

**ATI: Video Case Studies**  
**Palliative and Hospice Care**  
**-\*Screenshot required of results with student's name in the e360 dropbox**

Purpose:

- Definition of palliative care
- Definition of hospice care
- Purpose of palliative/hospice care
- The nurse's role in palliative/hospice care
- The role of the interprofessional healthcare team in palliative/hospice care

Directions:

- 1) Watch the video and reflect on the scenarios with ATI.
- 2) Complete the test and screen shot your compete results. Ensure your screenshot shows your name.
- 3) Answer the questions below

1. **What are some ways that the nurse can ensure that a client receiving palliative/hospice care is kept comfortable?** Comfort is different for everyone and means more than just reducing or eliminating pain. A nurse can keep a patient comfortable by meeting physical, mental, spiritual, and emotional needs. Attending to the family, providing comfort in the way of emotional support is essential too.
2. **What are some ways that the nurse could provide for the psychosocial and spiritual comfort of the client?** Providing empathy, dignity, and respect for the dying patient is vital. A nurse should still be providing a high level of holistic care for the patient. Incorporating the interprofessional team of providers such as counselors, social workers, and pastoral care will be vital in addressing the patient and their family's psychosocial and spiritual needs. The dying process can be scary for patients and their families; therefore, providing a counselor or social worker to talk about fears, financial concerns, anger, denial, and overall coping mechanisms will help the patient and their family. Depending on the patient's religion or spiritual beliefs, they may want a pastor to pray with them and provide baptism, communion, or last rights, so incorporating spiritual care for their needs is crucial (Eliopoulos, C. 2018).
3. **How can the nurse provide support for the family/loved ones of the dying client?** Providing information, answering questions, being empathetic, and providing emotional support will help the family. There are programs

available to help deal with the grief, denial, anger, and other emotions a family faces when losing a loved one. A nurse can provide resources that will assist with these needs.

%2. **Individually reflect on a time you were involved with a person who had a life-limiting illness. This involvement could be as a professional caregiver or as a family member. Answer the following questions:**

1. **How did your interactions with the person who had a life-limiting illness make you feel?** This nursing student is a Healthcare Tech and has had a few patients with terminal illnesses and patients who have died. When a person spends time caring for and getting to know their patient, there is an evident mix of emotions when they are dying. If a patient has been suffering, there is a feeling of gratitude that the patient is no longer suffering. No matter what, there is always sadness for the patient and their family.
2. **Did you feel equipped to adequately handle the feelings and emotions that were present?** No, this nursing student cared for a patient over a couple of weeks and had developed more of an attachment than anticipated. The most challenging part was fearing that this patient would die with none of his family by his side. This nursing student was adamant this man was not going to die alone. That feeling is heartbreaking and something that this nursing student had not encountered or thought about until then.
3. **Did you feel equipped to adequately communicate with the person who had a life-limiting illness?** The most critical interaction in this nursing student's experience was to be present, sitting with and talking to the patient and their family, and taking the time to listen. Sometimes just being there, holding the hand of a patient alone and afraid was all it took. This nursing student developed a rapport with the patients and family members, which made it emotionally challenging but rewarding at the same time. Just being present to listen and let the patient and their family lead the conversation makes communication easier. Sometimes it is hard to know what to say when there is nothing that can change the situation.

**How do you think the person with a life-limiting illness felt during their interactions?** This nursing student would like to think she made a difference by being friendly, empathetic, available, and sincere with her patient and family interactions. When a patient and their family smile and express their gratitude, it confirms a positive interaction.

1. **Could the interactions have been improved in any way? How?** The interactions could undoubtedly be improved. As this nursing student learns and grows through education and work experience, all interactions are improving. Learning communication tools such as therapeutic communication, diversity training on different cultures, religions, ethnicities, and age-appropriate care all help to better care for patients and their families and build confidence in doing so.

## Reference

Eliopoulos, C. (2018). *Gerontological nursing* (9th ed.). Wolters Kluwer.

### ATI: Video Case Studies Palliative and Hospice Care Grading Rubric

What are some ways that the nurse can ensure that a client receiving palliative/hospice care is kept comfortable? What are some ways that the nurse could provide for the psychosocial and spiritual comfort of the client?

Criteria	Unacceptable 0 Points	Acceptable 1.5 Point	Good 2 Points	Excellent 2.5 Points	Points
<b>Response</b>	No response completed	Response is adequate assignment with superficial thought and preparation; doesn't address all aspects of the task.	Response is well developed assignment that addresses all aspects of the task; lacks full development of concepts.	Response is well developed assignment that fully addresses and develops all aspects of the task. Response is factually correct, reflective and substantive contribution.	
<b>Clarity &amp; Mechanics</b>	Posts inappropriate, unorganized or rude content or contains 5 or more grammatical or spelling errors.	Communicates in friendly, courteous and helpful manner with 3-4 grammatical or spelling errors	Contributes valuable information to discussion with minor clarity or 1-2 grammatical or spelling errors	Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.	

How can the nurse provide support for the family/loved ones of the dying client?

Criteria	Unacceptable	Acceptable	Good	Excellent	Points
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	<b>0 Points</b>	<b>1.5 Point</b>	<b>2 Points</b>	<b>2.5 Points</b>	
<b>Response</b>	No response completed	Response is adequate assignment with superficial thought and preparation; doesn't address all aspects of the task.	Response is well developed assignment that addresses all aspects of the task; lacks full development of concepts.	Response is well developed assignment that fully addresses and develops all aspects of the task. Response is factually correct, reflective and substantive contribution.	
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How did your interactions with the person who had a life-limiting illness make you feel?

<b>Criteria</b>	<b>Unacceptable 0 Points</b>	<b>Acceptable 1.5 Point</b>	<b>Good 2 Points</b>	<b>Excellent 2.5 Points</b>	<b>Points</b>
<b>Response</b>	No response completed	Response is adequate assignment with superficial thought and preparation; doesn't address all aspects of the task.	Response is well developed assignment that addresses all aspects of the task; lacks full development of concepts.	Response is well developed assignment that fully addresses and develops all aspects of the task. Response is factually correct, reflective and substantive contribution.	
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Did you feel equipped to adequately handle the feelings and emotions that were present?

<b>Criteria</b>	<b>Unacceptable 0 Points</b>	<b>Acceptable 1.5 Point</b>	<b>Good 2 Points</b>	<b>Excellent 2.5 Points</b>	<b>Points</b>
<b>Response</b>	No response completed	Response is adequate	Response is well developed	Response is well developed	

		assignment with superficial thought and preparation; doesn't address all aspects of the task.	assignment that addresses all aspects of the task; lacks full development of concepts.	assignment that fully addresses and develops all aspects of the task. Response is factually correct, reflective and substantive contribution.	
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Did you feel equipped to adequately communicate with the person who had a life-limiting illness?

Criteria	Unacceptable 0 Points	Acceptable 1.5 Point	Good 2 Points	Excellent 2.5 Points	Points
<b>Response</b>	No response completed	Response is adequate assignment with superficial thought and preparation; doesn't address all aspects of the task.	Response is well developed assignment that addresses all aspects of the task; lacks full development of concepts.	Response is well developed assignment that fully addresses and develops all aspects of the task. Response is factually correct, reflective and substantive contribution.	
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How do you think the person with a life-limiting illness felt during their interactions?

Criteria	Unacceptable 0 Points	Acceptable 1.5 Point	Good 2 Points	Excellent 2.5 Points	Points
<b>Response</b>	No response completed	Response is adequate assignment with superficial	Response is well developed assignment that addresses	Response is well developed assignment that fully	

		thought and preparation; doesn't address all aspects of the task.	all aspects of the task; lacks full development of concepts.	addresses and develops all aspects of the task. Response is factually correct, reflective and substantive contribution.	
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Could the interactions have been improved in any way? How?

<b>Criteria</b>	<b>Unacceptable 0 Points</b>	<b>Acceptable 1.5 Point</b>	<b>Good 2 Points</b>	<b>Excellent 2.5 Points</b>	<b>Points</b>
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**Did the student complete the ATI test, submit a screenshot with their name? \_\_\_ Yes (5 points) \_\_\_ No (zero points)**

\_\_\_/40 points