

**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?**

To ensure that a client receives comfortable palliative/hospice care, I believe that monitoring is the most important. Palliative care is focusing on the patient's quality of remaining life. Even though the facility provides quality care and programs, it would be just useless programs if the nurse does not care about them. The nurse should assess their feeling, facial expressions and also ask opinions about their care. Based on the patient's opinion, the nurse could help them to stay more comfortable.

Moreover, for the client's psychosocial and spiritual comfort, nurses respect their personal space, give them privacy, and respect their beliefs. Also, the nurse should assess the client's environmental preference such as light, temperature, and color. Suggesting social workers to clients to listen to their concerns could be the one way to help them.
 - b. **How can the nurse provide support for the family/loved ones of the dying client?**

Emotional, spiritual, and physical supports are needed. No one will be okay in this situation. The nurse has to understand and respect their feeling. Also, it would be helpful to give them enough time to stay with the client. I think it would be better to keep quiet and keep a calm environment.
- 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?**

In my first clinical experience, I met a patient who had a life-limiting illness. I went to the patient's room to give a bed bath. I have never seen someone who has a severe illness before. So, once I stepped into the room, I could not move and speak. The patient was unconscious. She could not speak and has shortness of breath. I was scared, and I wish she is okay. After I left the room, I felt uncomfortable and sad because nothing could do more for her.

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

Yes. Even though I was sad and scared, the one thing I can do for the patient was keeping her clean. If I cannot handle my feeling in front of the patient, it could make them uncomfortable.

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

Honestly, I cannot say yes to this question. The patient was unconscious and just hardly breathe. I cannot say I communicate with the patient, but I act like she is listening to my voice. So, I explain what I am going to do and ask questions about the water temperature or her feeling while giving a bath.

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

While I was giving her a bed bath, I could not get a response from her. However, I tried to understand her facial movement or sounds. I had to move her body when I was changing her gown. At that moment, the patient made a loud sound. Once I understand her signal, I tried to give the comfort bath as possible I can. I believe the patient liked taking a bed bath. Even though she could not respond to my question, she expresses what she does not like by sounds.

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

She must be lonely to stay alone in the room. Also, she must have lots of pain due to her illness. I believe that interactions could be improved by staying in the patient's room and talking to support the patient. I know that she is unconscious, but there is a possibility that she could listen to people. It does not mean talking about her disease and personal story but just a general story such as the weather. Moreover, I will also try to find other non-verbal responses of the patient. If I realized her non-verbal response earlier, she would have felt more comfortable when I was giving her a bed bath.

**ATI: Video Case Studies
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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