

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)	

- CSLO #1, 2, and 4

Baccalaureate Essential's

- Domain I: Knowledge for Nursing Practice
- Domain II: Person-Centered 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., 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 Carmen 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 questions. 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 the 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
1. What are the most rewarding things about getting older? Is it a lifetime of knowledge?	<ul style="list-style-type: none"> ● Verbal: Thinking before speaking to give a clear and concise message ● Non-verbal: Eye contact 	<ul style="list-style-type: none"> ● Verbal: Giving themselves space/time to answer ● Non-verbal: Facial expressions, for example, an eyebrow raise 	Ans: Watching their children grow up. I believe the human face is interesting when you think about it. We are very expressive with our facial gestures and are able to convey a message without even saying a word.
2. Who has	<ul style="list-style-type: none"> ● Verbal: Tone of voice to 	<ul style="list-style-type: none"> ● Verbal: Use of different 	Ans: Mom; Too hard of a question to pick just one person.

<p>influenced you the most?</p>	<p>create an interesting question</p> <ul style="list-style-type: none"> ● Non-verbal: Use of silence 	<p>pitches, as if they were confused because it was a hard question for them to answer</p> <ul style="list-style-type: none"> ● Non-verbal: Body language, for example, crossing their arms 	<p>Body language is also an interesting concept. Body language can show interest and openness to a conversation or can elicit someone who is completely shutting themselves off from it.</p>
<p>3. 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?</p>	<ul style="list-style-type: none"> ● Verbal: Responding to non-verbal cues ● Non-verbal: Hand movements 	<ul style="list-style-type: none"> ● Verbal: The use of “Hmm...” ● Non-verbal: Hand cupping chin while they were thinking about the question 	<p>Ans: 9-10; 4-5 grade (But would want to know everything they have grown through).</p> <p>We often do not notice our use of hand movements or other types of body movements. We learn these from everyone we come in contact with and use them daily in our style of communication.</p>
<p>4. What do you remember about the place you grew up?</p>	<ul style="list-style-type: none"> ● Verbal: Use of an open-ended question ● Non-verbal: Active listening 	<ul style="list-style-type: none"> ● Verbal: Emotional cracks in voice ● Non-verbal: Tears 	<p>Ans: Everything of the physical aspects of it (i.e. neighborhood, layout)</p> <p>For me, I knew this question would be a tear jerker. Home can be a place of comfort and for others it can mean the complete opposite. Thankfully, this was a joyful reflection.</p>

<p>5. Which invention from your lifetime that amazed you? What was life like before it?</p>	<ul style="list-style-type: none"> ● Verbal: Use of humor and interest ● Non-verbal: Head nodding 	<ul style="list-style-type: none"> ● Verbal: Excitement/ Paralinguistics ● Non-verbal: Smiles 	<p>Ans: The internet, Wifi, and Hubble telescope</p> <p>I was most excited for this question and it created a lasting conversation. Not only was it another great reflection question but it was interesting to realize how far we have come and continue to go.</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?

- I chose to interview my family members over the holiday weekend. I think we can learn a lot from our older family members because we are able to gain an understanding of our roots. We get to reflect on where we have come from and gain a sense of “identity.” Specifically with the older adults, I think we learn common lessons we lose sight of such as patience and listening.

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

- Being culturally sensitive with all walks of life is important and needed. With younger generations, I think the bare minimum of caring is left behind, even if we do not mean to. I think some things we need to take with us into nursing with our older clients are awareness, avoiding assumptions, to build a comfortable level of trust, and practice active listening and empathy.

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

- Similar to what I stated with the question above, I think we are building on compassion, empathy, and awareness with our older adults. We need to give these skills to everyone who comes in through hospital doors, but sometimes those skills are lost with the older adult clients.

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

- I was with my family, so I felt involved within the conversation, which means I often chimed in and provided my own insights. These questions were not meant for me to answer. For future interviewing, I would provide more active listening and definitely keep my own opinions out of the conversation unless I was asked to share.

STUDENT NAME: CORY COFFMAN

Total Points: _____/90

RUBRIC FOR THERAPEUTIC COMMUNICATION GERONTOLOGY ASSIGNMENT

Interview Evaluation-Interview Process Chart

Criteria	Unacceptable 0 Points	Acceptable 5 Point	Good 7 Points	Excellent 10 Points	Points
Question one	Missing three or more of the following aspects:	The conclusion is adequate with superficial thought and	The conclusion is well developed that addresses all	Description well developed conclusion fully addresses and	

	<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 	<p>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 the communication 	<p>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 <ul style="list-style-type: none"> ● Describe 1 thought or feeling related to 	<p>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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		Describe 1 thought or feeling related to the communication	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- 	<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 	<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 	<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 	

	<p>verbal communication skill used.</p> <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>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> <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. <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>used</p> <ul style="list-style-type: none"> ○ 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 	
Content	Information that is off-topic, incorrect, or	Repeats but does not add substantive information	Information that is factually correct; lacks full	Factually correct, reflective and substantive contribution.	

Contribution	irrelevant to discussion.		development of 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.	

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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 	<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 	<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- 	<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 	

	<p>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>on skill used</p> <ul style="list-style-type: none"> ○ 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> <p>Describe 1 thought or feeling related to the communication</p>	<p>verbal communication skill used.</p> <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>used.</p> <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 	
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Question four	<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-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 	<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"> ○ 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>communication skill used.</p> <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> <p>Describe 1 thought or feeling related to the communication</p>	<p>communication skill used.</p> <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>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 	
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Question five	<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 	<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 	<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. 	<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: 	

	<p>communication skill the patient used</p> <ul style="list-style-type: none"> ○ 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>on skill used.</p> <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> <p>Describe 1 thought or feeling related to the communication</p>	<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. 	<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 	
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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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Clarity & Mechanics	Long, unorganized content that may contain multiple errors or may be	Communicates in manner with some 3-4 errors clarity, spelling,	Contributes valuable information with minor 1-2 clarity, spelling, grammatical, or	Contributes to with clear, concise formatted in an easy-to-read style that is 0 grammatical or spelling	

	inappropriate. More than 5 clarity, spelling, grammatical, or mechanics errors.	grammatical, or mechanics errors.	mechanics errors.	errors.	
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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.	
Clarity & Mechanics	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.	

	grammatical, or mechanics errors.				
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3. In what way is a student building their nursing skills by interviewing patients including older adults?

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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	More than 5 clarity, spelling, grammatical, or mechanics errors.	mechanics errors.			
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4. Reflect on one question and expand on how the communication could improve.

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	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.	

	clarity, spelling, grammatical, or mechanics errors.				
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