

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 	

- | |
|---|
| <ul style="list-style-type: none">• Doman X: Personal, Professional, and Leadership Development |
|---|

Background

Therapeutic communication is a fundamental component of nursing and is a complex concept. Ensuring positive encounters between nurses and patients is essential for improving the quality of nursing interactions, the performance of various nursing duties, and meeting patients' diverse needs (Abdolrahimi et al., 2017).

This assignment will help students feel comfortable initiating conversations with older adults and raising awareness of older persons' wishes, expectations, resources, cultural traditions, and strengths.

Additional Guidelines:

- Plagiarism will result in a zero on the assignment.
- Follow the directions within each graded section.
- A template for the interview process is provided below.
- No late work will be accepted. Late work will earn a zero.
- All assignments must be completed in Microsoft Word.
- PDF and other formats will not be accepted.

Reference

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

Walker & Avant concept analysis. *Electronic Physician*, 9(8), 4968-4977. doi: 10.19082/4968

Del Caremn Molle, M. & Heithoff, H. (2021, January 11). *Nursing students interpreter tools to foster therapeutic communication with non-English speaking patients in varied care settings*. QSEN Institute. <https://qsen.org/nursing-students-using-interpreter-tools-to-foster-therapeutic-communication-with-non-english-speaking-patients-in-varied-care-settings/>

Examining risks and benefits to enhance quality of life. (2022, January, 5). National League of Nursing (NLN). <http://www.nln.org/professional-development-programs/teaching-resources/ace-s/teaching-strategies/aces-knowledge-domains/individualized-aging/examining-risks-and-benefits-to-enhance-quality-of-life>

Samuels, C. (2021, April 1). *20 questions to ask elderly loved ones to connect and reminisce*. A Place for Mom. <https://www.aplaceformom.com/caregiver-resources/articles/engaging-questions>

Step One: Interview process:

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

Example Interview questions:

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

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

Interview Process Chart

Question and Question Number: <ul style="list-style-type: none"> • List the question you asked below 	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>1 What do you remember about the house you grew up in?</p>	<p>I used an open-ended question that allowed my grandmother to open up about stories that she remembered about the house that she grew up in.</p> <p>I sat face to face with my grandma which allowed her to feel comfortable during our conversation.</p>	<p>My grandma utilized active listening to be able to hear my question and respond appropriately.</p> <p>My grandma smiled after I asked my question, showing that she had happy memories through non-verbal communication.</p>	<p>I really liked listening to my grandma’s response to this question. My grandma is child number 8 of 10, the first 9 children being girls. They grew up in a three-bedroom, one-bathroom farmhouse. My grandma told me that even though the house was small and they had to share a bathroom, they were all happy and she wouldn’t trade her childhood for the world.</p>
<p>2 Who has influenced you the most?</p>	<p>I used active listening during her response to this question as I felt that she was going to say something really meaningful.</p> <p>I maintained eye contact with my grandma during this question.</p>	<p>My grandma was very clear and concise in her language when answering this question.</p> <p>My grandma utilized silence when she took a pause. This showed me that she was really thinking about the question that I had asked her.</p>	<p>My grandma’s response to this question was very heartwarming. She told me that her mom was the one that influenced her the most. My great grandmother was an amazing woman that would do anything for anyone. She was a great friend that always helped those in need, and she passed this trait down to her kids. If anyone we know needs anything, my grandma and her siblings will band together to do whatever they can to help.</p>

<p>3</p> <p>What is the most important lesson you learned in life?</p>	<p>I spoke in a softer tone of voice for this question as I knew what her answer might be and that it might be a hard story to tell.</p> <p>I also held her hand as she responded to my question, as I could tell that her response was something that was hard for her to relive.</p>	<p>My grandma also spoke softer during her response. She had a hard time explaining what she went through, and she needed some time to gather her thoughts.</p> <p>My grandma pulled herself away from the table, showing me with her body language that she was starting to get uncomfortable.</p>	<p>I thought I knew what my grandma was going to say in response to this question, but what she described was more than I anticipated. I knew that when my mom was young, her dad, my grandma's first husband, had a problem with alcohol. My mom had described an instance where her dad had pulled my grandma out of the back of a truck, and they had gotten into an argument on the side of the road. What I didn't know was that my grandfather had been abusive to my grandma in the past. When she told me this, I gave her a hug and we just sat and kind of absorbed what just happened. I feel much closer with her now that I know more about what she went through. The lesson that she taught me was that even if you love someone, you can leave if they are not good for you or those around you. This was an important lesson that I will always keep in the back of my mind.</p>
<p>4</p> <p>What was your first job?</p>	<p>I asked this question using a higher, happier tone in my voice as a way to cheer my grandma up after the difficult conversation we had just had.</p> <p>I also laughed and smiled when I asked this question to try to show my grandma that I loved her and did not think any less about her because of the information that she just told me.</p>	<p>My grandma was making jokes and using a lighter tone in her voice.</p> <p>She also was using her hands to tell stories about what she would do while working her first job.</p>	<p>My grandma told me that her first job was working on the family farm as a little girl. They used to have animals and would grow different crops depending on the season. As they had ten kids to feed, my grandma's family would often grow their own food, and it would be up to the kids to help pick the crop whenever it was ready. My grandma also said that she would have to climb into the small chicken coop to get out the eggs that the hens had laid. She used her hands to show me the size of the chicken coop and we had a good laugh about the time she remembered getting chased by a chicken after she took the eggs out of the stall.</p>
<p>5</p> <p>What information would you like to pass on to future generations?</p>	<p>I used reflection with this question. I elaborated on this question by asking her what she would tell someone that was in a similar abusive relationship as she was in. This showed that I</p>	<p>My grandma spoke with a lot of confidence behind her when she answered this question. She stated that if someone remembered one thing about her, she would want it to be that</p>	<p>I felt that this was a great way to end this interview. My grandma is one of the most influential people in my life and I am so inspired by her. My grandma was diagnosed with Type 1 diabetes when she was eight years old, but she never let that stop her. She rolled with the punches and never let her disease stand in her way. After learning more about her past with my</p>

	<p>was actively listening to her and that I cared about what she had to say.</p> <p>I used a pause before elaborating on this question, giving my grandma time to really think about how she wanted to answer.</p>	<p>she told them to fight for what they want and that no matter where you find yourself in life, you can always reach your goals.</p> <p>My grandma sat up straighter and squared her shoulders, showing that she was very serious and passionate about what she was going to say.</p>	<p>grandpa, I understand why she would want to tell others that life may get hard and it may seem impossible to get out of your current situation, but to never give up and always fight for what you want in life.</p>
--	--	--	---

Step Two: Interview Evaluation-Reflective Activity

Step Two Directions: After interviewing an older adult, students are to complete a self-reflective evaluation. Answer all FOUR questions listed below. Complete in full sentences with proper clarity and mechanics. Follow rubric for full guidelines.

1. What are the major take-home lessons after interviewing an older adult?
 - a. One major take-home lesson I got from interviewing an older adult was that you never know what someone has gone through in their past. I thought I knew my grandma, but I quickly found out that there were things that I never understood about her before. I always thought of her as this strong, superhero like woman, but now I am just in awe of how she was able to take herself out of such a difficult situation and create a better life for her and my mom. I also learned that older adults can have so much wisdom to share if given the opportunity. My grandma taught me such valuable life lessons that I may have never learned had I not interviewed her.

2. How can a nurse adapt their practice to be more responsive to the unique needs of an older adult client?
 - a. A nurse can adapt their practice to better suit the needs of older adults by trying to be more open-minded. Often times it is easy to judge older adults and dismiss some of their concerns. However, older adults have lived lives that may have been fuller and more interesting than anyone could have imagined. A nurse could also try to instill more active listening in their practice. Taking the time to sit and listen to what their older client has to say can go a long way toward building trust and rapport between them.

3. In what way is a student building their nursing skills by interviewing patients including older adults?
 - a. By interviewing older adults, students are learning how to be patient with their clients. Sometimes older adults may have a difficult time hearing you or understanding what you are trying to say, and you may find yourself repeating your statements again and again. While this can become frustrating, it is important for students to learn this skill as it could come in handy. For example, if a student finds themselves working in the emergency setting, client's may be too overwhelmed to understand what is being asked of them and the nurse may have to repeat their questions. Another example would be if a client has difficulty understanding English. Communication with these clients can be difficult, and it is important that a nurse is patient and keeps their composure.

4. Reflect on one question and expand on how the communication could improve.
 - a. Question three was the hardest question communication wise. While asking the question was not all that difficult, the communication I displayed during the response could have been better. Instead of just holding my grandma's hand, I could have told her that I understood how difficult it was for her to respond and that she could take all of the time that she needed. I also could have ensured that she knew that I was here for her and that I appreciated her trusting me with that information. Another thing I could have improved on was my facial expressions. I often show how I am feeling on my face, and I know that I did this during this question. In the future, I need to work on keeping a straight face and not showing signs of shock, or any other intense emotions on my face. That being said, I need to find a balance between not showing too much emotion while also not showing too little. Having a flat expression can also effect how successful I communicate.

STUDENT NAME: Madalyn Goble

Total Points: _____/90

RUBRIC FOR THERAPUTIC COMMUNICATION GERONTOLOGY ASSIGNMENT

Interview Evaluation-Interview Process Chart

Criteria	Unacceptable 0 Points	Acceptable 5 Point	Good 7 Points	Excellent 10 Points	Points
Question one	Missing three or more of the following aspects: <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. 	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 communication <ul style="list-style-type: none"> ○ List 1 verbal 	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 communication: <ul style="list-style-type: none"> ○ List 1 verbal communication skill used 	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 used ○ List 1 non-verbal 	

	<ul style="list-style-type: none"> • Interviewee communication: <ul style="list-style-type: none"> ○ List 1 verbal communication skill the patient used ○ List 1 non-verbal communication skill the interviewee used • Student thoughts & feelings related to the communication <ul style="list-style-type: none"> ○ Describe 1 thought or feeling related to the communication 	<p>communication skill used</p> <ul style="list-style-type: none"> ○ List 1 non-verbal communication skill used. <ul style="list-style-type: none"> • Interviewee communication <ul style="list-style-type: none"> ○ List 1 verbal communication skill the patient used ○ List 1 non-verbal communication skill the interviewee used • Student thoughts & feelings related to the communication <p>Describe 1 thought or feeling related to the communication</p> 	<ul style="list-style-type: none"> ○ List 1 non-verbal communication skill used. <ul style="list-style-type: none"> • Interviewee communication: <ul style="list-style-type: none"> ○ List 1 verbal communication skill the patient used ○ List 1 non-verbal communication skill the interviewee used • Student thoughts & feelings related to the communication <ul style="list-style-type: none"> ● Describe 1 thought or feeling related to the communication. 	<p>communication skill used.</p> <ul style="list-style-type: none"> • Interviewee communication: <ul style="list-style-type: none"> ○ List 1 verbal communication skill the patient used ○ List 1 non-verbal communication skill the interviewee used • Student thoughts & feelings related to the communication <ul style="list-style-type: none"> ○ Describe 1 thought or feeling related to the communication 	
Content Contribution	Information that is off-topic, incorrect, or irrelevant to discussion.	Repeats but does not add substantive information	Information that is factually correct; lacks full development of concept or thought.	Factually correct, reflective and substantive contribution.	
Clarity &	Long, unorganized content	Communicates in manner	Contributes valuable	Contributes to with clear, concise	

Mechanics	that may contain multiple errors or may be inappropriate. More than 5 clarity, spelling, grammatical, or mechanics errors.	with some 3-4 errors clarity, spelling, grammatical, or mechanics errors.	information with minor 1-2 clarity, spelling, grammatical, or mechanics errors.	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	<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 communication skill the patient used 	<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 skill used. • Interviewee 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. • Interviewee 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 communication: <ul style="list-style-type: none"> ○ List 1 verbal communication skill the patient used ○ List 1 non-verbal communication skill 	

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

Criteria	Unacceptable 0 Points	Acceptable 5 Point	Good 7 Points	Excellent 10 Points	Points
Question three	<p>Missing three or more of the following aspects:</p> <ul style="list-style-type: none"> • Student communication: <ul style="list-style-type: none"> ○ List 1 verbal communication skill used ○ List 1 non-verbal 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 & 	<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 skill used. • Interviewee communication <ul style="list-style-type: none"> ○ List 1 verbal communication skill the patient used ○ List 1 non- 	<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. • Interviewee communication: <ul style="list-style-type: none"> ○ List 1 verbal communication skill the patient 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 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>feelings related to the communication</p> <ul style="list-style-type: none"> o Describe 1 thought or feeling related to the communication 	<p>verbal communication skill the interviewee used</p> <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>n skill the interviewee used</p> <ul style="list-style-type: none"> • Student thoughts & feelings related to the communication • Describe 1 thought or feeling related to the communication. 	<ul style="list-style-type: none"> o Describe 1 thought or feeling related to the communication 	
Content Contribution	Information that is off-topic, incorrect, or irrelevant to discussion.	Repeats but does not add substantive information	Information that is factually correct; lacks full development of concept or thought.	Factually correct, reflective and substantive contribution.	
Clarity & Mechanics	Long, unorganized content that may contain multiple errors or may be inappropriate. More than 5 clarity, spelling, grammatical, or mechanics errors.	Communicates in manner with some 3-4 errors clarity, spelling, grammatical, or mechanics errors.	Contributes valuable information with minor 1-2 clarity, spelling, grammatical, or mechanics errors.	Contributes to with clear, concise formatted in an easy-to-read style that is 0 grammatical or spelling errors.	

Criteria	Unacceptable 0 Points	Acceptable 5 Point	Good 7 Points	Excellent 10 Points	Points
Question 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: <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 	<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 skill used. • Interviewee communication <ul style="list-style-type: none"> ○ List 1 verbal communication skill the patient 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 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 	<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: <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>the communication</p> <ul style="list-style-type: none"> o Describe 1 thought or feeling related to the communication 	<p>communicati on skill the interviewee used</p> <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>interviewee used</p> <ul style="list-style-type: none"> • Student thoughts & feelings related to the communication • Describe 1 thought or feeling related to the communication. 	<ul style="list-style-type: none"> o Describe 1 thought or feeling related to the communication 	
Content Contribution	Information that is off-topic, incorrect, or irrelevant to discussion.	Repeats but does not add substantive information	Information that is factually correct; lacks full development of concept or thought.	Factually correct, reflective and substantive contribution.	
Clarity & Mechanics	Long, unorganized content that may contain multiple errors or may be inappropriate. More than 5 clarity, spelling, grammatical, or mechanics errors.	Communicates in manner with some 3-4 errors clarity, spelling, grammatical, or mechanics errors.	Contributes valuable information with minor 1-2 clarity, spelling, grammatical, or mechanics errors.	Contributes to with clear, concise formatted in an easy-to-read style that is 0 grammatical or spelling errors.	

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

<p>Question five</p>	<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 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>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 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 & 	<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. • 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 	<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: <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 	
-----------------------------	---	---	---	---	--

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

Interview Evaluation-Reflective Activity

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

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

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

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

Content Contribution	Information that is off-topic, incorrect, or irrelevant to discussion.	Repeats but does not add substantive information	Information that is factually correct; lacks full development of concept or thought.	Factually correct, reflective and substantive contribution.	
Clarity & Mechanics	Long, unorganized content that may contain multiple 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.	

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. More than 5 clarity, spelling, grammatical, or mechanics errors.	Communicates in manner with some 3-4 errors clarity, spelling, grammatical, or mechanics errors.	Contributes valuable information with minor 1-2 clarity, spelling, grammatical, or mechanics errors.	Contributes to with clear, concise formatted in an easy-to-read style that is 0 grammatical or spelling errors.	

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

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

