

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?

As nurses, we can ensure that the client receiving palliative/hospice care is kept comfortable by assessing their pain level. If the client has a high pain score, we can alleviate that pain by giving them pain medication (such as morphine). We can provide other drugs to keep the client comfortable such as scopolamine, furosemide, lorazepam, and ondansetron. We should also try non-pharmaceutical therapies. Non-pharmaceutical therapies can include oxygen therapy, massage therapy, and pet therapy. We can provide psychosocial and spiritual comfort to the client by advocating for them. Also, making sure the client feels that they can make their own decisions in their care can help.
 - b. **How can the nurse provide support for the family/loved ones of the dying client?**

The nurse can work with the interprofessional team, the client, and the client's family to determine what setting may best align with the client's wishes and needs for palliative/hospice care. The nurse should also inform the family of the client's status and answer questions that they may have about what the client needs. The family can find it comforting to participate in the client's care. As nurses, we can advocate for the client's family's needs; this can include arranging grief counseling and coordinating respite care.
- 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?**

The person I had a life-limiting illness interaction with was my grandpa. He was diagnosed with brain cancer, and it was inoperable. Initially, when we found out, we were all shocked and sad. My grandpa just kept reminding us that

death is a part of life and that we will all meet our end at some point. I initially felt angry that his time was running out but was comforted by the fact that he was okay with it.

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

I did not feel equipped to handle the feelings and emotions that were present. I think this was because it was my family member in this situation. I may or may not have been less emotional if it were a patient of mine.

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

No, I did not feel equipped to adequately communicate with my Grandpa when he was sick. I had not been through nursing school yet at this time. That is where I have learned many therapeutic communication techniques that could have been useful during that time. I did use a lot of silence and active listening with him, though without even knowing it.

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

My grandpa put on a brave face for us all, but I think deep down, he was scared. I think he enjoyed spending quality time with his family members, but I think he was always afraid about what might come next.

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

I think that our Grandpa's interactions at the end of his life were the best we could have done in the situation. Looking back as a nurse, we should have tried not to cry as much around him. That made him sadder than any other time he was by himself.

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

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	spelling errors.		errors	grammatical or spelling errors.	
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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