

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. Who has influenced you the most?</p>	<p>-Verbal: I spoke back what she was saying so that I fully understood what she was saying.</p> <p>-Non-verbal: I used consistent eye contact to show active listening.</p>	<p>-Verbal: She spoke with confidence and used a positive tone when reminiscing.</p> <p>-Non-verbal: She maintained eye contact with me during the whole question and answer.</p>	<p>I felt comforted by the patient's answer, and I felt a bit empathetic when she was reminiscing on the people who influenced her the most.</p>
<p>2. What life advice would you pass to future generations?</p>	<p>-Verbal: I was mindful of my tone so that I kept a positive ground for her to answer.</p> <p>-Non-verbal: I used soft and positive gestures with my hands and head.</p>	<p>-Verbal: She projected her voice to ensure I could hear what she said.</p> <p>-Non-verbal: She smiled at me while answering the question.</p>	<p>I felt very reassured and happy by her answer, because I can take the advice and implement it into my own life.</p>
<p>3. What was your first job?</p>	<p>-Verbal: I used a happy and excited tone.</p> <p>-Non-verbal: I raised my eyebrows and smiled wide.</p>	<p>-Verbal: She answered with a direct and to the point tone.</p> <p>-Non-verbal: She looked up and pondered to remember what her first job was.</p>	<p>I felt that she did not have a great experience at her first job, and it made me a bit sad thinking that if she could go back and change things she would.</p>
<p>4. What do you remember about the place you grew up?</p>	<p>-Verbal: I used the previous question and in a conversational way to segway into this part of the discussion.</p>	<p>-Verbal: She laughed when remembering the good times she had as a child in her hometown and her tone was very happy.</p>	<p>This part of the conversation brought up happy feelings for me. I really enjoyed her tone and smile when she was remembering playing at parks with friends and wandering the streets past curfew.</p>

	-Non-verbal: I tilted my head and continued to make direct eye contact.	-Non-verbal: She smiled and nodded as telling her story because it reminded her of better times.	
5. What's the biggest difference between the time you grew up and now?	-Verbal: I asked this in a more serious tone to entice a serious answer. -Non-verbal: I maintained eye contact and set my papers to the side to give my undivided attention.	-Verbal: She switched her tone from happier to more serious. -Non-verbal: She maintained good eye contact with me while some emotions were brought up.	I felt a great connection with her because I felt she knew modern times were more open to different types of people/lifestyles and I felt connected with her at the moment.

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. For me, I feel that maintaining an open mind and active listening skills is super important when talking to an older adult. When people take the time to actively participate in a conversation/discussion with an older adult, both parties can learn and grow from it. I also learned that the older adult is more open than not about talking about their past experiences and trying to help the younger generations understand their points of view.
2. How can a nurse adapt their practice to be more responsive to the unique needs of an older adult client?
 - a. I honestly believe simply just taking the time to actively listen is extremely beneficial to the older adult client. I do believe the adaptation for the benefit of older adults goes higher than the nurse individually, because having more staff would directly influence the ability to take more time to speak to patients individually.
3. In what way is a student building their nursing skills by interviewing patients including older adults?
 - a. Firstly, I feel that having more direct experience talking to patients is beneficial for nursing students so that they can have more time to become comfortable in the nursing role and talking to people they may not know at all. Secondly, talking to older adults teaches us nursing students to become more adaptable in our communication skills.
4. Reflect on one question and expand on how the communication could improve.

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- a. For me, I could have expanded more on “Who has influenced you the most?”. I would have improved the communication by asking more in depth questions as to why the girls she babysat influenced her, but when I tried asking more questions she got a bit sidetracked. I could have taken more time to redirect her back into the conversation about that question.