

## Therapeutic Communication Gerontology Assignment

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

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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.

### **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: Students will go with their instructor to a healthcare facility to complete this assignment. Each student will choose/be given a client to interview. 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. Following the interview, students will proceed back to campus 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 life advice would you pass to future generations	<ul style="list-style-type: none"> <li>• List 1 Verbal: the student nurse smiled, the student introduced themselves and asked the client how her day was.</li> <li>• List 1 non-verbal: the student nurse made good eye contact to the client so she new I was listening, gave good body gestures by nodding my head.</li> </ul>	<ul style="list-style-type: none"> <li>• List 1 verbal: The client introduced themselves, said that they were having a good day and were willing to answer any questions I had for them.</li> <li>• List 1 non-verbal: the client didn't give much body language when speaking, didn't have anybody gestures when speaking, but did keep turning her head because the room was a little loud.</li> </ul>	The client stated, "be yourself, tell the truth and you'll always get by being honest and good to others". This was great advice because she's from an older generation, she has lived longer so she is a lot wiser than the student nurse. The way the student nurse felt when the client stated those things were happiness and excitement
2. what are the most important	<ul style="list-style-type: none"> <li>• List 1 verbal: The student nurse</li> </ul>	<ul style="list-style-type: none"> <li>• List 1 verbal: The client answered the</li> </ul>	In this question the client stated, "to be patient with others, that you should treat everyone the same no matter

<p>lessons you have learned in your life? Ask to hear the stories behind those lessons.</p>	<p>proceeded to ask the following questions to the client while listening to what she had to say.</p> <ul style="list-style-type: none"> <li>List 1 non-verbal: The student nurse made good eye contact, The student nurse provided their undivided attention while listening to the clients answers.</li> </ul>	<p>following questions asked of her and provided stories of the reason she gave such a answer.</p> <ul style="list-style-type: none"> <li>List non-verbal: the client made good eye contact when speaking with the student nurse. The client didn't have many hand gestures, but the client did seem active. The client's facial expressions showed that she was excited to share her stories.</li> </ul>	<p>who they are and no matter what the color of their skin looks like, because god only sees us as one". When the client stated these things, it made me think why can't everyone in the world think like the client. It gave me hope that one day, maybe everyone could see each other for more than just a color, or more than what society sees people as.</p>
<p>3. Who has influenced you the most?</p>	<ul style="list-style-type: none"> <li>List 1 verbal: The student nurse asked the client the following question. The student nurse showed the client the paper while the student read along the questions to the client.</li> <li>List 1 non-verbal: The student nurse smiled, showed good body language to the client by not having arms crossed and by giving good eye contact, and</li> </ul>	<ul style="list-style-type: none"> <li>List 1 verbal: The client was willing to answer the following question that was asked of the client. The client started laughing at her answer when she stated that books have influenced her the most.</li> <li>List 1 non-verbal: The client showed excitement in her answer, she clapped her hands as she knew it was funny to her.</li> </ul>	<p>The student nurse thought it was different to hear the client state that books where the main source that influenced the client. It was great to hear a different answer than normally someone saying a person has influenced them.</p>

	<p>nodding to the answers the client provided the student nurse.</p>		
<p>4. 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 lifelike at that time?</p>	<p>List 1 verbal: The student nurse asked the client the following questions. The student nurse talked the client through the questions so the client could remember what part she was on next. List 1 non-verbal: The student nurse pointed to the question so the client could see the different questions that were being asked of her. The student nurse also showed interest in the conversation by listening, showing facial expressions by smiling or showing excitement when the client answered the question asked of her.</p>	<p>List 1 verbal: the client giggled and laughed while answering this question.  List 1 non-verbal: the client showed facial expressions and hand gestures while explaining her thoughts of why she would go back to a certain age.</p>	<p>The client's answer to this question was that she would go back to the age 21, and she chose that age because she thought that if she knew what she knew now about life she would be more wise about her life. The client said that she wouldn't stay 21 because she was so young and didn't know much back then, she would continue to live her life at the age she is now because her life turned out okay. The student nurse thought about this question and asked themselves that if the roles were reversed would I feel the same as the client did? That answer is yes because god makes know mistakes and everyone goes through their journey and that's what makes you the person you are today.</p>
<p>5. what was your favorite movie</p>	<p>List 1 verbal: the student nurse laughed and asked the</p>	<p>List 1 verbal: the client laughed and said that "Penny</p>	<p>This question made me smile because the student nurse also had good family movies she liked to watch when</p>

when you were younger?	following question to the client. List 1 non-verbal: the student nurse had a smile on her face and pointed to the question so the client could read along.	from Heaven” was her favorite movie because it was a movie she watched with her family. List 1 non-verbal: the client makes hand gestures trying to explain certain details in the movie.	with her family.
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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 student nurse realizes that older adults have so many good memories to tell and some good advice about life. The student nurse specifically like when the client said to be yourself, stay true to who you are because that’s the way to get through life, but be patient with people and treat everyone the same. If more people had that kind of heart, life would be a lot better.

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

It’s great to build a good nurse-client relationship so that the client trusts the nurse is there to help the client in every way possible. Building a trustworthy relationship with the older client will help the communication to be open and allow the client to trust that what the nurse is telling them is accurate. When speaking with the client I had open body language and it was welcoming, I introduced myself in a manner that was respectful but also that the client new I came in peace and there was no judgment. It’s important to have a respectful but welcoming relationship between patients or older adult so they can feel comfortable and feel like nurse is there to help them completely.

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

The student nurse feels it's beneficial to understand patients and older adults, that way you can learn how to take care of people, but also how to talk and have good communications skills. Interviewing and learning people stories can give you an idea of how to be better in the nursing field. If you don't listen to the patient, how can you possibly get them to trust you? You want to build a foundation where the patient or the older adult feels comfortable and safe.

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

The question that stood out the most was "what life advice would you pass to future generations" because the client's answer was one that was great advice. She said be yourself, be true to yourself, tell the truth and you'll always get through life this way. I wanted the client to go into dept about how and why that was the best advice for the younger generation but she kind of got caught off guard by other people in the room playing the game trivia. I would say when communicating with someone, make sure to give them your undivided attention, show them that you're listening, nod and use the repeat back method so they know that you are following along with them.

STUDENT NAME \_\_\_\_\_ Shanique Williams \_\_\_\_\_

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

RUBRIC FOR THERAPUTIC COMMUNICATION GERONTOLOGY ASSIGNMENT

**Interview Evaluation-Interview Process Chart**

Criteria	Unacceptable 0 Points	Acceptable 5 Point	Good 7 Points	Excellent 10 Points	Points
<b>Question one</b>	<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</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</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> </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</b></li> </ul>	

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

	<p>used</p> <ul style="list-style-type: none"> <li>• <b>Student thoughts &amp; feelings related to the communication</b></li> </ul> <ul style="list-style-type: none"> <li>○ Describe 1 thought or feeling related to the communication</li> </ul>	<p>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> </ul> <ul style="list-style-type: none"> <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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Criteria	Unacceptable 0 Points	Acceptable 5 Point	Good 7 Points	Excellent 10 Points	Points
<b>Question four</b>	<p>Missing three or more of the following aspects:</p> <ul style="list-style-type: none"> <li>• <b>Student communication:</b> <ul style="list-style-type: none"> <li>○ List 1 verbal communication skill used</li> <li>○ List 1 non-verbal communication skill used.</li> </ul> </li> <li>• <b>Interviewee communication:</b> <ul style="list-style-type: none"> <li>○ List 1 verbal communication skill the patient used</li> <li>○ List 1 non-verbal communication skill the interviewee used</li> </ul> </li> <li>• <b>Student thoughts &amp; feelings related to</b></li> </ul>	<p>The conclusion is adequate with superficial thought and preparation; does not address all aspects of the task.</p> <p>Missing two aspects of the following aspects:</p> <ul style="list-style-type: none"> <li>• <b>Student communication</b> <ul style="list-style-type: none"> <li>○ List 1 verbal communication skill used</li> <li>○ List 1 non-verbal communication skill used.</li> </ul> </li> <li>• <b>Interviewee communication</b> <ul style="list-style-type: none"> <li>○ List 1 verbal communication skill the patient used</li> <li>○ List 1 non-verbal</li> </ul> </li> </ul>	<p>The conclusion is well developed that addresses all aspects of the task; it lacks full development of concepts. Missing one of the following aspects:</p> <ul style="list-style-type: none"> <li>• <b>Student communication:</b> <ul style="list-style-type: none"> <li>○ List 1 verbal communication skill used</li> <li>○ List 1 non-verbal communication skill used.</li> </ul> </li> <li>• <b>Interviewee communication:</b> <ul style="list-style-type: none"> <li>○ List 1 verbal communication skill the patient used</li> <li>○ List 1 non-verbal communication skill the</li> </ul> </li> </ul>	<p>Description well developed conclusion fully addresses and develops all aspects of the task.</p> <p>Including all the following aspects.</p> <ul style="list-style-type: none"> <li>• <b>Student communication:</b> <ul style="list-style-type: none"> <li>○ List 1 verbal communication skill used</li> <li>○ List 1 non-verbal communication skill used.</li> </ul> </li> <li>• <b>Interviewee communication:</b> <ul style="list-style-type: none"> <li>○ List 1 verbal communication skill the patient used</li> <li>○ List 1 non-verbal communication skill the interviewee used</li> </ul> </li> <li>• <b>Student thoughts &amp; feelings related to the communication</b></li> </ul>	

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

<b>Criteria</b>	<b>Unacceptable 0 Points</b>	<b>Acceptable 5 Point</b>	<b>Good 7 Points</b>	<b>Excellent 10 Points</b>	<b>Points</b>
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<p><b>Question five</b></p>	<p>Missing three or more of the following aspects:</p> <ul style="list-style-type: none"> <li>• <b>Student communication:</b> <ul style="list-style-type: none"> <li>○ List 1 verbal communication skill used</li> <li>○ List 1 non-verbal communication skill used.</li> </ul> </li> <li>• <b>Interviewee communication:</b> <ul style="list-style-type: none"> <li>○ List 1 verbal communication skill the patient used</li> <li>○ List 1 non-verbal communication skill the interviewee used</li> </ul> </li> <li>• <b>Student thoughts &amp; feelings related to the communication</b> <ul style="list-style-type: none"> <li>○ Describe 1 thought or feeling related to</li> </ul> </li> </ul>	<p>The conclusion is adequate with superficial thought and preparation; does not address all aspects of the task.</p> <p>Missing two aspects of the following aspects:</p> <ul style="list-style-type: none"> <li>• <b>Student communication</b> <ul style="list-style-type: none"> <li>○ List 1 verbal communication skill used</li> <li>○ List 1 non-verbal communication skill used.</li> </ul> </li> <li>• <b>Interviewee communication</b> <ul style="list-style-type: none"> <li>○ List 1 verbal communication skill the patient used</li> <li>○ List 1 non-verbal communication skill the interviewee used</li> </ul> </li> <li>• <b>Student thoughts &amp;</b></li> </ul>	<p>The conclusion is well developed that addresses all aspects of the task; it lacks full development of concepts. Missing one of the following aspects:</p> <ul style="list-style-type: none"> <li>• <b>Student communication:</b> <ul style="list-style-type: none"> <li>○ List 1 verbal communication skill used</li> <li>○ List 1 non-verbal communication skill used.</li> </ul> </li> <li>• <b>Interviewee communication:</b> <ul style="list-style-type: none"> <li>○ List 1 verbal communication skill the patient used</li> <li>○ List 1 non-verbal communication skill the interviewee used</li> </ul> </li> <li>• <b>Student thoughts &amp; feelings related to the</b></li> </ul>	<p>Description well developed conclusion fully addresses and develops all aspects of the task.</p> <p>Including all the following aspects:</p> <ul style="list-style-type: none"> <li>• <b>Student communication:</b> <ul style="list-style-type: none"> <li>○ List 1 verbal communication skill used</li> <li>○ List 1 non-verbal communication skill used.</li> </ul> </li> <li>• <b>Interviewee communication:</b> <ul style="list-style-type: none"> <li>○ List 1 verbal communication skill the patient used</li> <li>○ List 1 non-verbal communication skill the interviewee used</li> </ul> </li> <li>• <b>Student thoughts &amp; feelings related to the communication</b> <ul style="list-style-type: none"> <li>○ Describe 1 thought or feeling related to the communication</li> </ul> </li> </ul>	
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	the communication	<b>feelings related to the communication</b> Describe 1 thought or feeling related to the communication	<b>communication</b> <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.	
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### 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.	
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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?**

<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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**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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