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
    o Palliative care is to help those with a severe illness to feel comfortable.
- Definition of hospice care
    o Hospice care begins when a person's treatment stops for that particular illness because they are not progressing with eliminating the disease. It usually begins when a person only has around six months to live.
- Purpose of palliative/hospice care
    o The purpose of palliative and hospice care is to provide comfort to the patient with a worsening disease that the patient cannot overcome.
- The nurse's role in palliative/hospice care
    o The nurse's role in palliative and hospice care is to be the emotional and physical support to the patient and the family. The nurse must also act as the mediator between the patient, the patient's family, and the hospice care team to ensure the best care possible for the patient.
- The role of the interprofessional healthcare team in palliative/hospice care
    o The role of the interprofessional healthcare team in palliative and hospice care is to form a plan of care for the patient that provides comforting measures.

Directions:
1) Watch the video and reflect on the scenarios with ATI - COMPLETED
2) Complete the test and screen shot your compete results. Ensure your screenshot shows your name. – COMPLETED (inserted after the rubric
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?
        i. The nurse can create a comforting, pain free environment to ensure the patient is receiving effective palliative/hospice care. The nurse can also tend to the patient's spiritual and physical needs. Some ways to ensure psychosocial and spiritual needs are met is to allow the patient to embrace their spiritual needs, hold the patient's hand as needed, and encourage them to embrace their personality and spirituality.
    b. How can the nurse provide support for the family/loved ones of the dying client?

      i. The nurse can use therapeutic communication. By using therapeutic communication, they can show comfort by placing their hand on the family member's shoulder or by active listening.

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. I felt helpless. I would pray that treatment could cure him. I also cried many times because I knew there was nothing I could physically do to help his condition. At that point, I would try to think of happy thoughts to keep his spirits alive.

   b. Did you feel equipped to adequately handle the feelings and emotions that were present?
      i. Yes and no. I knew the time would come to where treatment was not working anymore, but because it was my father, I did not feel ready to handle those emotions. I was not ready for him to leave, but I knew it would be the best for him.

   c. Did you feel equipped to adequately communicate with the person who had a life-limiting illness?
      i. I felt prepared to communicate because I knew his time was approaching, and if I had anything to say, it needed to be said now. It was such a hard conversation, but it made us both feel that everything would be okay.

   d. How do you think the person with a life-limiting illness felt during their interactions?
      i. I believe he felt ready to leave the pain and suffering behind but was not ready to give up living. I also believe he was trying to make me feel better by telling me he loved me and that he would be fine.

   e. Could the interactions have been improved in any way? How?
      i. I was feeling too upset and his confused state of mind, I do not believe there could have been improved interactions. If the circumstances were different, there might have been a way to improve the interactions.

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

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.	
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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?

Criteria	Unacceptable	Acceptable	Good	Excellent	Points

	0 Points	1.5 Point	2 Points	2.5 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.	
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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
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Could the interactions have been improved in any way? How?

Criteria	Unacceptable 0 Points	Acceptable 1.5 Point	Good 2 Points	Excellent 2.5 Points	Points
Response	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 the student complete the ATI test, submit a screenshot with their name? ___Yes (5 points) ____No (zero points)

___/40 points

Individual Performance Profile

⬇ DOWNLOAD REPORT

INDIVIDUAL SCORE

100.0%

TIME SPENT

04:26

Individual Name: Olivia Powell

Student Number: 6665784

Institution: Lakeview CON

Program Type: BSN

Test Date: 3/3/2021 **# of Questions:** 5

Individual Performance in the Major Content Areas

Content Area	Total # Questions	Individual Score
End of Life	5	100.0%

Individual Performance Profile

RN Palliative and Hospice Care Case Study Test

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Individual Name:	**OLIVIA POWELL**	**Individual Score:**	**100.0%**
Student Number:		Practice Time:	**4 min**
Institution:	**Lakeview CON**		
Program Type:	**BSN**		
Test Date:	**3/3/2021**		
# of Questions:	**5**		

Individual Performance in the Major Content Areas

Sub-Scale	# Items	Individual Score	Individual Score (% Correct) 1 10 20 30 40 50 60 70 80 90 100
End of Life	5	100.0%	▲

Topics To Review

Outcomes

Nursing Process	No of Items	Individual Score	Description
RN Planning	2	100.0%	The planning step of the nursing process involves the nurse 's ability to make decisions and problem solve. The nurse uses a client 's assessment data and nursing diagnoses to develop measureable client goals/outcomes and identify nursing interventions. The nurse uses evidenced based practice to set client goals, establish priorities of care, and identify nursing interventions to assist the client to achieve his goals.
RN Implementation/Therapeutic Nursing Intervention	3	100.0%	The implementation step of the nursing process involves the nurse 's ability to apply nursing knowledge to implement interventions to assist a client to promote, maintain, or restore his health. The nurse uses problem-solving skills, clinical judgment, and critical thinking when using interpersonal and technical skills to provide client care. During this step the nurse will also delegate and supervise care and document the care and the client 's response.