

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?

- Palliative care and hospice care are given to the patient to maintain comfortability or reduce suffering by the symptoms of the disease/condition. The nurse can administer opioids to a patient to provide pain relief and comfort measures. Nurses or caretakers can provide aid or assistance in the patient's daily living activities, including hygiene. Spiritual support or praying with the family member and the patient helps promote comfort. It can be challenging for patients to deal with their illness or disease and struggle with their psychosocial and spiritual feelings. The nurse should provide psychosocial and spiritual comfort by positively supporting patients' beliefs and spirituality. Always ask the patient how to help them with their psychosocial and spiritual needs.

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

- Family and loved ones require good support and care. As nurses, we need to provide emotional support, be available to the family, encourage open communication, focus on the patients' wishes, and share decision-making. The family should be encouraged to sit and listen to the patient and share feelings and emotions. The nurse can help the family to find coping strategies and support systems. The family needs education and support; nurses play a significant role in assessing their needs.

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 experience that I encountered was with someone close to me, and he was very young. Seeing him on hospice made me feel sorrow and emptiness. He was there because he wanted to be, which made it harder for our family to accept. It was also nauseating for me having to hold back emotions in front of him to make sure I did not ruin the little bit of laughter we had in the room. Given this experience, I can see how some people in the same position show no emotion, probably because they are trying hard not to.
- b. Did you feel equipped to adequately handle the feelings and emotions that were present?**
 - Many emotions were going through me. Although I could handle my own, seeing others leave the room to break down was hard to manage. I felt the same way and wanted to break down, but it is easier for me to be there for others when feeling sad, so I needed to remain stable.
- c. Did you feel equipped to adequately communicate with the person who had a life-limiting illness?**
 - Although it was easy to communicate to the person with a life-limiting illness, I still had the feeling of sorrow and almost like I had to put on a brave face to talk to him.
- d. How do you think the person with a life-limiting illness felt during their interactions?**
 - I believe he knew how sad we all were, but most of my family deals with sadness by replacing it with jokes and laughter. Deep down, I believe he was afraid and sad, but he would never admit it. The interactions were a distraction for him.
- e. Could the interactions have been improved in any way? How?**
 - - Our family member on hospice denied that he was dying until the last minute and admitted to us he has wanted this. If educated on how to communicate with his family, maybe he would have been honest, and we could have been there for him in a genuine way.

**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?

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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
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	0 Points	1.5 Point	2 Points	2.5 Points	
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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 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