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: • List the question you asked below	**Student communication**: • List 1 verbal communication skill used • List 1 non-verbal communication skill	**Interviewee communication**: • List 1 verbal communication skill the patient used • List 1 non-verbal communication skill the	**Student thoughts & feelings related to the communication** • Describe 1 thought or feeling related to the communication

	used.	interviewee used	
1) What are the most rewarding things about getting older?	Verbal skill used: Open-ended question.	Verbal skill used: Reflection and storytelling Non-verbal skill used: Smiled and relaxed posture	I felt surprised by how positively they viewed aging. It challenged my assumption that most older adults focus on physical decline.
2) What are the most important lessons you have learned in your life?	Verbal skill used: Therapeutic silence (allowed pauses for storytelling).	Verbal skill used: Sharing personal experiences and elaboration Non-verbal skill used: Tearful at times when discussing difficult moments	I felt honored that they trusted me enough to share emotional memories. It reminded me of the importance of being fully present.
3) Who has influenced you the most?	Verbal skill used: Clarification ("Can you tell me more about how they influenced you?").	Verbal skill used: Expressed gratitude and admiration Non-verbal skill used: Softened tone of voice	I noticed how much family meant to them. It made me reflect on the importance of relationships across the lifespan.
4) Which invention from your lifetime amazed you? What was life like before?	Verbal skill used: Encouragement ("That's interesting, what was it like before that?").	Verbal skill used: Humor and comparison Non-verbal skill used: Laughing and animated hand gestures	I felt engaged and entertained. It helped me see generational differences more clearly and appreciate technological progress.
5) What was your first job? How	Verbal skill used: Active listening and paraphrasing ("So that job helped shape	Verbal skill used: Detailed explanation	I felt inspired by their strong work ethic. It reminded me that career experiences shape identity even later in life.

about your favorite?	your work ethic?”).	Non-verbal skill used: Proud facial expression	

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?

One major lesson I learned is that aging is not just about health problems, but about wisdom and life experience. The older adult I interviewed spoke positively about growing older and valued family and perspective. It reminded me that older adults want to be heard and respected. Taking the time to truly listen made the conversation meaningful.

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

A nurse can adapt by slowing down, listening carefully, and being patient. Older adults may need more time to respond or may have hearing or vision changes. Using clear communication, maintaining eye contact, and showing respect are very important. I learned that treating the whole person, not just their medical condition, makes a big difference.

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

Interviewing older adults helps me build confidence and improve my therapeutic communication skills. I practiced active listening, asking open-ended questions, and paying attention to non-verbal cues. It helped me develop empathy and reminded me how important communication is in nursing.

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

When I asked about important life lessons, the interviewee became emotional. I gave them time to talk, but I could have shown more empathy by acknowledging their feelings out loud. In the future, I will work on combining silence with verbal reassurance to provide better emotional support.

STUDENT NAME- Kelsey Crider

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
Question one	Missing three or more of the following aspects: • **Student communication**: o List 1 verbal communication skill used o List 1 non-verbal communication skill used. • **Interviewee communication**:	The conclusion is adequate with superficial thought and preparation; does not address all aspects of the task. Missing two aspects of the following aspects: • **Student communication** o List 1 verbal communication skill used	The conclusion is well developed that addresses all aspects of the task; it lacks full development of concepts. Missing one of the following aspects: • **Student communication**: o List 1 verbal communication skill used o List 1 non-verbal	Description well developed conclusion fully addresses and develops all aspects of the task. Including all the following aspects. • **Student communication**: o List 1 verbal communication skill used o List 1 non-verbal communication skill used.	

	o List 1 verbal communication skill the patient used o List 1 non-verbal communication skill the interviewee used • **Student thoughts & feelings related to the communication** o Describe 1 thought or feeling related to the communication	o List 1 non-verbal communication skill used. • **Interviewee communication** o List 1 verbal communication skill the patient used o List 1 non-verbal communication skill the interviewee used • **Student thoughts & feelings related to the communication** Describe 1 thought or feeling related to the communication	communication skill used. • **Interviewee communication**: o List 1 verbal communication skill the patient used o List 1 non-verbal communication skill the interviewee used • **Student thoughts & feelings related to the communication** • Describe 1 thought or feeling related to the communication.	• **Interviewee communication**: o List 1 verbal communication skill the patient used o List 1 non-verbal communication skill the interviewee used • **Student thoughts & feelings related to the communication** o 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 & Mechanic	Long, unorganized content that may contain multiple errors or may be	Communicates in manner with some 3-4 errors clarity, spelling, grammatical, or	Contributes valuable information with minor 1-2 clarity, spelling,	Contributes to with clear, concise formatted in an easy-to-read style that is 0 grammatical or spelling	

s	inappropriate. More than 5 clarity, spelling, grammatical, or mechanics errors.	mechanics errors.	grammatical, or mechanics errors.	errors.	

Criteria	Unacceptable 0 Points	Acceptable 5 Point	Good 7 Points	Excellent 10 Points	Points
Question two	Missing three or more of the following aspects: • **Student communication**: o List 1 verbal communication skill used o List 1 non-verbal communication skill used. • **Interviewee communication**: o List 1 verbal communication skill the patient used o List 1 non-verbal communicati	The conclusion is adequate with superficial thought and preparation; does not address all aspects of the task. Missing two aspects of the following aspects: • **Student communication** o List 1 verbal communication skill used o List 1 non-verbal communication skill used. • **Interviewee communication** o List 1 verbal	The conclusion is well developed that addresses all aspects of the task; it lacks full development of concepts. Missing one of the following aspects: • **Student communication**: o List 1 verbal communication skill used o List 1 non-verbal communication skill used. • **Interviewee communication**: o List 1 verbal communication	Description well developed conclusion fully addresses and develops all aspects of the task. Including all the following aspects. • **Student communication**: o List 1 verbal communication skill used o List 1 non-verbal communication skill used. • **Interviewee communication**: o List 1 verbal communication skill the patient used o List 1 non-verbal communication skill the interviewee used • **Student thoughts & feelings**	

	on skill the interviewee used • **Student thoughts & feelings related to the communication** o Describe 1 thought or feeling related to the communication	communication skill the patient used o List 1 non-verbal communication skill the interviewee used • **Student thoughts & feelings related to the communication** Describe 1 thought or feeling related to the communication	skill the patient used o List 1 non-verbal communication skill the interviewee used • **Student thoughts & feelings related to the communication** • Describe 1 thought or feeling related to the communication.	**related to the communication** o Describe 1 thought or feeling related to the communication	
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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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Question three	Missing three or more of the following aspects: • **Student communication**: o List 1 verbal communication skill used o List 1 non-verbal communication skill used. • **Interviewee communication**: o List 1 verbal communication skill the patient used o List 1 non-verbal communication skill the interviewee used • **Student thoughts & feelings related to**	The conclusion is adequate with superficial thought and preparation; does not address all aspects of the task. Missing two aspects of the following aspects: • **Student communication** o List 1 verbal communication skill used o List 1 non-verbal communication skill used. • **Interviewee communication** o List 1 verbal communication skill the patient used o List 1 non-verbal	The conclusion is well developed that addresses all aspects of the task; it lacks full development of concepts. Missing one of the following aspects: • **Student communication**: o List 1 verbal communication skill used o List 1 non-verbal communication skill used. • **Interviewee communication**: o List 1 verbal communication skill the patient used o List 1 non-verbal communication skill the	Description well developed conclusion fully addresses and develops all aspects of the task. Including all the following aspects. • **Student communication**: o List 1 verbal communication skill used o List 1 non-verbal communication skill used. • **Interviewee communication**: o List 1 verbal communication skill the patient used o List 1 non-verbal communication skill the interviewee used • **Student thoughts & feelings 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: • **Student communication**: o List 1 verbal communication skill used o List 1 non-verbal communication skill used. • **Interviewee communication**: o List 1 verbal communication skill the patient used o List 1 non-verbal communication skill the interviewee used • **Student thoughts & feelings related to**	The conclusion is adequate with superficial thought and preparation; does not address all aspects of the task. Missing two aspects of the following aspects: • **Student communication** o List 1 verbal communication skill used o List 1 non-verbal communication skill used. • **Interviewee communication** o List 1 verbal communication skill the patient used o List 1 non-verbal	The conclusion is well developed that addresses all aspects of the task; it lacks full development of concepts. Missing one of the following aspects: • **Student communication**: o List 1 verbal communication skill used o List 1 non-verbal communication skill used. • **Interviewee communication**: o List 1 verbal communication skill the patient used o List 1 non-verbal communication skill the	Description well developed conclusion fully addresses and develops all aspects of the task. Including all the following aspects. • **Student communication**: o List 1 verbal communication skill used o List 1 non-verbal communication skill used. • **Interviewee communication**: o List 1 verbal communication skill the patient used o List 1 non-verbal communication skill the interviewee used • **Student thoughts & feelings related to the communication**	

	the communication o Describe 1 thought or feeling related to the communication	communication skill the interviewee used • **Student thoughts & feelings related to the communication** Describe 1 thought or feeling related to the communication	interviewee used • **Student thoughts & feelings related to the communication** • Describe 1 thought or feeling related to the communication.	o 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 five	Missing three or more of the following aspects: • **Student communication**: o List 1 verbal communication skill used o List 1 non-verbal communication skill used. • **Interviewee communication**: o List 1 verbal communication skill the patient used o List 1 non-verbal communication skill the interviewee used • **Student thoughts & feelings related to the communication** o Describe 1 thought or feeling related to	The conclusion is adequate with superficial thought and preparation; does not address all aspects of the task. Missing two aspects of the following aspects: • **Student communication** o List 1 verbal communication skill used o List 1 non-verbal communication skill used. • **Interviewee communication** o List 1 verbal communication skill the patient used o List 1 non-verbal communication skill the interviewee used • **Student thoughts &**	The conclusion is well developed that addresses all aspects of the task; it lacks full development of concepts. Missing one of the following aspects: • **Student communication**: o List 1 verbal communication skill used o List 1 non-verbal communication skill used. • **Interviewee communication**: o List 1 verbal communication skill the patient used o List 1 non-verbal communication skill the interviewee used • **Student thoughts & feelings related to the**	Description well developed conclusion fully addresses and develops all aspects of the task. Including all the following aspects. • **Student communication**: o List 1 verbal communication skill used o List 1 non-verbal communication skill used. • **Interviewee communication**: o List 1 verbal communication skill the patient used o List 1 non-verbal communication skill the interviewee used • **Student thoughts & feelings related to the communication** o 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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2. **How can a nurse adapt their practice to be more responsive to the unique needs of an older adult client?**

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

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

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