

## 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: 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**

<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 was your first job?	<ul style="list-style-type: none"> <li>• Nonverbal: head nodding</li> <li>• Verbal: restating</li> </ul>	<ul style="list-style-type: none"> <li>• Nonverbal: eye contact</li> <li>• Verbal: active listening</li> </ul>	<ul style="list-style-type: none"> <li>• I had to use the restating technique during this question of the interview to make sure I really understood what the job was.</li> </ul>
2: What was your favorite movie/tv show when you were younger?	<ul style="list-style-type: none"> <li>• Nonverbal: gestures when talking</li> <li>• Verbal: active listening</li> </ul>	<ul style="list-style-type: none"> <li>• Nonverbal: laughing</li> <li>• Verbal: restating</li> </ul>	<ul style="list-style-type: none"> <li>• The client was very smiley and seemed to have good memories associated with some tv shows that her and her siblings used to watch when they were younger.</li> </ul>
3: Which invention from your lifetime amazed you?	<ul style="list-style-type: none"> <li>• Nonverbal: tone of voice</li> <li>• Verbal: paraphrasing feelings expressed</li> </ul>	<ul style="list-style-type: none"> <li>• Nonverbal: facial expressions (smiling)</li> <li>• Verbal: summarizing</li> </ul>	<ul style="list-style-type: none"> <li>• The client used a couple of facial expressions that showed how exciting it was when the invention expressed was invented.</li> </ul>
4: What do you remember about the place you grew	<ul style="list-style-type: none"> <li>• Nonverbal: facial expressions (smiling) &amp;</li> </ul>	<ul style="list-style-type: none"> <li>• Nonverbal: facial expressions</li> <li>• Verbal: clear</li> </ul>	<ul style="list-style-type: none"> <li>• The client distinctively remembered certain details and memories about the home she grew up in and had to problem clearly</li> </ul>

up?	<ul style="list-style-type: none"> <li>laughing</li> <li>Verbal: active listening</li> </ul>	response/speaking	speaking and responding to this question.
5: If you could go back to any age, what would it be?	<ul style="list-style-type: none"> <li>Nonverbal: head nodding</li> <li>Verbal: summarizing</li> </ul>	<ul style="list-style-type: none"> <li>Nonverbal: pausing for thinking</li> <li>Verbal: clear response/speaking</li> </ul>	<ul style="list-style-type: none"> <li>The client thought hard and took a few pauses during this question as it seemed a little difficult to look back through the years for her.</li> </ul>

## 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?

After interviewing an older adult, I learned that there are quite a few things that have to be done differently or emphasized more than if you were interviewing any other patient. One major thing to remember when speaking to an older adult is to face the client when speaking and minimize distractions by secluding the interview in a private setting. This not only helps the client to think and process during the interview, but it makes it easier for them to hear the questions being asked as well. It is also important to try and smooth-out the questions as much as possible for the client to make it easier for them to understand what you are asking and formulate an answer. Sway away from larger, difficult words and try not to cram too many questions in at one time.

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

As stated previously, it is important to make sure that the client is in a private setting that allows them to feel comfortable during the interview with the least amount of distractions possible. This could include asking visitors to exit the room during the interview, closing the clients door, going into a private room, etc. If there are any televisions, radios, cellphones, or anything in the background that may make noise during the interview, make sure to silence them before beginning the interview. Make sure to check if the patient wears any assistive devices such as hearing aids that may assist them during the interview as well.

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

Getting practice with interviewing patients, especially older adults, will significantly help a student to improve on their therapeutic communication skills. Interviewing is an actively effective way to put the things that we study and are tested on into play and help to feel more the understanding of what things are right to say and what things you should avoid. Getting practice with communication is the best way to learn how to be good at it and the right way to communicate therapeutically! Also, interviews and asking questions that may be tough to ask certain clients will help to make the difficult and emotional conversations down the road easier.

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

When I began the interview with the first question, I was not sitting directly in front of the client at the start and it made it a little difficult for the client to understand the question. I then moved to sitting directly in front of the client and restated the question with a clear tone of voice and it was better understood. Also, I had to turn off the television in the background because the client would now and then be listening to the television and lose focus on the question being asked. I should have removed the television from being a distraction before beginning the interview.

STUDENT NAME: Macy Clark

RUBRIC FOR THERAPEUTIC COMMUNICATION GERONTOLOGY ASSIGNMENT

Interview Evaluation-Interview Process Chart

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

	<p>verbal communication skill the 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>○ 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>	<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> <li>● Describe 1 thought or feeling related to the communication.</li> </ul>	<p>communication skill the 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>	
<b>Content Contribution</b>	Information that is off-topic, incorrect, or irrelevant to discussion.	Repeats but does not add substantive information	Information that is factually correct; lacks full development of concept or thought.	Factually correct, reflective and substantive contribution.	
<b>Clarity &amp; Mechanics</b>	Long, unorganized content that may contain multiple errors or may be inappropriate. More than 5 clarity, spelling, grammatical, or mechanics errors.	Communicates in manner with some 3-4 errors clarity, spelling, grammatical, or mechanics errors.	Contributes valuable information with minor 1-2 clarity, spelling, grammatical, or mechanics errors.	Contributes to with clear, concise formatted in an easy-to-read style that is 0 grammatical or spelling errors.	

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

	<ul style="list-style-type: none"> <li>Describe 1 thought or feeling related to the communication</li> </ul>	<p>interviewee used</p> <ul style="list-style-type: none"> <li><b>Student thoughts &amp; feelings related to the communication</b></li> </ul> <p>Describe 1 thought or feeling related to the communication</p>	<p>used</p> <ul style="list-style-type: none"> <li><b>Student thoughts &amp; feelings related to the communication</b></li> <li>Describe 1 thought or feeling related to the communication.</li> </ul>		
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<b>Question</b>	Missing three or more of	The conclusion is	The conclusion is well	Description well developed	

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

	<p><b>communication:</b></p> <ul style="list-style-type: none"> <li>○ List 1 verbal communication skill used</li> <li>○ List 1 non-verbal communication skill used.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Interviewee communication:</b> <ul style="list-style-type: none"> <li>○ List 1 verbal communication skill the patient used</li> <li>○ List 1 non-verbal communication skill the interviewee used</li> </ul> </li> <li>• <b>Student thoughts &amp; feelings related to the communication</b> <ul style="list-style-type: none"> <li>○ Describe 1 thought or feeling related to the communication</li> </ul> </li> </ul>	<p>aspects of the task.</p> <p>Missing two aspects of the following aspects:</p> <ul style="list-style-type: none"> <li>• <b>Student communication</b> <ul style="list-style-type: none"> <li>○ List 1 verbal communication skill used</li> <li>○ List 1 non-verbal communication skill used.</li> </ul> </li> <li>• <b>Interviewee communication</b> <ul style="list-style-type: none"> <li>○ List 1 verbal communication skill the patient used</li> <li>○ List 1 non-verbal communication skill the interviewee used</li> </ul> </li> <li>• <b>Student thoughts &amp; feelings related to the communication</b></li> </ul> <p>Describe 1 thought or</p>	<p>concepts. Missing one of the following aspects:</p> <ul style="list-style-type: none"> <li>• <b>Student communication:</b> <ul style="list-style-type: none"> <li>○ List 1 verbal communication skill used</li> <li>○ List 1 non-verbal communication skill used.</li> </ul> </li> <li>• <b>Interviewee communication:</b> <ul style="list-style-type: none"> <li>○ List 1 verbal communication skill the patient used</li> <li>○ List 1 non-verbal communication skill the interviewee used</li> </ul> </li> <li>• <b>Student thoughts &amp; feelings related to the communication</b> <ul style="list-style-type: none"> <li>● Describe 1 thought or feeling related to the</li> </ul> </li> </ul>	<p>Including all the following aspects.</p> <ul style="list-style-type: none"> <li>• <b>Student communication:</b> <ul style="list-style-type: none"> <li>○ List 1 verbal communication skill used</li> <li>○ List 1 non-verbal communication skill used.</li> </ul> </li> <li>• <b>Interviewee communication:</b> <ul style="list-style-type: none"> <li>○ List 1 verbal communication skill the patient used</li> <li>○ List 1 non-verbal communication skill the interviewee used</li> </ul> </li> <li>• <b>Student thoughts &amp; feelings related to the communication</b> <ul style="list-style-type: none"> <li>○ Describe 1 thought or feeling related to the communication</li> </ul> </li> </ul>	
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		feeling related to the communication	communication.		
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<b>Criteria</b>	<b>Unacceptable 0 Points</b>	<b>Acceptable 5 Point</b>	<b>Good 7 Points</b>	<b>Excellent 10 Points</b>	<b>Points</b>
<b>Question five</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> </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>	<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</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></li> </ul>	

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

### Interview Evaluation-Reflective Activity

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

Criteria	Unacceptable 0 Points	Acceptable 5 Point	Good 7 Points	Excellent 10 Points	Points
<b>Content Contribution</b>	Information that is off-topic, incorrect, or irrelevant to 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.	
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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.	
<b>Clarity &amp; Mechanics</b>	Long, unorganized content that may contain multiple	Communicates in manner with some 3-4 errors clarity,	Contributes valuable information with minor 1-2 clarity, spelling,	Contributes to with clear, concise formatted in an easy-to-read style that is 0	

	errors or may be inappropriate. More than 5 clarity, spelling, grammatical, or mechanics errors.	spelling, grammatical, or mechanics errors.	grammatical, or mechanics errors.	grammatical or spelling errors.	
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**3. In what way is a student building their nursing skills by interviewing patients including older adults?**

<b>Criteria</b>	<b>Unacceptable 0 Points</b>	<b>Acceptable 5 Point</b>	<b>Good 7 Points</b>	<b>Excellent 10 Points</b>	<b>Points</b>
<b>Content Contribution</b>	Information that is off-topic, incorrect, or irrelevant to discussion.	Repeats but does not add substantive information	Information that is factually correct; lacks full development of concept or thought.	Factually correct, reflective and substantive contribution.	
<b>Clarity &amp;</b>	Long, unorganized	Communicates in	Contributes valuable	Contributes to with clear,	

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

<b>Mechanics</b>	contain multiple errors or may be inappropriate. More than 5 clarity, spelling, grammatical, or mechanics errors.	3-4 errors clarity, spelling, grammatical, or mechanics errors.	1-2 clarity, spelling, grammatical, or mechanics errors.	easy-to-read style that is 0 grammatical or spelling errors.	
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