is essential when interviewing older adult patients to use therapeutic communication skills. Using these communication skills helps to center the care provided on the patient. Patient-centered care leads to rapport, and a stronger

relationship between the student nurse and the patient ensues. This stronger relationship helps create trust and mutual respect and helps to promote communication that addresses patients and their healthcare needs. Building interviewing skills and practicing therapeutic communication improves student nurse interactions with older adult patients. If a patient feels more trusting and comfortable discussing medical issues with the nurse, the nurse can identify barriers to healthcare and intervene if necessary. It is also beneficial for the student nurse to get used to discussing medical information, discussing health history, and providing education to numerous populations, especially older adult populations (Kwame & Petrucka, 2021).

4. Reflect on one question and expand on how the communication could improve.

Some improvement during the first question was needed. The interview began, and there were many nerves for both the interviewee and interviewer. Trust had not wholly settled yet, and there was no mutual respect at that time. The interviewee's body language seemed closed off. The interviewee crossed their arms and legs, signifying that they were defensive and distant (Videbeck, 2020). When comparing the first question to the last question, a more substantial relationship was built between the interviewer and interviewee, and there was more comfort when discussing the questions. To improve communication, the interviewer should have given more time to the interviewee regarding the interview and the discussed questions. The interviewer put the interviewee on the spot, which may have caused some hesitance. It may also have caused a feeling of distrust at the beginning leading to a more closed-off attitude.

## References

- 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. <https://doi.org/10.19082/4968>
- Kwame, A., & Petrucka, P. M. (2021). A literature-based study of patient-centered care and communication in nurse-patient interactions: barriers, facilitators, and the way forward. *BMC Nursing, 20*(1), 158. <https://doi.org/10.1186/s12912-021-00684-2>
- Videbeck, S. L. (2020). *Psychiatric mental-health nursing* (8<sup>th</sup> ed.). Wolters Kluwer.

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
<b>Question one</b>	<p>Missing three or more of the following aspects:</p> <ul style="list-style-type: none"> <li>• <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> </li> <li>• <b>Interviewee communication:</b> <ul style="list-style-type: none"> <li>○ List 1 verbal communication</li> </ul> </li> </ul>	<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"> <li>• <b>Student communication</b> <ul style="list-style-type: none"> <li>○ List 1 verbal communication skill used</li> <li>○ List 1 non-verbal communication</li> </ul> </li> </ul>	<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"> <li>• <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> </li> <li>• <b>Interviewee</b></li> </ul>	<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"> <li>• <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> </li> <li>• <b>Interviewee communication:</b></li> </ul>	

	<p style="text-align: center;">skill the patient used</p> <ul style="list-style-type: none"> <li>○ List 1 non-verbal communication skill the interviewee used</li> </ul> <ul style="list-style-type: none"> <li>● <b>Student thoughts &amp; feelings related to the communication</b></li> </ul> <ul style="list-style-type: none"> <li>○ Describe 1 thought or feeling related to the communication</li> </ul>	<p style="text-align: center;">skill used.</p> <ul style="list-style-type: none"> <li>● <b>Interviewee communication</b></li> </ul> <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> <ul style="list-style-type: none"> <li>● <b>Student thoughts &amp; feelings related to the communication</b></li> </ul> <p>Describe 1 thought or feeling related to the communication</p>	<p><b>communication:</b></p> <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> <ul style="list-style-type: none"> <li>● <b>Student thoughts &amp; feelings related to the communication</b></li> </ul> <ul style="list-style-type: none"> <li>● Describe 1 thought or feeling related to the communication.</li> </ul>	<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> <ul style="list-style-type: none"> <li>● <b>Student thoughts &amp; feelings related to the communication</b></li> </ul> <ul style="list-style-type: none"> <li>○ Describe 1 thought or feeling related to the communication</li> </ul>	
<b>Content Contribution</b>	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.	
<b>Clarity &amp; Mechanics</b>	Long, unorganized content that may contain multiple errors or may be inappropriate. More than 5 clarity, spelling,	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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<b>Question two</b>	<p>Missing three or more of the following aspects:</p> <ul style="list-style-type: none"> <li>• <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> </li> <li>• <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</li> </ul> </li> </ul>	<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"> <li>• <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> </li> <li>• <b>Interviewee communication</b> <ul style="list-style-type: none"> <li>○ List 1 verbal</li> </ul> </li> </ul>	<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"> <li>• <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> </li> <li>• <b>Interviewee communication:</b> <ul style="list-style-type: none"> <li>○ List 1 verbal communication skill the patient</li> </ul> </li> </ul>	<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"> <li>• <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> </li> <li>• <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> </li> <li>• <b>Student thoughts &amp; feelings</b></li> </ul>	

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<b>Question five</b>	<p>Missing three or more of the following aspects:</p> <ul style="list-style-type: none"> <li>• <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> </li> <li>• <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> </li> <li>• <b>Student thoughts &amp;</b></li> </ul>	<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"> <li>• <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> </li> <li>• <b>Interviewee communication</b> <ul style="list-style-type: none"> <li>○ List 1 verbal communication skill the patient used</li> <li>○ List 1 non-</li> </ul> </li> </ul>	<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"> <li>• <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> </li> <li>• <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</li> </ul> </li> </ul>	<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"> <li>• <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> </li> <li>• <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> </li> <li>• <b>Student thoughts &amp; feelings related to the</b></li> </ul>	

	<p><b>feelings related to the communication</b></p> <ul style="list-style-type: none"> <li>o Describe 1 thought or feeling related to the communication</li> </ul>	<p>verbal communication skill the interviewee used</p> <ul style="list-style-type: none"> <li>• <b>Student thoughts &amp; feelings related to the communication</b></li> </ul> <p>Describe 1 thought or feeling related to the communication</p>	<p>skill the interviewee used</p> <ul style="list-style-type: none"> <li>• <b>Student thoughts &amp; feelings related to the communication</b></li> <li>• Describe 1 thought or feeling related to the communication.</li> </ul>	<p><b>communication</b></p> <ul style="list-style-type: none"> <li>o Describe 1 thought or feeling related to the communication</li> </ul>	
<b>Content Contribution</b>	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.	
<b>Clarity &amp; Mechanics</b>	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.	

### 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
<b>Content Contribution</b>	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.	
<b>Clarity &amp; Mechanics</b>	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?**

<b>Criteria</b>	<b>Unacceptable 0 Points</b>	<b>Acceptable 5 Point</b>	<b>Good 7 Points</b>	<b>Excellent 10 Points</b>	<b>Points</b>
<b>Content Contribution</b>	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.	
<b>Clarity &amp; Mechanics</b>	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.	

**3. In what way is a student building their nursing skills by interviewing patients including older adults?**

<b>Criteria</b>	<b>Unacceptable 0 Points</b>	<b>Acceptable 5 Point</b>	<b>Good 7 Points</b>	<b>Excellent 10 Points</b>	<b>Points</b>
<b>Content Contribution</b>	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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**4. Reflect on one question and expand on how the communication could improve.**

<b>Criteria</b>	<b>Unacceptable 0 Points</b>	<b>Acceptable 5 Point</b>	<b>Good 7 Points</b>	<b>Excellent 10 Points</b>	<b>Points</b>
<b>Content Contribution</b>	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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Hayley Barrie  
Therapeutic Communication  
Project