

## 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 Essentials	
<ul style="list-style-type: none"> <li>● Domain I: Knowledge for Nursing Practice</li> <li>● Domain II: Person-Centered Care</li> <li>● Domain IX: Professionalism</li> </ul>	

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| <ul style="list-style-type: none"><li>● Doman X: Personal, Professional, and Leadership Development</li></ul> |
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## **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.

### **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. DOI: 10.19082/4968

Del Carmen Molle, M. & Heithoff, H. (2021, January 11). *Nursing students use 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 the quality of life*. (2022, January 5). National League of Nursing (NLN).

<http://www.nln.org/professional-development-programs/teaching-resources/aces-s/teaching-strategies/aces-knowledge-domains/individualized-aging/examining-risks-and-benefits-to-enhance-quality-of-life>

Samuels, C. (2021, April 1). *Twenty questions to ask elderly loved ones to connect and reminisce*. A Place for Mom.

<https://www.aplaceformom.com/caregiver-resources/articles/engaging-questions>

## **Step One: Interview process:**

Step One: Directions: Each student will independently complete the Therapeutic Communication Gerontology Assignment. Students will select an older adult to interview. The interviewee may be a family member, and the interviewee does not have to be a patient. Interviews can be face-to-face, virtual, or by phone. Each interview should be a minimum of 20 minutes. Students should ask a minimum of FIVE questions. Example questions are listed below. Students can phrase the questions in a conversational tone. A student may ask a question not listed below but must write down additional questions in the interview process chart provided. Students are to complete the Interview Process Chart per chart directions.

### Example Interview questions:

1. What are the most rewarding things about getting older? Is it a lifetime of knowledge?
2. What are the most important lessons you have learned in your life? Ask to hear the stories behind those lessons.
3. Who has influenced you the most?
4. What life advice would you pass to future generations?

5. If you could go back to any age, what would it be? Would they stay the age they are now or go back? How far back? What was life like at that time?
6. What do you remember about the place you grew up? Do they still live there, or have they visited? If so, how has it changed?
7. Which invention from your lifetime that amazed you? What was life like before?
8. What was your favorite movie when you were younger?
9. What was your first job? How about your favorite?

**Interview Process Chart**

<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 knowledge?	<ul style="list-style-type: none"> <li>● <u>Verbal Skill:</u> The student used oral communication to convey a message (Question) to the receiver (interviewee).</li> <li>● <u>Non-Verbal Skill:</u> The student used appropriate body posture that was attentive to the interviewee, made direct eye contact, and used gestures like nodding in agreeing.</li> </ul>	<ul style="list-style-type: none"> <li>● <u>Verbal Skill:</u> The older adult uses oral communication to convey a message (answer) to the interviewer’s question.</li> <li>● <u>Non-Verbal Skill:</u> The older adult used facial gestures of smiling, direct eye contact, and tone of voice in an optimistic way.</li> </ul>	As the interviewee answered the question, I reflected on my knowledge of life and how it will grow until I may pass it on to my children. I was even more amazed at how the interviewee stated that through some of the hardships they had to endure, it was all worth it for the future of their family.
2.) What are the most important lessons you have learned in your life? Ask to hear	<ul style="list-style-type: none"> <li>● <u>Verbal Skill:</u> The student used oral communication to convey a message (Question) to the receiver (interviewee).</li> </ul>	<ul style="list-style-type: none"> <li>● <u>Verbal Skill:</u> The older adult uses oral communication to convey a message (answer) to the interviewer’s question.</li> </ul>	As I heard the lessons, they learned in life. I was grateful to listen to them because it felt like a message to me. In a way, it stuck to me for my life.

<p>the stories behind those lessons.</p>	<ul style="list-style-type: none"> <li>● <u>Non-Verbal Skill:</u> The student used appropriate body posture that was attentive to the interviewee, made direct eye contact, and used gestures like nodding in agreeing.</li> </ul>	<ul style="list-style-type: none"> <li>● <u>Non-Verbal Skill:</u> The older adult used facial gestures of smiling, direct eye contact, and tone of voice in a grateful way.</li> </ul>	
<p>3.) What life advice would you pass to future generations?</p>	<ul style="list-style-type: none"> <li>● <u>Verbal Skill:</u> The student used oral communication to convey a message (Question) to the receiver (interviewee)</li> <li>● <u>Non-Verbal Skill:</u> The student used appropriate body posture that was attentive to the interviewee, and made direct eye contact, and used gestures like nodding in agreeing.</li> </ul>	<ul style="list-style-type: none"> <li>● <u>Verbal Skill:</u> The older adult uses oral communication to convey a message (answer) to the interviewer's question.</li> <li>● <u>Non-Verbal Skill:</u> The older adult used facial gestures of smiling, direct eye contact, and tone of voice in an assertive way.</li> </ul>	<p>As they answered, I mostly thought about what kind of life advice I would have for my grandchildren. It stuck with me that I should be able to get the most out of my life and learn.</p>
<p>4.) Who has influenced you the most?</p>	<ul style="list-style-type: none"> <li>● <u>Verbal Skill:</u> The student used oral communication to convey a message (Question) to the receiver (interviewee)</li> <li>● <u>Non-Verbal Skill:</u> The student used appropriate body posture that was attentive to the interviewee, made direct eye contact, and used gestures like nodding in agreeing.</li> </ul>	<ul style="list-style-type: none"> <li>● <u>Verbal Skill:</u> The older adult uses oral communication to convey a message (answer) to the interviewer's question.</li> <li>● <u>Non-Verbal Skill:</u> The older adult used facial gestures of smiling, direct eye contact, and tone of voice in a grateful way.</li> </ul>	<p>I was influenced a lot by their response to the question. They stated that their family and children influenced them the most. That same response is what made me inspired.</p>

<p>5.) What was your first job? How about your favorite?</p>	<ul style="list-style-type: none"> <li>● <u>Verbal Skill:</u> The student used oral communication to convey a message (Question) to the receiver (interviewee)</li> <li>● <u>Non-Verbal Skill:</u> The student used appropriate body posture that was attentive to the interviewee, and made direct eye contact, and used gestures like nodding in agreeing.</li> </ul>	<ul style="list-style-type: none"> <li>● <u>Verbal Skill:</u> The older adult uses oral communication to convey a message (answer) to the interviewer's question.</li> <li>● <u>Non-Verbal Skill:</u> The older adult used facial gestures of smiling, direct eye contact, and tone of voice in a reminiscent/sadden way.</li> </ul>	<p>When I asked this question, I immediately noted that their happy mood lessened a bit discussing a sad memory involving their first job.</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?

- The take-home lessons are to experience what I have learned, not be afraid to live your own life, and never hesitate when one must take action for your family's sake/future. These lessons, in particular, are what stuck with me because I have a family of my own that I have to raise and guide through their own lives. In general, life should be experienced to the fullest, meaning to learn as we go through life aging.

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

- A Nurse needs to adopt skills such as being patient, showing proper respect, and actively listening to the patient. These skills help build rapport with the nurse-client interaction. The skills, in turn, allow the practice to be more responsive toward the elderly and overall improve the care.

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

- We build our nursing skills in interviewing, like communication skills in verbal and non-verbal. Verbally we relay the message to the receiver and hope that the receiver deciphers the message in understanding. Non-verbal help represents the view of the message we send to the receivers. These skills allow a nurse to use communication skills effectively to communicate with an older adult when appropriately used.

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

- One question I reflect upon is what are the most important lessons that life taught? Moreover, how it can be communicated better to the interviewing process. One way is to have 2 or 3 sub-questions to ask after the initial response learning more about the answers. Another way is to reflect on their answers to assure them that the interviewer was listening to the interviewee and also confirm certain statements to appear more engaging.

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

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

RUBRIC FOR THERAPEUTIC COMMUNICATION GERONTOLOGY ASSIGNMENT

**Interview Evaluation-Interview Process Chart**

Criteria	Unacceptable 0 Points	Acceptable 5 Point	Good 7 Points	Excellent 10 Points	Points
<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> </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:</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> </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></li> </ul>	<p>Description of a well-developed conclusion that 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></li> </ul>	

	<ul style="list-style-type: none"> <li>○ List 1 non-verbal communication skill the interviewee used</li> <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>Interviewee communication</b></li> <li>○ List 1 verbal communication skill the patient used</li> <li>○ List 1 non-verbal communication skill the interviewee used</li> <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 verbal communication skill the patient used</li> <li>○ List 1 non-verbal communication skill the interviewee used</li> <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> <li>● <b>Student thoughts &amp; feelings related to the communication</b></li> <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 the discussion.	Repeats but does not add substantive information	Information that is factually correct; lacks full development of concept or thought.	Factually accurate, reflective and substantive contribution.	
<b>Clarity &amp; Mechanics</b>	Long, unorganized content may contain multiple errors or may be inappropriate. More than 5 clarity, spelling, grammatical, or mechanics errors.	Communicates 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 with clear, concise formatted in an easy-to-read style that is 0 grammatical or spelling errors.	

Criteria	Unacceptable 0 Points	Acceptable 5 Points	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 one 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>The conclusion is adequate with superficial thought and preparation; does not address all aspects of the task.</p> <p>Missing two elements of the following elements:</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>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 of a well-developed conclusion fully addresses and develops all aspects of the task.</p> <p>Including all the following elements.</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>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> </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 the 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>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 of a 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>	

	<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 non-verbal communication skill the interviewee used</li> <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>○ 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> </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 of a 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</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> </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> </ul>	<p>Description of a 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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	feeling related to the communication	<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>● <b>Student thoughts &amp; feelings related to the communication</b></li> <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 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 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 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.	
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**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.	
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