

Princess Anne Hernandez

**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.

Module: Palliative and Hospice Care
Tutorial: Video Case Studies RN 2.0

Individual Performance Profile [DOWNLOAD REPORT](#)

Individual Name: Princess Anne Hernandez
Student Number: 6662928
Institution: Lakeview CON
Program Type: BSN

View by:

Module Activity	Last Date Accessed	Individual Score	Time Spent
Test	3/4/2021	100.0%	03:12
+ Case	3/4/2021	Not Reviewed	10:17

- 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?

- Ways that a nurse can do to ensure a client receiving palliative/hospice is comfortable:
 1. Make sure the client's pain is managed or reduced. Assess their pain by asking them to rate or look at their facial reaction and body language. Give pain medication as directed. Provide nonpharmacologic ways such as relaxing, massaging the clients, and changing their position.
 2. Relieve any signs and symptoms by giving medication. For example, we can give morphine to ease difficulty breathing and ondansetron to prevent nausea and vomiting.
 3. Provide a calm environment with low light and no distractions will help the client to rest and sleep.
 4. Ask them their needs and provide them with our best capabilities.
- Ways that a nurse can do to provide psychosocial and spiritual comfort of the clients:
 1. Give them emotional support by being present in the client's room and actively listening to their concern and thought. A physical presence like sitting quietly and holding their hands is significant because the clients would feel that they are not alone with what they are experiencing.
 2. Arrange visits with the client loved ones and people they want to see. Arrange calls with those who cannot visit the client.
 3. Ask them or talk to them about their spiritual concern.
 4. If the patient wants, we can provide them books, play worship songs, books and do some small prayers with them.
 5. Offer the client pastoral services will help them with spiritual needs and concerns.

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

1. We can encourage them that they can speak openly about the emotional and physical feelings.
2. Acknowledge family's feelings and actively listen to their worries, thoughts, and fear.
3. Ask them what they need or if they have any questions regarding their dying loved one.
4. Answer any question they have in best knowledge and be truthful.
5. Give updates about the client's condition and progress. Educate and counsel them about what can they expect to happen.
6. Offer them any counseling that they may need.

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 interaction that I had with a family member who had a life-limiting illness makes me feel sad and anxious at the same time. It makes me sad that they are in that challenging situation and experiencing struggles

because of their illness. It made me anxious because I want to find ways to relieve their suffering and be more comfortable in their lives.

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

- I honestly did not feel equipped to handle the feeling and emotion that I was feeling adequately. My family member was close to me. Seeing her being vulnerable made me sad. I feel like you will never be fully ready for something like that, especially for a family member and even if it is a client. If you see a person struggling and losing hope for themselves, you will feel sad. It is a normal feeling to have in that kind of situation. We have to be there for them. We can give them support and be strong for them.

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

- I do feel equipped to adequately communicate with the family member who had a life-limiting illness. I let her know that I will be there for her if she wants to talk to someone. I ask her how she was feeling and acknowledge her feelings. Silence, actively listening, and physical presence are very important since they will help her realize that she is not alone in this situation. She will know that someone is willing to talk to her and be with her at that time.

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

- She was very appreciative and comfortable with the interaction. She felt sad and hopeless about her sickness, but she said it was nice to have someone talk about her feeling. She felt that she was not alone. Being someone with a life-limiting illness can be a stressful situation for them and saddening at the same time. Having someone to talk to or knowing that someone will support them can make them feel more comfortable with what they are experiencing.

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

- The interaction can have been improved in some ways. At the time, I did not know other ways to help my family member with what they are experiencing other than listening, supporting, and being with her. We could have done some activities that she would enjoy. Let other family members be there, so she knows that she is not alone, and many people are willing to support her. I could help her find coping mechanisms that she can do to help her that time.

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?

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

Criteria	Unacceptable 0 Points	Acceptable 1.5 Point	Good 2 Points	Excellent 2.5 Points	Points
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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?

Criteria	Unacceptable	Acceptable	Good	Excellent	Points
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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