

## Step One: Interview process:

### 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 are the most important lessons you have learned in your life?	Verbal skill: Verbal tone while speaking. Non-verbal skill: Squatting on the ground for equal level.	Verbal skill: Appropriate humor. Non-verbal skill: Used hand gestures while speaking.	The client wanted to make it clear to trust your gut feeling. They expressed frustration while telling the story behind trusting intuitive thinking and wanted to make it clearly understood.
2. If you could go back to any age, what would it be?	Verbal skill: Active listening. Non-verbal skill: Used hand gestures when speaking	Verbal skill: Asking for the question to be repeated. Non-verbal skill: Brief pauses to thinking about question.	The client took a moment to think about what age to choose, however, it was clear that they liked the age of 25. They proudly believed that the age of 25 was the age when you just began to learn just what life is all about. The client has accepted their age and no matter how much they would love to return to the age of 25; it is inevitable that they are 91 years old and there is no going back.
3. What do you remember about the place where you grew up?	Verbal skill: Using open ended questions. Non-verbal skill: Direct eye contact during conversation.	Verbal skill: Tone of voice changed to become happier to talk about childhood. Non-verbal skill: Facial expressions such as smiling.	The client's tone of voice changes to become happier when discussing their childhood home. They stated that they were born outside of Oakwood, IL at the end of the Great Depression and later moved into town. They discussed the three homes they lived in before getting married and stated that the last home was their favorite. The client was happy to discuss the past life when they were young, and it was a joy to hear them talk about somewhere close to home for me as well.
4. What was your first job? How	Verbal skill: Expressing Gratitude and Appreciation.	Verbal skill: Expresses joy and independence.	The client discussed their first job working at Continental Can Company. While working at this job their favorite part of the

about your favorite?	Non-verbal skill: Looking around the room in between questions.	Non-verbal skill: Direct eye contact during conversation.	job was filling the cans with all the different items. They expressed happiness while discussing the job and stated that it was their favorite job. It was interesting to hear about the client's first job and how they had moved on to new things following this. It was pure happiness in the eyes of the client and how they expressed independence during the job.
5. What life advice would you pass to future generations?	Verbal skill: Empathy and Understanding. Non-verbal skill: Facial expressions such as smiling.	Verbal skill: Expressed irritation when discussing aging. Non-verbal skill: Facial grimacing	While discussing this question the client expressed irritation because in their eyes, aging was not fun. They do not enjoy being in a nursing home and clearly show disgust while talking about the food served daily. However, I believe that their severe osteoporosis places them at a disadvantage. The osteoporosis prevents them from being able to sit up straight which prevents them from going outside and much of the rest of the building. This would cause anger for most people, so I see understand the situation they are in.

## 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. The client discussed many topics expressing life lessons that can influence others from their point of view. They expressed deeply about the importance of focusing on oneself and trusting intuitive thinking. This is an important take-home lesson because some individuals tend to focus more on others than themselves. This is a good thing however, individuals need to take time to take care of themselves as well. Trusting self-intuitive thinking is also a good lesson to learn, especially as a student. It is important to think on your feet and use intuitive thinking in emergency situations and while taking exams.
2. How can a nurse adapt their practice to be more responsive to the unique needs of an older adult client?
  - a. Many nurses are doing well to be responsive and adapt to the unique needs of the older adult population. However, there are some ways to continually improve such as promoting safety and independence, addressing emotional

sensitivity, using a holistic approach while assessing, addressing cognitive improvements and supporting all hospice and palliative care. For example, this population has been independent their entire life so when they need to get assistance for healthcare needs it may cause emotional sensitivity. Everyone has their own special needs and it imperative to be adaptive and responsive for each situation. The client themselves is unable to sit up on their own without falling over, which does not allow them to do activities as well. The client should have a way to properly go outside with the assistance of staff. If this change were to be made, I believe that the client's emotional status would improve greatly. The older adult population is not the same as the young adult population, which makes it important to support all these topics.

3. In what way is a student building their nursing skills by interviewing patients including older adults?
  - a. Interviewing older adult clients builds the skills of a student in ways that will improve their future career. While working with the older adult population, it builds the skills of patience, empathy and trust, assessment skills, and overall professionalism. Working with older adults is something every student should do. It may strongly test the patience of an individual and it teaches how to properly communicate with one another. For example, while communicating with an older adult with hearing loss some believe that raising one's voice will allow them to hear more clearly however, this is not the case. For a hearing-impaired individual to hear what one is trying to say, words need to be spoken in a lower tone since the higher pitch makes it more difficult to hear. This is a common misunderstanding while working with hearing loss clients. The client that was interviewed is hard of hearing and repeatedly asked for the questions to be repeated. This was because I would forget to change my tone of voice when speaking, however, when the tone of voice changed it was much more effective for them to hear. Working with older adults will gain skillset of communication between the older adult and yourself. Students will gain assessment skills while working with this population as well. Typically, the older adult clients understand and enjoy the presence of young students. This allows the students to have someone to practice their assessments on with understanding of the educational need.
4. Reflect on one question and expand on how communication could improve.
  - a. Communication could always improve while interviewing the older adult client population. Everyone has their own unique needs which means that communication skills may need to change. Some older adults may have difficulty understanding conversation and others may have difficulty hearing or seeing. For those who have trouble understanding communication, it may be easier to break down sentences into multiple parts. Those who cannot hear as well make have adapted to reading lips, so it is important to show your face and use hand gestures. Lastly, for those with vision loss it is important to always knock at the door and always talk the client through what is going to be done during assessments. Each health care professional will have their own ways of learning how to communicate with

older adults. It takes practice and time to learn the proper ways of communicating and which ways are effective and/or ineffective.

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
<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-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</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.	

<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 two</b>	<p>Missing three or more of the following aspects:</p> <ul style="list-style-type: none"> <li><b>Student</b></li> </ul>	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.	

	<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>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 the communication</b></li> </ul> <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"> <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>	<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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<b>Question three</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>o List 1 verbal communication skill used</li> <li>o 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</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></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>o List 1 verbal</li> </ul> </li> </ul>	

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<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> <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>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</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> </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></li> </ul>	

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

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

<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 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	

	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?**

<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 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.	

	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?**

<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 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.	

	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.**

<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.	
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	clarity, spelling, grammatical, or mechanics errors.				
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