

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.

- a. 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?

A nurse can ensure that a client receiving palliative/hospice care is kept comfortable by:

- Reposition the client to help him feel comfortable. So, he can breathe better without any distress. A good position will maintain the client's airway patency.
- Administer medications such as Morphine to relieve pain and dysthymia; Scopolamine can minimize wet secretions and death rattle. It can promote ease of breathing. Lorazepam can help with anxiety and fear.
- The nurse can also provide relaxation techniques, such as music and massage.

Those are some ways that the nurse could use to provide psychosocial and spiritual comfort of the client.

1. The nurse plays the client's advocate by facilitating communication between the client, family, the providers, and other interpersonal team members. Their purpose is to maintain the client's dignity and respect his needs and wishes.
2. The nurse needs to show kindness, empathy, and being present. The nurse cannot talk about her personal experiences.
3. The nurse needs to pay attention to what to say in front of the client and family members. Always know that hearing is the last sensation that humans lost.

4. The nurse can touch the client by showing love. If the family members are prying, the nurse can ask them permission to pry with them to support spirituality.

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

- Allow family members to express their feelings to the loved one who is dying.
- Inform the family members about any change to the client.
- Be ready to respond to the family members' questions.
- Let the family member stay close to their loved ones if they need it.

4) 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:

a. How did your interactions with the person who had a life-limiting illness make you feel?

It has been a Month. We were taking care of one of our residents who lived in our nursing home for ten years. We usually called him grandpa because he did not have any children. We have done the best to give him what he wants. He uses to participate in all the daily activities that we have in the facility. He was a very dependent person and firm. Last month, he started declining because his kidney disease and heart failure were not under control. He passed last month; we were significantly affected and cried for missing him.

b. Did you feel equipped to adequately handle the feelings and emotions that were present?

We felt more vital that day because We could calm down his niece, friends, and other co-workers. We provide them with emotional support. Our resident was a Chretien, so together, we started singing and prying until he died.

c. Did you feel equipped to adequately communicate with the person who had a life-limiting illness?

We feel personally able to communicate with the dying person by touching him, telling him that we love him and miss him.

d. How do you think the person with a life-limiting illness felt during their interactions?

When we were talking to him, we noticed that he was calm. We think that he was able to hear us, but he could not talk. We felt like the person with a life-limiting illness needs to experience love from others by being present and touching.

e. Could the interactions have been improved in any way? How?

Yes. The interactions showed much improvement because our resident did not have any dyspnea or distress when we talked to him. He was calm. Furthermore, he passed peacefully in the presence of his niece, two friends, and many caregivers.

**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
Response	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.	
Clarity &	Posts inappropriate,	Communicates in friendly,	Contributes valuable	Contributes to discussion with	

Mechanics	unorganized or rude content or contains 5 or more grammatical or spelling errors.	courteous and helpful manner with 3-4 grammatical or spelling errors	information to discussion with minor clarity or 1-2 grammatical or spelling errors	clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.	
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How can the nurse provide support for the family/loved ones of the dying client?

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Clarity & Mechanics	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 did your interactions with the person who had a life-limiting illness make you feel?

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Did you feel equipped to adequately handle the feelings and emotions that were present?

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Did you feel equipped to adequately communicate with the person who had a life-limiting illness?

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How do you think the person with a life-limiting illness felt during their interactions?

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Could the interactions have been improved in any way? How?

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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