

**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?

The goal of hospice and palliative care is to provide comfort over a cure. Dying patients are individualized, and care needs to be provided in a way unique to their needs, encompassing physical measures such as administering pain medications, adjusting the bed level, or assisting with relaxation. Spiritual or religious measures should include allowing the patient to pray, meditate, or whatever may be necessary for the patient to find peace with their situation. End-of-life experiences are different for everyone, so nurses must ease a dying patient's mindset and show genuine love and compassion to show them the care given to them is entirely for them. First, it is essential to assess the patient's spirituality to decipher requests or items needing to be made accessible for a client, such as a religious leader, sacred items, or holy books. Accompanying the patient in their ways of spiritual coping may be enough to fulfill spiritual needs. It may be difficult to fully empathize with patients who share differing beliefs than the nurse, but that should not cause disengagement because their beliefs are just as important as the nurse. Another essential aspect of providing psychosocial support would be listening to concerns, answering questions, and providing a comforting presence. Encouragement in the forms of action and speech is also critical in portraying compassion.

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

Nurses must provide support to the families of dying patients. It is essential to respond to the fears and worry appropriately and ensure that the family's feelings are expected. Nurses must provide education and reminders that every aspect surrounding the dying patient is solely for them alone. Uplifting the family with support will allow them to provide their dearest loved-one with commiseration and company. The nurses must even receive education by determining what they can do to provide a peaceful ambiance for all involved. It is also important to educate the family on what to anticipate with their beloved family member's condition. The psychosocial and spiritual aspect of the previous question is pertinent to the family as well. Nurses must bridge the family with uniquely trained members, such as counselors and chaplains, who are well versed in providing support for families and patients during difficult end-of-life.

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?

I have only one experience with the death and struggles of seeing a loved one with a small hourglass of time. Granted, I was young and uninformed on properly presenting myself to those near their last days. I felt ill-equipped to support them. Experiencing loss as a nurse must be difficult, and I have yet to experience that; however, the family member I lost several years ago created an atmosphere of grief and anticipation of the moment of their last breath.

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

I was entirely unsure how to handle the emotions that came with the end-of-life experience. Albeit some of the recognized inability to respond to the problematic situation was due to immaturity; however, it was still a very overwhelming situation arousing a bundle of emotions I was unable to adequately handle.

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

I could not communicate sufficiently with my family, or at least not as well as I could have provided the knowledge I am gaining. I can remember during my loved one's last night on this planet; I sat next to him crying and was telling him:

"Grandpa, it is me, Bryson. I am here, grandpa. I am here." He was unresponsive at that time, but I still hope he heard my voice. I may have responded better than I imagine, but the element of inexperience was still at play.

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

I am distraught by what I think my grandfather felt at the time. I hope he was in a place of transcendence without any pain. Again, I hope he heard my voice and knew it was me, but I honestly have no idea what he was precisely feeling during our interaction.

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

Every encounter with every patient most likely can always be improved in some way. Considering I was young, around ten years of age, I believe I acted and reacted well to my family's predicament at the time. Of course, if I were an experienced nurse who has been through countless end-of-life situations, I would have been able to respond in a manner best suited for my grandfather and our family. When we are young, I believe it is natural for us to respond to end-of-life situations decently because we do not have too much thought surrounding the situation, so we respond with pure, rich emotion.

**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<br>0 Points | Acceptable<br>1.5 Point  | Good<br>2 Points  | Excellent<br>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 |        |

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|                                |  |  |   | 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?

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

| Criteria             | Unacceptable<br>0 Points | Acceptable<br>1.5 Point  | Good<br>2 Points  | Excellent<br>2.5 Points  | Points |
|----------------------|--------------------------|--|---|--|--------|
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| <b>Clarity &amp;</b> | Posts inappropriate,     | Communicates in friendly,  | Contributes valuable  | Contributes to discussion with   |        |

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| <b>Mechanics</b> | 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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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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|  | spelling errors. |  | errors | grammatical or spelling errors. |  |
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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