

**Interview Process Chart**

<p><b>Question and Question Number:</b></p> <ul style="list-style-type: none"> <li>List the question you asked below</li> </ul>	<p><b>Student communication:</b></p> <ul style="list-style-type: none"> <li>List 1 verbal communication skill used</li> <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> <ul style="list-style-type: none"> <li>Describe 1 thought or feeling related to the communication</li> </ul>
<p>1 What life advice would you pass to future generations?</p>	<p><b>Verbal:</b> Clarified by asking, "what advice would you leave for your grandchildren?"</p> <p><b>Nonverbal:</b> Sat at a 45-degree angle from the interviewee and made intermittent eye contact at eye level.</p>	<p><b>Verbal:</b> "If you care more about the future than the present, you'll get a better future."</p> <p><b>Nonverbal:</b> Interviewee is sitting back with an open posture.</p>	<p>Eye contact is important, but it is also important to avoid staring. Being at eye level helps avoid any feeling of intimidation or feelings of being "looked down on."</p>
<p>2 What was your first job?</p>	<p><b>Verbal:</b> "What was your first job?"</p> <p><b>Nonverbal:</b> Smiled and sat with an open posture.</p>	<p><b>Verbal:</b> "I worked at a cookware factory for many years."</p> <p><b>Nonverbal:</b> Interviewee sitting in open posture with forearms resting on armrests.</p>	<p>An open posture conveys readiness to listen.</p>
<p>3 Which invention from</p>	<p><b>Verbal:</b> "What invention from your lifetime amazes you?"</p>	<p><b>Verbal:</b> Inflection in voice when answering, "airplanes,</p>	<p>Enunciating my words help to show interest.</p>

<p>your lifetime that amazed you? What was life like before?</p>	<p>What was life like before?" I enunciated the word "amazed".</p> <p><b>Nonverbal:</b> Hand gesture indicating the past.</p>	<p>commercial flying has come a long way."</p> <p><b>Nonverbal:</b> Interviewee's eyes widened and body language seemed to perk up.</p>	
<p>4 What do you remember about the place you grew up?</p>	<p><b>Verbal:</b> "What do you remember about your hometown"? I used a specific term.</p> <p><b>Nonverbal:</b> Leaning in and actively listening.</p>	<p><b>Verbal:</b> "I remember being able to ride my bicycle to all my friend's homes."</p> <p><b>Nonverbal:</b> Interviewee sitting in open posture with forearms resting on armrests.</p>	<p>Using a specific term can help interviewee better understand what the interviewer is looking for.</p>
<p>5 What are the most important lessons you have learned in your life?</p>	<p><b>Verbal:</b> Articulating my words and asked with proper loudness, "What are the most important lessons you have learned in your life?"</p> <p><b>Nonverbal:</b> I shifted in my seat and leaned in closer.</p>	<p><b>Verbal:</b> "Always be on time and show up for people." Speech was slowed to stress the word always.</p> <p><b>Nonverbal:</b> Interviewee nodded their head.</p>	<p>Leaning in shows engagement and interest in the conversation.</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 interviewing an older adult include an understanding that aging isn't always associated with cognitive decline and older adults have a great memory for specific life events.

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

Nurses can grow in their practice to be more compassionate and have more patience for older adults. It is useful to shift the mindset of completing a checklist to acknowledging each individual and taking time with older adult patients. There may be times nurses become overwhelmed with the workload, but it is important to remember not to rush older adult patients or expect older adults to be as responsive and agile as the younger adult population.

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

By interviewing patients, students are building their nursing skills by practicing and becoming more comfortable speaking with people out of their own demographic. The practice helps break down barriers and helps students recognize older adults as people, just with more life experience.

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

What was your first job? I could've improved my communication on this topic by asking for more details. I could've shown more interest in the duties entailed for his position. I could've asked more questions on whether the job made him happy or if he learned anything skills. I would improve on the question by building on top of the initial question.

STUDENT NAME \_\_\_\_\_

Total Points: \_\_\_\_\_/90

RUBRIC FOR THERAPUTIC COMMUNICATION GERONTOLOGY ASSIGNMENT

**Interview Evaluation-Interview Process Chart**

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

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

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

	<ul style="list-style-type: none"> <li>Describe 1 thought or feeling related to the communication</li> </ul>	<p>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>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>		
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<b>Question</b>	Missing three or more of	The conclusion is	The conclusion is well	Description well developed	

<p><b>three</b></p>	<p>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</li> </ul> </li> </ul>	<p>adequate with superficial thought and preparation; does not address all aspects of the task.</p> <p>Missing two aspects of the following aspects:</p> <ul style="list-style-type: none"> <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>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 communication</b></li> </ul>	<p>conclusion fully addresses and develops all aspects of the task.</p> <p>Including all the following aspects.</p> <ul style="list-style-type: none"> <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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<b>Question four</b>	Missing three or more of the following aspects: <ul style="list-style-type: none"> <li><b>Student</b></li> </ul>	The conclusion is adequate with superficial thought and preparation; does not address all	The conclusion is well developed that addresses all aspects of the task; it lacks full development of	Description well developed conclusion fully addresses and develops all aspects of the task.	

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

	<ul style="list-style-type: none"> <li>○ List 1 non-verbal communication skill used.</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>	<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> <p>Describe 1 thought or feeling related to the communication</p> </li> </ul>	<p><b>communication:</b></p> <ul style="list-style-type: none"> <li>○ List 1 verbal communication skill used</li> <li>○ List 1 non-verbal communication skill used.</li> </ul> <ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>○ List 1 verbal communication skill used</li> <li>○ List 1 non-verbal communication skill used.</li> </ul> <ul style="list-style-type: none"> <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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<b>Content Contribution</b>	Information that is off-topic, incorrect, or irrelevant to discussion.	Repeats but does not add substantive information	Information that is factually correct; lacks full development of concept or thought.	Factually correct, reflective and substantive contribution.	
<b>Clarity &amp; Mechanics</b>	Long, unorganized content that may contain multiple errors or may be inappropriate. More than 5 clarity, spelling, grammatical, or mechanics errors.	Communicates in manner with some 3-4 errors clarity, spelling, grammatical, or mechanics errors.	Contributes valuable information with minor 1-2 clarity, spelling, grammatical, or mechanics errors.	Contributes to with clear, concise formatted in an easy-to-read style that is 0 grammatical or spelling errors.	

### Interview Evaluation-Reflective Activity

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

Criteria	Unacceptable 0 Points	Acceptable 5 Point	Good 7 Points	Excellent 10 Points	Points
<b>Content Contribution</b>	Information that is off-topic, incorrect, or irrelevant to	Repeats but does not add substantive information	Information that is factually correct; lacks full development of	Factually correct, reflective and substantive contribution.	

	discussion.		concept or thought.		
<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;</b>	Long, unorganized	Communicates in	Contributes valuable	Contributes to with clear,	

<b>Mechanics</b>	content that may contain multiple errors or may be inappropriate. More than 5 clarity, spelling, grammatical, or mechanics errors.	manner with some 3-4 errors clarity, spelling, grammatical, or mechanics errors.	information with minor 1-2 clarity, spelling, grammatical, or mechanics errors.	concise formatted in an easy-to-read style that is 0 grammatical or spelling errors.	
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**3. In what way is a student building their nursing skills by interviewing patients including older adults?**

<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	Repeats but does not add substantive information	Information that is factually correct; lacks full development of	Factually correct, reflective and substantive contribution.	

	discussion.		concept or thought.		
<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	Repeats but does not add substantive information	Information that is factually correct; lacks full development of	Factually correct, reflective and substantive contribution.	

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

Cindy Ho  
N324 Therapeutic Communication Gerontology Assignment