

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
1. If you could go back to any age, what would it be?	1. I used active listening. 2. I made sure to use compassionate facial expressions.	1. She spoke clearly. 2. She avoided eye contact.	1. The patient appeared to me to have a very sad, difficult life, and it made me feel sad for her.
2. What do you remember about the place you grew up?	1. I adjusted my tone to convey compassion and empathy. 2. I reached out to touch patient's hand to comfort her.	1. She used some detail to stress her points. 2. She fidgeted with her hands.	1. I felt a great deal of compassion for her as she spoke about her childhood and where she grew up.
3. What was your first job?	1. I asked follow-up and clarification questions. 2. I smiled often.	1. She gave many examples of why that job was her favorite and what she enjoys in a job. 2. She kept looking	1. This seemed to be a brighter subject for the patient because she perked up a great deal and seemed to hold pride in her work ethic.

		around her almost nervously.	
4. If you could give a younger generation any advice, what would it be.	<ol style="list-style-type: none"> 1. I used appropriate pauses to allow her time to reflect and respond how she wished. 2. I adjusted my posture to allow for a more understanding appearance. 	<ol style="list-style-type: none"> 3. 1. She took another bite of her cookie to consider the question more. 2. She set her cookie down and put her hands on the table when she started to speak. 	<ol style="list-style-type: none"> 1. I feel she was very thoughtful of her response to this question. I thought this question seemed to matter more to her because of the time she took to answer it, and it seemed like she wanted to help others avoid some of the difficulty she has faced.
5. What is your favorite movie	<ol style="list-style-type: none"> 1. I used strategic humor. 2. I smiled and leaned forward to help engage the patient and show interest. 	<ol style="list-style-type: none"> 1. Her volume level went up a significant amount. 2. She smiled and made eye contact. 	<ol style="list-style-type: none"> 1. This was clearly her favorite question. She went into great detail about the movies, while smiling, and looking directly at me. I felt it was easier to answer for her because it did not carry negative emotions, and she seemed to relate it to happy memories.

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. It really struck me how contrasting first impressions can be compared to after you start speaking with someone. When we were first introduced, the patient seemed so kind, happy, and I never would have guessed what she would have to say. After talking with her, I realized how difficult and heartbreaking her life was. This interview was a great reminder to never judge a book by it's cover, and everyone has a unique history that shapes them into the person they are.
2. How can a nurse adapt their practice to be more responsive to the unique needs of an older adult client?
 - a. I have always had a great deal of respect and protective nature for older adults. Older adults tend to be lonelier and get dismissed more easily, especially when they have impairments such as dementia, than patients who are younger. The nurses could take a little extra time to connect to the patients, treat them the same as they do other patients who are mentally intact, and be especially observant of the ones who aren't. Generally speaking, older adults have unique needs than that of a younger generation and for a nurse to acknowledge that, it would help her to give them the best care possible while helping to give the patient a more meaningful experience.
3. In what way is a student building their nursing skills by interviewing patients including older adults?
 - a. It takes patience to interview older adults because they need time to process the question and respond, they can have hearing deficits, or they can have difficulty understanding and remembering what you have told them. You may have to repeat yourself often or speak louder for them to hear you. You often must really watch their body language and look for cues in their tone to fully understand the whole picture. This can impact the natural flow of a conversation, so it can be more difficult to stay on track, convey the proper empathy, understanding, compassion, or humor. This can greatly help the student learn to adapt her communication and approach to each person.
4. Reflect on one question and expand on how the communication could improve.
 - a. It was very distracting being so close to so many people during the entire interview. She often got sidetracked because she or another person would converse with each other rather than the students. She watched everyone else and seemed very concerned about them and their well-being, rather than the interview and what we were trying to accomplish what we were trying to accomplish. I believe the interview would have been more productive if we had been alone or even set away from the others. This would have helped her keep her focus and given us the opportunity to connect more than what the activity room allowed.

STUDENT NAME: Ashley Shields_____

Total Points: _____/90