

Therapeutic Communication Gerontology Assignment

Learning Objectives and Outcomes	
QSEN	
Area	Objective
Knowledge	<ul style="list-style-type: none"> • Integrate understanding of multiple dimensions of patient centered care: <ul style="list-style-type: none"> ○ patient/family/community preferences, values ○ information, communication, and education
Skills	<ul style="list-style-type: none"> • Communicate patient values, preferences and expressed needs to other members of health care team • Provide patient-centered care with sensitivity and respect for the diversity of human experience • Recognize the boundaries of therapeutic relationships • Assess own level of communication skill in encounters with patients and families • Respect and encourage individual expression of patient values, preferences and expressed needs
Attitudes	<ul style="list-style-type: none"> • Value active partnership with patients or designated surrogates in planning, implementation, and evaluation of care • Respect patient preferences for degree of active engagement in care process • Value continuous improvement of own communication and conflict resolution skills.
Course Student Learning Outcomes (CSLOs)	
<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.
- All assignments must be completed in Microsoft Word.
- PDF and other formats will not be accepted.
- Follow Grammarly settings per the syllabus for clarity and mechanics.
- Review syllabus for late work policy.

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

<p>Question and Question Number:</p> <ul style="list-style-type: none"> • List the question you asked below 	<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> <ul style="list-style-type: none"> • Describe 1 thought or feeling related to the communication
<p>1. Who has influenced you the most throughout your life?</p>	<ul style="list-style-type: none"> • Verbal: I approached the question with a positive attitude, with a good tone. • Nonverbal: Open body language, showing interest in the feedback of the question. 	<ul style="list-style-type: none"> • Verbal: Before the question was asked, the student was asked about life, what he was up to, and stated that she was happy to help me with my assignment. The client was showing interest in the student and actively listened to his response. • Nonverbal: Smiled as she was speaking and 	<ul style="list-style-type: none"> • Before I asked the question, I almost forgot that I was interviewing my client because the conversation was flowing smoothly. It was not awkward at all and made the interview feel more natural.

		listening.	
2. What is your all-time favorite movie?	<ul style="list-style-type: none"> • Verbal: I used a clear, loud voice so my client can hear me speak. • Attentively listened and let the client have silence when thinking. 	<ul style="list-style-type: none"> • Verbal: The client asked me what my favorite movie was before she answered. The client showed respect and commented on how good our movie taste was. Positive feedback was present. • Nonverbal: Showed respect for my decision 	<ul style="list-style-type: none"> • I had to remind the client that this was more of an interview and it is best if she answers my question first, but I did not mind as it resulted in a great conversation about movies from her time as a child and how far they have come in production.
3. What life advice would you pass to future generations?	<ul style="list-style-type: none"> • Verbal: I used active listening skills, clear and positive tone of voice. • Nonverbal: I noticed I was fidgeting with my pen and stopped. I sat up straighter and make sure the client had my full attention. 	<ul style="list-style-type: none"> • Verbal: The client seemed confused by the question and vocalized that she needed help understanding. • Nonverbal: The client was more relaxed after understanding what I was trying to ask. 	<ul style="list-style-type: none"> • I was glad I asked this question because it showed me what the client thinks about our new young adults. The client didn't have the best to say about social media and the internet, but said that the knowledge we have access to today is going to keep allowing ourselves to evolve. As seen in nursing we are always improving and creating new technology and discovering medical advancements.
4. What are			

<p>the most rewarding things about getting older? Is it a lifetime of knowledge?</p>	<ul style="list-style-type: none"> • Verbal: I laughed at a joke the client made and I was able to relate to her in a few ways. I was told I might be an “old soul”. • Nonverbal: My laughter and interest in the conversation showed that I was listening and was moved by what she said. 	<ul style="list-style-type: none"> • Verbal: The client had positive attitude, presented open communication, and answered the question to the best of her ability. • Nonverbal: When I was talking the client was silent and showed active listening. 	<ul style="list-style-type: none"> • I gained some good insights and things to look forward to as I am aging. Talking with the client about life gave me a lot of reassurance and not to be so worried.
<p>5. What are the most important lessons you have learned in your life? Ask to hear the stories behind those lessons.</p>	<ul style="list-style-type: none"> • Verbal: I had a more serious tone when asking this question, was more assertive and straightforward. • Nonverbal: I stayed quiet and used active listening skills. I jotted down some notes to show I was taking in the information. 	<ul style="list-style-type: none"> • Verbal: Described in detail what lessons and stories she had to respond with. It took some time for her to remember some details, but she was surprised to have remembered such old stories. 	<ul style="list-style-type: none"> • I ended the interview off with a heartwarming question that brought up memories that otherwise would not have come up. I think it made the client happy that I was interested in her, and it was more personal.

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?
 - a. A major take-home lesson for me is that I should feel okay with aging and to not be so afraid. I am still young but the client helped me realize I need to focus on the “now” of things. I sometimes feel that younger generations believe that older adults are less intelligent than they are, and that’s just so wrong to believe. Older adults carry so much experience and learning from them about life is a good conversation to have.
2. How can a nurse adapt their practice to be more responsive to the unique needs of an older adult client?
 - a. The nurse can build rapport with client prior to communicating to the client about their wants and needs. A good trusting relationship is important when carrying out the specific needs of the client by the nurse. It is also important to use layman’s terms to avoid confusion and miscommunication.
3. In what way is a student building their nursing skills by interviewing clients including older adults?
 - a. A student nurse is building communication and interviewing skills by participating in these assignments and going to clinicals. Nurse’s must be able to communicate with all ages effectively to deliver high quality care. As a student we are constantly improving our communication skills as we learn about therapeutic communication in our courses.
4. Reflect on one question and expand on how the communication could improve.
 - a. I am reflecting on the question “*What are the most rewarding things about getting older? Is it a lifetime of knowledge?*”. During the conversation within this question, I felt like I was aligned with the client’s thought process. We agreed on a lot of ideas about aging. Although I am young, I have experienced the process of aging too. We both had experiences of aging to reflect on and will continue to experience new things and events. Becoming a grandma, retiring, having more time for hobbies, and relaxation were some ways that she felt rewarded. The communication was smooth, however, as an interviewer I was bring in a lot of my person ideas. This is a bad habit in some cases because I may offer a client advice as a nurse, and we need to be more professional and appropriate for our clients.

STUDENT NAME _____ BRAYDEN PERCIVAL _____

Total Points: _____/230

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	The conclusion is well developed that addresses all	Description well developed conclusion fully addresses and	

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

Criteria	Unacceptable 0 Points	Acceptable 5 Point	Good 7 Points	Excellent 10 Points	Points
Question two	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 ○ List 1 non- 	The conclusion is adequate with superficial thought and preparation; does not address all aspects of the task. Missing two aspects of the following aspects: <ul style="list-style-type: none"> • Student 	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 communication skill 	

	<p>verbal communication skill used.</p> <ul style="list-style-type: none"> • Interviewee communication: <ul style="list-style-type: none"> ○ List 1 verbal communication skill the patient used ○ List 1 non-verbal communication skill the interviewee used • Student thoughts & feelings related to the communication <ul style="list-style-type: none"> ○ Describe 1 thought or feeling related to the communication 	<p>communication</p> <ul style="list-style-type: none"> ○ List 1 verbal communication skill used ○ List 1 non-verbal communication skill used. <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:</p> <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 <ul style="list-style-type: none"> ● Describe 1 thought or feeling related to the communication. 	<p>used</p> <ul style="list-style-type: none"> ○ List 1 non-verbal communication skill used. <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 substantive information	Information that is factually correct; lacks full	Factually correct, reflective and substantive contribution.	

Contribution	irrelevant to discussion.		development of concept or thought.		
Clarity & Mechanics	Long, unorganized content that may contain multiple errors or may be inappropriate. More than 5 clarity, spelling, grammatical, or mechanics errors.	Communicates in manner with some 3-4 errors clarity, spelling, grammatical, or mechanics errors.	Contributes valuable information with minor 1-2 clarity, spelling, grammatical, or mechanics errors.	Contributes to with clear, concise formatted in an easy-to-read style that is 0 grammatical or spelling errors.	

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

	<p>communication:</p> <ul style="list-style-type: none"> ○ List 1 verbal communication skill the patient used ○ List 1 non-verbal communication skill the interviewee used <p>• Student thoughts & feelings related to the communication</p> <ul style="list-style-type: none"> ○ Describe 1 thought or feeling related to the communication 	<ul style="list-style-type: none"> ○ List 1 non-verbal communication skill used. <p>• Interviewee communication</p> <ul style="list-style-type: none"> ○ List 1 verbal communication skill the patient used ○ List 1 non-verbal communication skill the interviewee used <p>• Student thoughts & feelings related to the communication</p> <p>Describe 1 thought or feeling related to the communication</p>	<p>verbal communication skill used.</p> <p>• Interviewee communication:</p> <ul style="list-style-type: none"> ○ List 1 verbal communication skill the patient used ○ List 1 non-verbal communication skill the interviewee used <p>• Student thoughts & feelings related to the communication</p> <ul style="list-style-type: none"> • Describe 1 thought or feeling related to the communication. 	<p>used.</p> <p>• Interviewee communication:</p> <ul style="list-style-type: none"> ○ List 1 verbal communication skill the patient used ○ List 1 non-verbal communication skill the interviewee used <p>• Student thoughts & feelings related to the communication</p> <ul style="list-style-type: none"> ○ Describe 1 thought or feeling related to the communication 	
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Clarity & Mechanics	Long, unorganized content that may contain multiple errors or may be inappropriate. More than 5 clarity, spelling, grammatical, or mechanics errors.	Communicates in manner with some 3-4 errors clarity, spelling, grammatical, or mechanics errors.	Contributes valuable information with minor 1-2 clarity, spelling, grammatical, or mechanics errors.	Contributes to with clear, concise formatted in an easy-to-read style that is 0 grammatical or spelling errors.	
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Question four	<p>Missing three or more of the following aspects:</p> <ul style="list-style-type: none"> • Student communication: <ul style="list-style-type: none"> ○ List 1 verbal communication skill used ○ List 1 non-verbal communication skill used. • Interviewee communication: 	<p>The conclusion is adequate with superficial thought and preparation; does not address all aspects of the task.</p> <p>Missing two aspects of the following aspects:</p> <ul style="list-style-type: none"> • Student communication <ul style="list-style-type: none"> ○ List 1 verbal communication skill used ○ List 1 non-verbal 	<p>The conclusion is well developed that addresses all aspects of the task; it lacks full development of concepts. Missing one of the following aspects:</p> <ul style="list-style-type: none"> • Student communication: <ul style="list-style-type: none"> ○ List 1 verbal communication skill used ○ List 1 non-verbal communication 	<p>Description well developed conclusion fully addresses and develops all aspects of the task.</p> <p>Including all the following aspects.</p> <ul style="list-style-type: none"> • Student communication: <ul style="list-style-type: none"> ○ List 1 verbal communication skill used ○ List 1 non-verbal communication skill used. • Interviewee 	

	<ul style="list-style-type: none"> ○ List 1 verbal communication skill the patient used ○ List 1 non-verbal communication skill the interviewee used <ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ● 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"> ● 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 <ul style="list-style-type: none"> ● Student thoughts & feelings related to the communication <ul style="list-style-type: none"> ● Describe 1 thought or feeling related to the communication. 	<p>communication:</p> <ul style="list-style-type: none"> ○ List 1 verbal communication skill the patient used ○ List 1 non-verbal communication skill the interviewee used <ul style="list-style-type: none"> ● Student thoughts & feelings related to the communication <ul style="list-style-type: none"> ○ Describe 1 thought or feeling related to the communication 	
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Question five	<p>Missing three or more of the following aspects:</p> <ul style="list-style-type: none"> • Student communication: <ul style="list-style-type: none"> ○ List 1 verbal communication skill used ○ List 1 non-verbal communication skill used. • Interviewee communication: <ul style="list-style-type: none"> ○ List 1 verbal 	<p>The conclusion is adequate with superficial thought and preparation; does not address all aspects of the task.</p> <p>Missing two aspects of the following aspects:</p> <ul style="list-style-type: none"> • Student communication <ul style="list-style-type: none"> ○ List 1 verbal communication skill used ○ List 1 non-verbal communication 	<p>The conclusion is well developed that addresses all aspects of the task; it lacks full development of concepts. Missing one of the following aspects:</p> <ul style="list-style-type: none"> • Student communication: <ul style="list-style-type: none"> ○ List 1 verbal communication skill used ○ List 1 non-verbal communication skill used. 	<p>Description well developed conclusion fully addresses and develops all aspects of the task.</p> <p>Including all the following aspects.</p> <ul style="list-style-type: none"> • Student communication: <ul style="list-style-type: none"> ○ List 1 verbal communication skill used ○ List 1 non-verbal communication skill used. • Interviewee communication: 	

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

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

Criteria	Unacceptable 0 Points	Acceptable 5 Point	Good 7 Points	Excellent 10 Points	Points
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Clarity & Mechanics	Long, unorganized content that may contain multiple errors or may be	Communicates in manner with some 3-4 errors clarity, spelling,	Contributes valuable information with minor 1-2 clarity, spelling, grammatical, or	Contributes to with clear, concise formatted in an easy-to-read style that is 0 grammatical or spelling	

	inappropriate. More than 5 clarity, spelling, grammatical, or mechanics errors.	grammatical, or mechanics errors.	mechanics errors.	errors.	
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2. How can a nurse adapt their practice to be more responsive to the unique needs of an older adult client?

Criteria	Unacceptable 0 Points	Acceptable 5 Point	Good 7 Points	Excellent 10 Points	Points
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Clarity & Mechanics	Long, unorganized content that may contain multiple errors or may be inappropriate. More than 5 clarity, spelling,	Communicates in manner with some 3-4 errors clarity, spelling, grammatical, or mechanics errors.	Contributes valuable information with minor 1-2 clarity, spelling, grammatical, or mechanics errors.	Contributes to with clear, concise formatted in an easy-to-read style that is 0 grammatical or spelling errors.	

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

Criteria	Unacceptable 0 Points	Acceptable 5 Point	Good 7 Points	Excellent 10 Points	Points
Content Contribution	Information that is off-topic, incorrect, or irrelevant to discussion.	Repeats but does not add substantive information	Information that is factually correct; lacks full development of concept or thought.	Factually correct, reflective and substantive contribution.	
Clarity & Mechanics	Long, unorganized content that may contain multiple errors or may be inappropriate.	Communicates in manner with some 3-4 errors clarity, spelling, grammatical, or	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.	

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

Criteria	Unacceptable 0 Points	Acceptable 5 Point	Good 7 Points	Excellent 10 Points	Points
Content Contribution	Information that is off-topic, incorrect, or irrelevant to discussion.	Repeats but does not add substantive information	Information that is factually correct; lacks full development of concept or thought.	Factually correct, reflective and substantive contribution.	
Clarity & Mechanics	Long, unorganized content that may contain multiple errors or may be inappropriate. More than 5	Communicates in manner with some 3-4 errors clarity, spelling, grammatical, or mechanics errors.	Contributes valuable information with minor 1-2 clarity, spelling, grammatical, or mechanics errors.	Contributes to with clear, concise formatted in an easy-to-read style that is 0 grammatical or spelling errors.	

	clarity, spelling, grammatical, or mechanics errors.				
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