

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 	

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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: 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 Which invention from your lifetime amazed you the most? What was life like before?</p>	<p>For this question I decided to begin with a nice and welcoming tone of voice because it was the first question that I was asking and I did not want to come off as rude or intimidating.</p> <p>I made sure to make and maintain eye contact so that the patient would feel that I had a genuine curiosity in what she was saying.</p>	<p>The patient actively listened to my question.</p> <p>The patient maintained a happy facial expression while she was listening to my question and answered me with an eager tone of voice.</p>	<p>The patient stated that the most amazing inventions they saw come about in their lifetime were computers and smart phones. She said that before people could be contacted all the time you had to either call their land line phone or stop by their house and hope that they were home. This opened my eyes to how much the world has changed around people who were born in the early 1900's and how much they have seen happen in their lifetimes.</p>
<p>2 What was your favorite movie as a young person?</p>	<p>I tried to word the question in a direct matter so that I would not cause the patient any confusion.</p>	<p>The patient spoke loudly and clearly, which I appreciated, because it was loud in her room. The patient used open and</p>	<p>When I asked the patient what her favorite movie was when she was younger, she told me that she was one of nine children, so she was not taken to see movies when she was younger because it was too costly for her parents. However,</p>

	<p>I nodded in agreement with the patient when she answered this question, because I thought her answer made a lot of sense.</p>	<p>welcoming body language.</p>	<p>the patient did mention that she took her son to see E.T. when it came out in theatres and that she had a great time. This conversation made me realize how many simple things I took for granted growing up.</p>
<p>3 What was your first job? How about your favorite?</p>	<p>I made sure not to use any modern-day slang that may confuse the patient when I asked this question.</p> <p>I moved a little closer to the patient and leaned towards her at this point so that she would be aware that I was interested in what she had to say.</p>	<p>The patient used a warm tone of voice when she answered this question, which let me know that she had enjoyed her career and thought of it fondly.</p> <p>The patient got excited and changed her posture to a more upright position when I asked this question.</p>	<p>This patient told me that she had spent her career as a mess cook in the Navy, which, for some reason, was the last thing I had expected her to say. This made me realize that I am sometimes guilty of judging a book by its cover too often.</p>
<p>4 What do you remember about the place where you grew up? Do you still live there?</p>	<p>I had to make sure to clarify that the patient had understood exactly what I meant, because she had lived in several different places.</p> <p>I used hand gestures (thumbs up/pointing at her when she agreed with me) to help with the clarification process and let the patient know that we were on the same track.</p>	<p>The patient used a diverse vocabulary to ask me similar questions in different ways to make sure she understood what I was asking of her.</p> <p>The patient maintained a steady eye contact and nodded along as we were talking about this.</p>	<p>The patient spoke about how she had lived in Albuquerque, New Mexico and Illinois. I gained a lot of respect for her and how she was able to adapt to living in such different environments so well.</p>

<p>5 What life advice would you pass on to future generations?</p>	<p>I asked this question in an unassuming tone and used clear wording so that the patient would know I would be accepting of any advice she had to offer.</p> <p>I leaned in closer to the patient to make sure that she could hear me and she would know that I was genuinely interested in what she had to say.</p>	<p>The patient spoke openly with me about what she would like to pass on to future generations and used a pleasant tone of voice.</p> <p>The patient also leaned in closer to me so that I would be able to understand her better.</p>	<p>The patient said that she would like to let future generations know that it is important to work hard and save your sick days for when you really need them. I admire her work ethic and hope that she has been properly rewarded in life.</p>
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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?

I think that the elderly are often brushed to the side or seen as a burden, but they still have a lot to offer and should be treated with respect. We can learn a lot from our elders, especially about skills like sewing, cooking, hunting, and home repairs.

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

A nurse who wants to adapt to the elderly should speak clearly, plan to allow extra response time, listen attentively, and show compassion as well as empathy. The elderly may seem like a frustrating group to work with at first, but once a nurse perfects their skills in this field I think that they will find it very rewarding to work with the elderly.

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

By interviewing patients, nursing students are expanding their library of personal experiences. Taking advantage of opportunities to with and speak with the elderly during clinical will provide a student with diverse perspectives that allow them to view different situations from creative perspectives and think of practical solutions. If a nursing student does not interview different types of patients they will not be well prepared to carry on conversations with patients in the professional role.

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

I think that the patient and I could have communicated better about what her favorite movie was when she was younger. I am pretty sure that she did not understand me very well despite my efforts because it seems unlikely that taking her son to see E.T. was the first time she had ever seen a movie. If I could go back I would try to do more to come off clearer with this question by re-wording it or maybe repeating myself.

STUDENT NAME _____

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	<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- 	<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: <ul style="list-style-type: none"> ○ List 1 verbal 	<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 	

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

	<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. 		
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Question	Missing three or more of	The conclusion is	The conclusion is well	Description well developed	

<p>three</p>	<p>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 	<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"> • 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>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 communication 	<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"> • 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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Criteria	Unacceptable 0 Points	Acceptable 5 Point	Good 7 Points	Excellent 10 Points	Points
Question four	Missing three or more of the following aspects: <ul style="list-style-type: none"> Student 	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>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>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</p>	<p>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 	<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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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 	<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"> • Student 	<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 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 	<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 communication</p> 	<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. 	<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 	
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Interview Evaluation-Reflective Activity

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

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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.	
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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	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?

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 &	Long, unorganized	Communicates in	Contributes valuable	Contributes to with clear,	

Mechanics	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.

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 &	Long, unorganized content that may	Communicates in manner with some	Contributes valuable information with minor	Contributes to with clear, concise formatted in an	

Mechanics	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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