

## Therapeutic Communication Gerontology Assignment

Learning Objectives and Outcomes	
QSEN	
Area	Objective
Knowledge	<ul style="list-style-type: none"> <li>• Integrate understanding of multiple dimensions of patient centered care:               <ul style="list-style-type: none"> <li>○ patient/family/community preferences, values</li> <li>○ information, communication, and education</li> </ul> </li> </ul>
Skills	<ul style="list-style-type: none"> <li>• Communicate patient values, preferences and expressed needs to other members of health care team</li> <li>• Provide patient-centered care with sensitivity and respect for the diversity of human experience</li> <li>• Recognize the boundaries of therapeutic relationships</li> <li>• Assess own level of communication skill in encounters with patients and families</li> <li>• Respect and encourage individual expression of patient values, preferences and expressed needs</li> </ul>
Attitudes	<ul style="list-style-type: none"> <li>• Value active partnership with patients or designated surrogates in planning, implementation, and evaluation of care</li> <li>• Respect patient preferences for degree of active engagement in care process</li> <li>• Value continuous improvement of own communication and conflict resolution skills.</li> </ul>
Course Student Learning Outcomes (CSLOs)	
<ul style="list-style-type: none"> <li>• CSLO #1, 2, and 4</li> </ul>	
Baccalaureate Essential's	
<ul style="list-style-type: none"> <li>• Domain I: Knowledge for Nursing Practice</li> <li>• Domain II: Person-Center Care</li> <li>• Domain IX: Professionalism</li> </ul>	

- 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 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**

<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? Is it a lifetime of learning?	<ul style="list-style-type: none"> <li>• Speaking and verbalizing the question(s).</li> <li>• I tend to talk with my hands so I was still animated using my hands to talk.</li> </ul>	<ul style="list-style-type: none"> <li>• My aunt (interviewee), verbally spoke the response.</li> <li>• I could picture my aunt being animated as she spoke even though I couldn't see her speak.</li> </ul>	<ul style="list-style-type: none"> <li>• She sounded compassionate as she spoke. She relayed detail that has also affected me as an adult in giving me advise previously. She has always instilled guidance and strength and encouragement when I have had challenging moments. She has always told me to never give up on what I believe and want. A life time of learning (since she was a grade school teacher for 30+ years) was important but not necessarily in the way others would perceive. Learning is important but it is about the lessons and how we apply the knowledge.</li> </ul>
2. What was your first job? What was your favorite	<ul style="list-style-type: none"> <li>• I verbally asked the question.</li> <li>• Also continuing to use my hands to gesture.</li> </ul>	<ul style="list-style-type: none"> <li>• My aunt verbally spoke the response to the question.</li> <li>• She used different inflection in her voice to reflect on</li> </ul>	<ul style="list-style-type: none"> <li>• My aunt was very thoughtful in her consideration of her answer to what her favorite job was. There was no hesitation in her response though. She was a grade school teacher for many years. She loved (and still loves teaching) She currently</li> </ul>

job?		moments of her favorite job.	helps with dog obedience, canine good citizen, and pet therapy training. She said as much as she loved kids, she likes dogs probably even more. She said she loves anything dogs. She helped me certify my Great Dane to be a pet therapy dog.
3. What are the most important lessons you have learned in life?	<ul style="list-style-type: none"> <li>I verbally asked the question.</li> <li>I was not as animated feeling I was focusing more on her answers and wanting to hear what her reply was</li> </ul>	<ul style="list-style-type: none"> <li>My aunt verbally spoke the response to the question.</li> <li>I felt she was more reflective and still as animated.</li> </ul>	<ul style="list-style-type: none"> <li>My aunt was a bit more insightful regarding her answers. We reflected on issues that have happened to me and how receptive I was to those lessons. She turned it around on me 😊</li> </ul>
4. What do you remember about the place you grew up? How did it compare to where you raised your children?	<ul style="list-style-type: none"> <li>I verbally asked her the question.</li> <li>No nonverbal cues were perceived.</li> </ul>	<ul style="list-style-type: none"> <li>My aunt verbally responded to my questions.</li> <li>I could picture my aunt smiling as she made comparisons.</li> </ul>	<ul style="list-style-type: none"> <li>My aunt was reflective in her replies and had many moments of laughter, and I picture animation as she reflected on the comparisons and stories. She is (I don't like to say was because no matter in life or death they are still related, like my dad is still my dad even though he has passed) my dad's little sister. My father passed away 15 years ago. The stories she tells about her and my father growing up are memories I will cherish.</li> <li>Her and my uncle and their 2 children grew up in a different place (not far away) from where her parents and my family lived. They moved to Charleston when I was in 6<sup>th</sup> grade. Where their kids were predominantly raised was on a small cattle farm, not the same but similar to where she was raised.</li> </ul>
5. Is there anything	<ul style="list-style-type: none"> <li>I verbally spoke the question.</li> </ul>	<ul style="list-style-type: none"> <li>She verbally responded to my</li> </ul>	<ul style="list-style-type: none"> <li>There was not a mention of regret as I would expect from some people. There</li> </ul>

<p>you would do or not do if given the chance?</p>	<ul style="list-style-type: none"> <li>Was still animated talking with my hands.</li> </ul>	<p>question.</p> <ul style="list-style-type: none"> <li>The tone seemed to be very thoughtful.</li> </ul>	<p>were “I wish I would have done differently” but really nothing she would do over. There were moments of mishap, and oops moments, but no major life changes as some convey. Like I myself would have tried harder to leave home and to go to college and experience life, join the military, or would have gone to nursing school instead of thinking I couldn’t do it or wasn’t smart enough because someone told me I wasn’t, or because I thought I had a secure job at a community college.</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?
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.

It is hard to imagine that the older adult interviewed was considered old. She is 75 years old and a relative. It was perceived as more of a discussion and reminiscence than an interview when interviewing her. The interview took place over the telephone, so nonverbal cues were not available to match verbal communication. Major take-home points of talking with any older adult for the

interviewer are active listening and engagement. If one actively participates in discussion with a person of any age, they will have better results.

A nurse could adapt their practice to being more responsive to older adults by considering to whom they are speaking. At what stage of old is the person they are addressing. Do they need to account for background noise, hearing impairment, forms of dementia, or any other older adult issue one might have?

Students can build their nursing skills by being adaptable when interviewing patients, including older adults. They can learn to build rapport with individuals. They can learn to ask reflective and engaging questions to learn about family history or different cultural backgrounds. Some younger students could learn valuable life lessons by engaging patients in general conversation.

No one question could need improvement in general. A face-to-face interview would have been the medium to improve the overall general communication of the interview. All of the questions were answered considerately and with reflection. The response to the question, what are the most important lessons learned in life? It was a personal reflection of what the interviewer and interviewee have encountered and how the interviewee was a significant part of helping the interviewer not give up or think that their life was a failure due to certain decisions.

STUDENT NAME \_\_\_\_\_ Toni Andres \_\_\_\_\_

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>	Missing three or more of the following aspects: <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>	The conclusion is adequate with superficial thought and preparation; does not address all aspects of the task. Missing two aspects of the following aspects: <ul style="list-style-type: none"> <li>• <b>Student communication</b> <ul style="list-style-type: none"> <li>○ List 1 verbal communication</li> </ul> </li> </ul>	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"> <li>• <b>Student communication:</b> <ul style="list-style-type: none"> <li>○ List 1 verbal communication skill used</li> <li>○ List 1 non-</li> </ul> </li> </ul>	Description well developed conclusion fully addresses and develops all aspects of the task. Including all the following aspects. <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</li> </ul> </li> </ul>	

	<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> <p>• <b>Student thoughts &amp; feelings related to the communication</b></p> <ul style="list-style-type: none"> <li>○ Describe 1 thought or feeling related to the communication</li> </ul>	<p>skill used</p> <ul style="list-style-type: none"> <li>○ List 1 non-verbal communication skill used.</li> </ul> <p>• <b>Interviewee 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> <p>• <b>Student thoughts &amp; feelings related to the communication</b></p> <p>Describe 1 thought or feeling related to the communication</p>	<p>verbal communication skill used.</p> <p>• <b>Interviewee 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> <p>• <b>Student thoughts &amp; feelings related to the communication</b></p> <ul style="list-style-type: none"> <li>● Describe 1 thought or feeling related to the communication.</li> </ul>	<p>used.</p> <p>• <b>Interviewee 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> <p>• <b>Student thoughts &amp; feelings related to the communication</b></p> <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; Mechanic</b>	Long, unorganized content that may contain multiple	Communicates in manner with some 3-4 errors clarity,	Contributes valuable information with minor 1-2	Contributes to with clear, concise formatted in an easy-to-read style	

s	errors or may be inappropriate. More than 5 clarity, spelling, grammatical, or mechanics errors.	spelling, grammatical, or mechanics errors.	clarity, spelling, grammatical, or mechanics errors.	that is 0 grammatical or spelling errors.	
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Criteria	Unacceptable 0 Points	Acceptable 5 Point	Good 7 Points	Excellent 10 Points	Points
<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</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></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</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> </ul>	

	<p>communication 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>	<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>communication 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> <li>● Describe 1 thought or feeling related to the communication.</li> </ul>	<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>	
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Criteria	Unacceptable 0 Points	Acceptable 5 Point	Good 7 Points	Excellent 10 Points	Points
<b>Question three</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; feelings related to</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-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 used</li> <li>○ List 1 non-verbal communication skill the</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 communication</b></li> </ul>	

	<p><b>the communication</b></p> <ul style="list-style-type: none"> <li>o Describe 1 thought or feeling related to the communication</li> </ul>	<p>communicati on 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>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>	<ul style="list-style-type: none"> <li>o Describe 1 thought or feeling related to the communication</li> </ul>	
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<b>Question four</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; feelings related to</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-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 used</li> <li>○ List 1 non-verbal communication skill the</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 communication</b></li> </ul>	

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<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>
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<p><b>Question five</b></p>	<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; feelings related to the communication</b> <ul style="list-style-type: none"> <li>○ Describe 1 thought or feeling related to</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 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 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 skill the interviewee used</li> </ul> </li> <li>• <b>Student thoughts &amp; feelings related to the</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> <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 communication</b> <ul style="list-style-type: none"> <li>○ Describe 1 thought or feeling related to the communication</li> </ul> </li> </ul>	
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	the communication	<b>feelings related to the communication</b>  Describe 1 thought or feeling related to the communication	<b>communication</b>  ● Describe 1 thought or feeling related to the communication.		
<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?

<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.	

**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.	
<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.	

**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.	
<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.	

