

Therapeutic Communication Gerontology Assignment

Learning Objectives and Outcomes		
Area	Objective	Course Student Learning Outcome (CSLO's), Baccalaureate Essential's & QSEN
Knowledge	Apply therapeutic communication nursing concepts in the delivery of nursing care to gerontology patients.	CSLO #1 & 2 Domain II: Person-Center Care QSEN Patient-Centered Care
	Examine the influence of age on nursing care decisions and actions for patients.	
Skills	Apply therapeutic communication principles, concepts such as active listening, silence, focusing, open ended questions, clarification, exploring, paraphrasing, reflecting, restating, providing leads, acknowledgement, and offer of self.	CSLO #1 & 4 Domain II: Person-Center Care QSEN Patient-Centered Care
	Increase their own self-awareness of judgments and pre-conceived notions that may affect their advocacy for older adults.	
	Evaluate effectiveness individual performance.	
Attitudes	Values the role of therapeutic communication in nursing care decisions and actions.	CSLO #1 & 4 Domain II: Person-Centered Care QSEN Patient-Centered Care
	Recognize personally held attitudes about working with patients from different age, ethnic, cultural and social backgrounds.	

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.
- All reviewed articles must be peer reviewed research articles within the last 5 years.

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/](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

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
<ul style="list-style-type: none"> Who has influenced you the most? 	<ul style="list-style-type: none"> One verbal communication technique used in the conversation is clarification. One non-verbal communications technique used in the interview process is appropriate eye contact. 	<ul style="list-style-type: none"> One verbal communication technique is restating the question to the interviewer. One non-verbal communication technique used for this question is appropriate eye contact. 	<ul style="list-style-type: none"> When asked this question, the interviewee discussed different persons for different influences in life. For example, an educational influence and a work ethic influence were different people. Using the verbal communication technique of clarification helped to understand multiple influence views.
<ul style="list-style-type: none"> If you could go back to any age, what would it be? Would they stay the age they are now or go back? 	<ul style="list-style-type: none"> One verbal communication technique used in the conversation is using restatement. One non-verbal communication technique used during the interview is the facial expression of 	<ul style="list-style-type: none"> One verbal communication technique used is summarizing. One non-verbal communication technique during this question is a relaxed posture. 	<ul style="list-style-type: none"> Restating what the question and the interviewee said helped move the conversation to be more detailed.

<p>How far back? What was life like at that time?</p>	<p>enjoyment.</p>		
<ul style="list-style-type: none"> • What life advice would you pass to future generations? 	<ul style="list-style-type: none"> • One verbal communication technique used for this question is exploring. • In this interview, one non-verbal communication technique is that the interviewer's posture is relaxed. 	<ul style="list-style-type: none"> • During this interview, one verbal communication technique is open-ended questions. • One non-verbal communication techniques use a sincere facial expression. 	<ul style="list-style-type: none"> • Using the communication technique of exploring helped the interviewee communicate multiple answers to the question.
<ul style="list-style-type: none"> • What are the most important lessons you have learned in your life? Ask to hear the stories behind those lessons. 	<ul style="list-style-type: none"> • One verbal therapeutic communication technique is reflecting how the interviewee feels. • One non-verbal communication technique is the use of silence. 	<ul style="list-style-type: none"> • One verbal communication technique used during this interview is restating the question. • One non-verbal communication technique used is the posture becoming tensed. 	<ul style="list-style-type: none"> • The interviewee talked about things of the past that they wish they did better and was very upset about their past. The use of silence and active listening helped the client think and talk about their feelings.
<ul style="list-style-type: none"> • What are the most rewarding things about getting 	<ul style="list-style-type: none"> • One verbal communication technique used is restating what the client said. • One non-verbal 	<ul style="list-style-type: none"> • One verbal communication technique used is summarizing all of the rewarding things that get 	<ul style="list-style-type: none"> • Active listening was necessary for this topic because the client enjoyed talking about this subject and conveyed a lot to the interviewer.

<p>older? Is it a lifetime of knowledge ?</p>	<p>communication technique used for this question is active listening.</p>	<p>older.</p> <ul style="list-style-type: none"> • One non-verbal communication technique used is a smiling facial expression while answering this question. 	
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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?
2. How can a nurse adapt their practice to be more responsive to the unique needs of an older adult client?
3. In what way is a student building their nursing skills by interviewing patients including older adults?
4. Reflect on one question and expand on how the communication could improve.

After interviewing an older adult, a vital take-home lesson is that active and attentive listening is imperative for this population. This population has many stories, advice, and lessons waiting to be shared. The older population has a lifetime of experiences that have shaped them into who they are, and we as nurses should understand that no one older adult is the same as another. A nurse should adapt to the older adult population by actively listening, restating, clarifying, and summarizing while interacting with this

population. Some older adults lose track of the heart of the conversation, so restating the question can be crucial. Clarifying and summarizing can help the older adult population by ensuring the nurse understands what the client is stating. This interview has helped the student build their nursing skills by understanding different communication techniques and self-awareness related to the older adult population. One question where communication could improve is the most crucial lesson developed in life. While asking this question, the interviewee had a lot of emotions and stories about this topic. Some verbal communication techniques that could improve are paraphrasing to understand what each other is asking and stating. The non-verbal communication offering self, so the interviewee understands that the interviewer is empathic to what the interviewee is stating, should be utilized more in therapeutic communication.

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: <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 used 	<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 & 	

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

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 interviewee used • Student thoughts & feelings related to the 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-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 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 	<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 	

	<ul style="list-style-type: none"> Describe 1 thought or feeling related to the communication 	<p>interviewee used</p> <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>used</p> <ul style="list-style-type: none"> Student thoughts & feelings related to the communication Describe 1 thought or feeling related to the communication. 		
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Criteria	Unacceptable 0 Points	Acceptable 5 Point	Good 7 Points	Excellent 10 Points	Points
Question	Missing three or more of	The conclusion is	The conclusion is well	Description well developed	

<p>three</p>	<p>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 	<p>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 & feelings related to 	<p>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 communication 	<p>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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Criteria	Unacceptable 0 Points	Acceptable 5 Point	Good 7 Points	Excellent 10 Points	Points
Question four	Missing three or more of the following aspects: <ul style="list-style-type: none"> Student 	The conclusion is adequate with superficial thought and preparation; does not address all	The conclusion is well developed that addresses all aspects of the task; it lacks full development of	Description well developed conclusion fully addresses and develops all aspects of the task.	

	<p>communication:</p> <ul style="list-style-type: none"> ○ List 1 verbal communication skill used ○ List 1 non-verbal communication skill used. <ul style="list-style-type: none"> • 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 	<p>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 & feelings related to the communication <p>Describe 1 thought or</p>	<p>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 communication <ul style="list-style-type: none"> ● Describe 1 thought or feeling related to the 	<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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Question five	Missing three or more of the following aspects: <ul style="list-style-type: none"> • Student communication: <ul style="list-style-type: none"> ○ List 1 verbal communication skill used 	The conclusion is adequate with superficial thought and preparation; does not address all aspects of the task. Missing two aspects of the following aspects:	The conclusion is well developed that addresses all aspects of the task; it lacks full development of concepts. Missing one of the following aspects: <ul style="list-style-type: none"> • Student 	Description well developed conclusion fully addresses and develops all aspects of the task. Including all the following aspects. <ul style="list-style-type: none"> • Student communication: 	

	<ul style="list-style-type: none"> ○ 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 	<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 <p>Describe 1 thought or feeling related to the communication</p> 	<p>communication:</p> <ul style="list-style-type: none"> ○ List 1 verbal communication skill used ○ List 1 non-verbal communication skill used. <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> ○ List 1 verbal communication skill used ○ List 1 non-verbal communication skill used. <ul style="list-style-type: none"> • 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?

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	discussion.		concept or thought.		
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?

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Clarity &	Long, unorganized	Communicates in	Contributes valuable	Contributes to with clear,	

Mechanics	content that may contain multiple errors or may be inappropriate. More than 5 clarity, spelling, grammatical, or mechanics errors.	manner with some 3-4 errors clarity, spelling, grammatical, or mechanics errors.	information with minor 1-2 clarity, spelling, grammatical, or mechanics errors.	concise formatted in an easy-to-read style that is 0 grammatical or spelling errors.	
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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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	discussion.		concept or thought.		
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.	

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

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	discussion.		concept or thought.		
Clarity & Mechanics	<p>Long, unorganized content that may contain multiple errors or may be inappropriate.</p> <p>More than 5 clarity, spelling, grammatical, or mechanics errors.</p>	<p>Communicates in manner with some 3-4 errors clarity, spelling, grammatical, or mechanics errors.</p>	<p>Contributes valuable information with minor 1-2 clarity, spelling, grammatical, or mechanics errors.</p>	<p>Contributes to with clear, concise formatted in an easy-to-read style that is 0 grammatical or spelling errors.</p>	

