

Therapeutic Communication Gerontology Assignment

| Learning Objectives and Outcomes | |
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| 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 | |

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

| 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 |
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| 1 What are the most rewarding things about getting older? Is it a lifetime of knowledge? | <p>A verbal communication skill is clarifying what the client meant with the answer to the question.</p> <p>A nonverbal communication skill I used was actively listening to the client while they were answering the question.</p> | <p>A verbal communication skill the client used was restating my questions before telling me their answer.</p> <p>A nonverbal communication skill the patient used was making good eye contact with me when answering my question.</p> | <p>I think that the client I interviewed had very good communication skills. She was very hard of hearing, but I could tell that she was paying very good attention and listening closely to better hear what I was saying.</p> |
| 2 What are the most important lessons you have learned in your life? Ask to hear | <p>A verbal communication skill I used was restating the question when she did not hear what I said.</p> | <p>A verbal communication skill the client used was asking me to restate the question when she could not hear me.</p> | <p>A thought that I had while communicating with this client is that it must be very frustrating for her to not be able to hear very well.</p> |

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| <p>the stories behind those lessons.</p> | <p>A nonverbal communication skill I used was having good body language while asking the client questions and while the client was answering my question.</p> | <p>A nonverbal communication skill the client used was watching the movement of my mouth when she was listening to me ask the question.</p> | |
| <p>3 What life advice would you pass to future generations?</p> | <p>A verbal communication skill I used for this question was reflecting on the clients answer and asking more questions about why they chose that answer.</p> <p>A nonverbal communication skill I used while asking this question and listening to the answer was making good eye contact.</p> | <p>A verbal communication skill this client used was summarizing her answer after talking about it for a while.</p> <p>A nonverbal communication skill this patient used was pausing for a minute after I asked my question to think about her answer.</p> | <p>I thought that this client's life advice to future generations was very good advice. Her advice was to always be kind to others because you never know what they're going through, and if you have a problem, you should always address it right away so it doesn't get worse.</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 life like at that time?</p> | <p>A verbal communication skill I used was asking an open-ended question so the client would be able to fully express their answer.</p> <p>A nonverbal communication skill that was used was making sure to fully face the client, so they were able to better understand</p> | <p>A verbal communication skill this patient used was restating the question before answering my question.</p> <p>A nonverbal communication skill this client used was using her hands and body to express her answer.</p> | <p>I thought that the client's answer to this question was very sweet, but it also made me sad. The client said that she would go back to the age when she lived with her grandparents. She told me about all the fun things she used to do with them and about how much she missed them.</p> |

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| | what I was saying. | | |
| 5 Who has influenced you the most? | <p>A verbal communication skill that I used was better explaining what I meant by this question when they did not understand the first time.</p> <p>A nonverbal communication skill was using my hands and body when talking.</p> | <p>A verbal communication skill this client used was asking me to clarify what I meant by this question.</p> <p>A nonverbal communication skill this client used was focusing on me when I was asking this question.</p> | During the communication with this client I had to better explain what I meant with this question in order for her to understand what I was asking. |

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 from interviewing an older adult is that it is so important to get to know all of your patients, especially the older patients, because they have so many interesting stories and they have a lot of knowledge that they can share with you if you take the time to listen.
2. How can a nurse adapt their practice to be more responsive to the unique needs of an older adult client?
 - a. Many older adult clients have trouble hearing so it is important to be very patient when speaking with them.
3. In what way is a student building their nursing skills by interviewing patients including older adults?

- a. By interviewing patients including older adults, students are learning to develop better communication skills.
- 4. Reflect on one question and expand on how the communication could improve.
- a. When asking the client the question about the most important lesson she has learned in life, it took many times of me repeating the question for her to be able to hear what I said. When asking this question, I should have tried using a different tone of voice to see if she was able to understand me better.

STUDENT NAME _____

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 |
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| Question one | <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 | <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 | <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 | <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 | |

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| | <ul style="list-style-type: none"> Describe 1 thought or feeling related to the communication | <p>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>used</p> <ul style="list-style-type: none"> Student thoughts & feelings related to the communication Describe 1 thought or feeling related to the communication. | <p>the communication</p> | |
| 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 |
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| Question two | <p>Missing three or more of the following aspects:</p> <ul style="list-style-type: none"> Student | The conclusion is adequate with superficial thought and preparation; | The conclusion is well developed that addresses all aspects of the task; it lacks | Description well developed conclusion fully addresses and develops all aspects of the task. | |

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| | <p>communication:</p> <ul style="list-style-type: none"> ○ List 1 verbal communication skill used ○ List 1 non-verbal communication skill used. <ul style="list-style-type: none"> • Interviewee communication: <ul style="list-style-type: none"> ○ List 1 verbal communication skill the patient used ○ List 1 non-verbal communication skill the interviewee used • Student thoughts & feelings related to the communication <ul style="list-style-type: none"> ○ Describe 1 thought or feeling related to the communication | <p>does not address all aspects of the task.</p> <p>Missing two aspects of the following aspects:</p> <ul style="list-style-type: none"> • Student communication <ul style="list-style-type: none"> ○ List 1 verbal communication skill used ○ List 1 non-verbal communication skill used. • Interviewee communication <ul style="list-style-type: none"> ○ List 1 verbal communication skill the patient used ○ List 1 non-verbal communication skill the interviewee used • Student thoughts & feelings related to the communication <p>Describe 1 thought or feeling related to the</p> | <p>full development of concepts. Missing one of the following aspects:</p> <ul style="list-style-type: none"> • Student communication: <ul style="list-style-type: none"> ○ List 1 verbal communication skill used ○ List 1 non-verbal communication skill used. • Interviewee communication: <ul style="list-style-type: none"> ○ List 1 verbal communication skill the patient used ○ List 1 non-verbal communication skill the interviewee used • Student thoughts & feelings related to the communication <ul style="list-style-type: none"> • Describe 1 thought or feeling related to the communication. | <p>Including all the following aspects.</p> <ul style="list-style-type: none"> • Student communication: <ul style="list-style-type: none"> ○ List 1 verbal communication skill used ○ List 1 non-verbal communication skill used. • Interviewee communication: <ul style="list-style-type: none"> ○ List 1 verbal communication skill the patient used ○ List 1 non-verbal communication skill the interviewee used • Student thoughts & feelings related to the communication <ul style="list-style-type: none"> ○ Describe 1 thought or feeling related to the communication | |
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| | | 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. | |
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| Criteria | Unacceptable 0 Points | Acceptable 5 Point | Good 7 Points | Excellent 10 Points | Points |
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| Question three | <p>Missing three or more of the following aspects:</p> <ul style="list-style-type: none"> • Student communication: <ul style="list-style-type: none"> o List 1 verbal communication skill used o List 1 non- | <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 | <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: | <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"> o List 1 verbal | |

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| | <p>verbal communication skill used.</p> <ul style="list-style-type: none"> • Interviewee communication: <ul style="list-style-type: none"> ○ List 1 verbal communication skill the patient used ○ List 1 non-verbal communication skill the interviewee used • Student thoughts & feelings related to the communication <ul style="list-style-type: none"> ○ Describe 1 thought or feeling related to the communication | <p>communication</p> <ul style="list-style-type: none"> ○ List 1 verbal communication skill used ○ List 1 non-verbal communication skill used. <ul style="list-style-type: none"> • Interviewee communication <ul style="list-style-type: none"> ○ List 1 verbal communication skill the patient used ○ List 1 non-verbal communication skill the interviewee used • Student thoughts & feelings related to the communication <p>Describe 1 thought or feeling related to the communication</p> | <ul style="list-style-type: none"> ○ List 1 verbal communication skill used ○ List 1 non-verbal communication skill used. <ul style="list-style-type: none"> • Interviewee communication: <ul style="list-style-type: none"> ○ List 1 verbal communication skill the patient used ○ List 1 non-verbal communication skill the interviewee used • Student thoughts & feelings related to the communication <ul style="list-style-type: none"> ● Describe 1 thought or feeling related to the communication. | <p>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 <ul style="list-style-type: none"> ○ Describe 1 thought or feeling related to the communication | |
| Content | Information that is off-topic, incorrect, or | Repeats but does not add | Information that is factually correct; lacks full | Factually correct, reflective and | |

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| Contribution | irrelevant to discussion. | substantive information | development of concept or thought. | substantive contribution. | |
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| Criteria | Unacceptable 0 Points | Acceptable 5 Point | Good 7 Points | Excellent 10 Points | Points |
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| Question four | <p>Missing three or more of the following aspects:</p> <ul style="list-style-type: none"> • Student communication: <ul style="list-style-type: none"> ○ List 1 verbal communication skill used ○ List 1 non-verbal communication skill used. | <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 | <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 | <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 | |

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

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

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

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

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

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

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

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

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

| Criteria | Unacceptable 0 Points | Acceptable 5 Point | Good 7 Points | Excellent 10 Points | Points |
|------------------------------------|--|--|--|---|---------------|
| Content Contribution | Information that is off-topic, incorrect, or irrelevant to discussion. | Repeats but does not add substantive information | Information that is factually correct; lacks full development of concept or thought. | Factually correct, reflective and substantive contribution. | |
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| | clarity, spelling, grammatical, or mechanics errors. | | | | |
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