

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

	<p>evaluation of care</p> <ul style="list-style-type: none"> ● 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)	
<ul style="list-style-type: none"> ● CSLO #1, 2, and 4 	
Baccalaureate Essential's	
<ul style="list-style-type: none"> ● Domain I: Knowledge for Nursing Practice ● Domain II: Person-Center 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 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

Question and Question Number:	Student communication:	Interviewee communication:	Student thoughts & feelings related to the communication
	● List 1 verbal communication skill	● List 1 verbal communication skill	● Describe 1 thought or feeling related to the

<ul style="list-style-type: none"> List the question you asked below 	<p>used</p> <ul style="list-style-type: none"> List 1 non-verbal communication skill used. 	<p>the patient used</p> <ul style="list-style-type: none"> List 1 non-verbal communication skill the interviewee used 	<p>communication</p>
<p>1. Which invention from your lifetime has amazed you? What was life like before?</p>	<p>Verbal communication skill: Communication should start with an introduction with one's name. Introducing one's self is a defining attribute of therapeutic communication as it is an important means in building interpersonal relationships (Abdolrahimi, 2017).</p> <p>NonVerbal communication skill: Showing body language that portrays active listening is important for therapeutic communication so that the interviewee gets the feeling like they are being heard when they are making a statement. For example, leaning forward slightly shows interest to what is being said by the interviewee.</p>	<p>Verbal communication skill: Tone is used by the interviewee to express themselves. The tone indicated frustration as they found this to be a difficult question.</p> <p>NonVerbal communication skill: Proxemics are an aspect of non verbal communication. The interviewee chooses where they want to be interviewed and the space between that is within their comfort. It is the student's responsibility to respect the interviewee's personal space.</p>	<p>Communication is established with introductions and active listening. The interviewee responded to this question by saying that the invention of cell phones has amazed them during their lifetime. Communicating with others was less convenient when they were younger and a lot of information is at their disposal. They claim that a person's phone is a part of them and can be addictive. This question shows how older adults have experienced different circumstances in their lifetime and technological advances. A common assumption about older adults is their feelings against technology but it should be disregarded as everyone is their own individual.</p>
<p>2. What are the most rewarding</p>	<p>Verbal communication skill: Open ended questions are used</p>	<p>Verbal communication skill: The interviewee is reflecting and</p>	<p>This question is asked as an open-ended question so the interviewee can discuss their full opinion. They say that retirement and enjoying their family are the most rewarding</p>

<p>things about getting older?</p>	<p>to get more information and encourage the interviewee to expand their answer to a question.</p> <p>NonVerbal communication skill:</p> <p>Nodding in agreement is an example of active listening that allows the interviewee to see that they are being heard so they continue to provide more information.</p>	<p>focusing on the question to give an answer based on their experiences.</p> <p>NonVerbal communication skill:</p> <p>The interviewee looks to one side which portrays them reflecting on their experiences to provide an answer.</p>	<p>aspects of getting older. Approaching the question in this manner allowed for a complete response after reflective thinking.</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>	<p>Verbal communication skill:</p> <p>Providing a lead helps the interviewee to give more information to answer the question. (What about that age is special to you?)</p> <p>NonVerbal communication skill:</p> <p>Direct eye contact is another indicator of active listening that can be used to support therapeutic communication.</p>	<p>Verbal communication skill:</p> <p>Summarizing is a communication skill that is use when discussing how life was like at the time of desired age.</p> <p>NonVerbal communication skill:</p> <p>The interviewee uses silence in between questions.</p>	<p>The interviewee chose to return to their 40s because they were healthier and so was the rest of their family. The interviewee gave a one word response explains their answer after being provided with a lead. It is important to consider the health of older adults because aging comes with health problems.</p>
<p>4. Who has</p>	<p>Verbal communication skill:</p>	<p>Verbal communication skill:</p>	<p>The interviewee chose their mother because they taught them</p>

<p>influenced you the most?</p>	<p>Paraphrasing (your mom is your biggest influence?) gets the interviewee to explain their reasoning for their choice of biggest influence instead of having an answer to a closed-ended question. However, parroting is ineffective.</p> <p>NonVerbal communication skill:</p> <p>Continuing to reciprocate eye contact keeps engagement during the conversation.</p>	<p>The interviewee uses reflection to make a response.</p> <p>NonVerbal communication skill:</p> <p>The interviewee shows reflection and focus when placing their hand on their head while thinking about their response.</p>	<p>to be a caring person. Paraphrasing the question allowed the interviewee to reflect further on the topic.</p>
<p>5.What was your favorite movie when you were younger?</p>	<p>Verbal communication skill:</p> <p>The plot of the movie is summarized to confirm whether it was fully understood and clarify that the information was correct.</p> <p>NonVerbal communication skill:</p> <p>Kinesics and maintaining a positive expression is important for therapeutic communication.</p>	<p>Verbal communication skill:</p> <p>The interviewee uses humor when explaining the plot of the movie. Humor is useful for promoting engagement during communication.</p> <p>NonVerbal communication skill:</p> <p>The interviewee uses kinesics, or their facial expression, to communicate their response.</p>	<p>The interviewee took time to think of a movie that they enjoyed in their youth. Patience was made apparent through kinesics and facilitated communication.</p>

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?

Major take-home lessons after the interview would be about how older adults have more experiences from life and better communication skills are capable of getting the best information about an individual from this age group. Older adults also deal with health problems that are associated with aging that require attention.

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

Practicing patience and leading the conversation when necessary is important when getting an effective response. Active listening facilitates communication between older adults. Another significant detail to remember is that keeping a positive expression and attitude helps keep an effective exchange between nurse and older adult client.

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

The student is building their therapeutic communication skills, which is important in all settings of nursing. Older adults have different experiences that should be considered when communicating to account for their needs and to form a working relationship.

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

One question that was not included was about the most important lesson learned in life by the interviewee, which is why it was not included in the assignment. That question could have used more clarification and that could be improved in the future to get a better understanding of what is being said by the older adult.

References

Abdolrahimi, M., Ghiyasvandian, S., Zakerimoghadam, M., & Ebadi, A. (2017). Therapeutic communication in nursing students:

A Walker & Avant concept analysis. *Electronic physician*, 9(8), 4968–4977. <https://doi.org/10.19082/4968>

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	Missing three or more of the following aspects:	The conclusion is adequate with superficial thought and preparation; does not	The conclusion is well developed that addresses all aspects of the task; it lacks	Description well developed conclusion fully addresses and develops all aspects of the task.	

	<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>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>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 	<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 	
--	--	---	---	--	--

		Describe 1 thought or feeling related to the communication	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	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 verbal 	

	<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 	<p>● Student 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>communication 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> <ul style="list-style-type: none"> ○ 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 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 	<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 	<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 	<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 	

	<p>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 	<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 <p>Describe 1 thought or feeling related to the communication</p> 	<p>communication skill used</p> <ul style="list-style-type: none"> ○ 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 ● 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 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 	
Content	Information that is off-	Repeats but does not add	Information that is	Factually correct, reflective and	

Contribution	topic, incorrect, or irrelevant to discussion.	substantive information	factually correct; lacks full development of concept or thought.	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 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 	<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 	<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 	<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 	

	<p>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 	<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 <p>Describe 1 thought or feeling related to the communication</p> 	<p>communication skill used</p> <ul style="list-style-type: none"> ○ 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 ● 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 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 	
Content	Information that is off-	Repeats but does not add	Information that is	Factually correct, reflective and	

Contribution	topic, incorrect, or irrelevant to discussion.	substantive information	factually correct; lacks full development of concept or thought.	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 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 	<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 	<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 	<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 	

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

Contribution	irrelevant to discussion.	substantive information	development of concept or thought.	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.	

Interview Evaluation-Reflective Activity

1. What are the major take-home lessons after interviewing an older adult?

Criteria	Unacceptable 0 Points	Acceptable 5 Point	Good 7 Points	Excellent 10 Points	Points
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.	
--------------------------------	--	--	--	---	--

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	Communicates in manner with some 3-4 errors clarity,	Contributes valuable information with minor 1-2 clarity, spelling,	Contributes to with clear, concise formatted in an easy-to-read style that is 0	

	errors or may be inappropriate. More than 5 clarity, spelling, grammatical, or mechanics errors.	spelling, grammatical, or mechanics errors.	grammatical, or mechanics errors.	grammatical or spelling errors.	
--	---	---	-----------------------------------	---------------------------------	--

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.	
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.	
------------------	---	--	---	--	--

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 &	Long, unorganized content that may	Communicates in manner with some	Contributes valuable information with minor	Contributes to with clear, concise formatted in an	

Mechanics	contain multiple errors or may be inappropriate. More than 5 clarity, spelling, grammatical, or mechanics errors.	3-4 errors clarity, spelling, grammatical, or mechanics errors.	1-2 clarity, spelling, grammatical, or mechanics errors.	easy-to-read style that is 0 grammatical or spelling errors.	
------------------	--	---	--	--	--

