

## Reflective Case Study Gerontology Assignment

ATI: Nurse's Touch 2.0: The Communicator 2.0 Video Interaction: Client Comfort and End of Life Care

| Learning Objectives and Outcomes |  |   |
|----------------------------------|--|---|
| Area                             | Objective  | Course Student Learning Outcome (CSLO's),<br>Baccalaureate Essential's &<br>QSEN      |
| Knowledge                        | <p>Therapeutic communication during the delivery of nursing care to gerontology patients.</p> <p>Examine the influence of age on nursing care decisions and actions for patients.</p> <p>Understand the roles and responsibilities of individuals in a working group.</p>                                      | <p>CSLO 1 &amp; 2<br/>Baccalaureate Essential VIII<br/>QSEN Patient-Centered Care</p> |
| Skills                           | <p>Apply therapeutic communication concepts such as active listening, silence, focusing, open ended questions, clarification, exploring, paraphrasing, reflecting, restating, providing leads, acknowledgement, and offer of self.</p> <p>Engage in conflict negotiation using conflict resolution skills.</p> | <p>CSLO 1<br/>Baccalaureate Essential VIII<br/>QSEN Patient-Centered Care</p>         |

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|-----------|---|---|
|           | <p>Use appropriate communication techniques when communicating with clients who have a barrier to effective communication.</p> <p>Provide client education that is appropriate in relation to age, culture, learning style, readiness to learn, etc</p> <p>Communicate with various members of the interprofessional team.</p>  |   |
| Attitudes | <p>Value the role of therapeutic communication in nursing care decisions and actions.</p> <p>Appreciate the various factors that can impact effective communication</p> <p>Increase their own self-awareness of judgments and pre-conceived notions that may affect their advocacy for older adults.</p> <p>Recognize personally held attitudes about working with patients from different age,</p> | <p>CSLO 2, 3, &amp; 4<br/> Baccalaureate Essential VIII<br/> QSEN Patient-Centered Care</p> |

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|  | ethnic, cultural and social backgrounds. |  |
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**Instructions:**

Therapeutic communication is a fundamental component of nursing and is a complex concept. Ensuring positive encounters between nurses and patients is important for improving the quality of nursing interactions, the performance of various nursing duties, and meet patients’ diverse needs (Abdolrahimi, Ghiyasvandian, Zakerimoghadam, & Ebadi, 2017).

Students will access the case study through the ATI website. Please watch the screencast within the lesson to help locate the ATI: Nurse’s Touch 2.0: The Communicator 2.0 Video Interaction: Client Comfort and End of Life Care in ATI.

The case study provides a 5-minute overview including character background (for example role, age perspective) on each person within the case study. The case study will unfold into various stages with video scenarios. The videos are presented in 30 to 1-minute communication-related scenes. Multiple healthcare professionals are involved in the case study not limited to significant others, nurses, care providers, student nurses, and the client. The scenario review typically lasts 25 minutes. Average time in the case study is 30 minutes. The student will receive text-based rationale for selected options and will receive a percent correct in relation to the first selected option, and time within the product.

Reference

Abdolrahimi, M., Ghiyasvandian, S., Zakerimoghadam, M., & Ebadi, A. (2017). Therapeutic communication in nursing students: A Walker & Avant concept analysis. *Electronic Physician*, 9(8), 4968-4977. doi:10.19082/4968

ATI. (2018). Educator implementation guide: Nurse’s Touch: Professional communication & the communicator. Retrieved from [atitesting.com](http://atitesting.com)

**Step one:**

## **Complete Case study**

ATI: Nurse's Touch 2.0: The Communicator 2.0 Video Interaction: Client Comfort and End of Life Care for a minimum of 30 minutes.

### **Step Two:**

Reflecting on your responses and experience with the ATI: Nurse's Touch 2.0: The Communicator 2.0 Video Interaction: Client Comfort and End of Life Care, answer the following questions.

#### **What did you learn from this scenario?**

Dealing with a loved one who is critically ill is difficult for everyone involved. Mostly, family members want what is best for the dying family member, and that can cause conflict. The family members also need support, guidance, and education during this time.

#### **Identify your biggest takeaways.**

Some of the big takeaways are always to keep the patient's wishes in mind; it is their life and ultimately their decision. The other critical takeaway is to have family members relocate during disagreements so they are not disturbing or upsetting the dying patient. Some things are better left unsaid in front of a dying patient.

#### **Explain the factors that influenced this decision.**

In the video, the daughter mentioned how the mom has always been there for everyone, and taking pain medication would make her too sleepy or keep her from being able to visit with family. The other daughter wanted their mom to have the pain medication because she was in pain. The patient was able to decide for herself, and ultimately that was the correct decision. Throughout the video, the sisters have disagreements in front of their mom, and it is apparent on her face that she is stressed out. The patient is also tired and should not have to deal with chaos and conflict, nor should she have to feel torn or guilty if she follows what one daughter says and not the other. Arguing in front of the dying patient is not putting their best interest first.

#### **What are some of the main problems or key issues expressed in the scenario?**

In this scenario, the family members have disagreements about pain medicine, hospice care, and pastoral care. The family needs some support, guidance, and education. The nurse will need to step in and have the family members move to the family waiting area to discuss their disagreements further. The nurse can help where she is able and make referrals as needed. Another issue was having the young children in the room, arguing and being loud when their grandmother is tired, in pain, and dying. The children should only be visiting for a short time and promptly removed when they become too loud.

**What were some of the challenging decisions the nurse needed to make?**

The nurse needed to have discussions with the family members about their disagreements over hospice care, pain medication, and pastoral care. She also had to address the children because they were fighting over her stethoscope and then talk to the mother about the patient needing rest.

**Describe the rationale behind these decisions.**

The nurse is there to care for, advocate for, and do what is best for her patient. The nurse also offers support and care for the family members, but second to the patient. Having family members in the room arguing about care is not in the best interest of the patient.

**What factors influenced your decisions and responses during the scenario?**

The patient expressed that she is tired and she is in pain. She is there to receive treatment, to rest, and to die in peace. Her face showed concern at times when there were disagreements, and she did not look comfortable.

**Explain your response.**

The last thing a dying patient wants to do is listen to arguing between loved ones over what they think is best for her. The patient is there for rest and to die in as much peace and comfort as possible. When people are not feeling well, they want peace, and they want to relax. The nurse needs to make sure that the patient has the peace she needs while also remaining therapeutic, supportive, and helpful to the family members.

**How will you respond if this scenario presents again in the future?**

This nursing student will respond in the same way. Asking family members to step out of the room is uncomfortable, but if they are being loud and arguing, it is not in the patient's best interest for them to remain in the room.

**Have you experienced similar situations in your clinical rotations?**

This nursing student has experienced similar situations while working as a healthcare tech, but not during any clinical rotations.

**How did you or others respond to the situation? Please explain.**

This nursing student witnessed an identical situation where family members were arguing loudly when the patient was on palliative care. This nursing student notified the nurse, and the family members were called into the hallway and then asked to move to the family waiting area to continue their discussion.

**Describe successful communication strategies you have used or experienced in the clinical setting.**

This nursing student experienced the nurse calmly and therapeutically talk with the family members. The nurse stated, "This must be a difficult time for both of you." The nurse listened and understood their feelings and concerns about wanting what is best for the patient. She explained that it would be best for these conversations to occur outside of the patient's room until they agreed. She provided the family members with the social worker's contact information for further assistance.

**Discuss the advantages and disadvantages of having families discuss treatment options, including end-of-life decisions before a loved one becomes ill or early in a terminal illness.**

The disadvantage of having conversations about end-of-life decisions is that it is difficult and often uncomfortable for many people. Most people do not want to think about dying or their loved one dying, but it is critical. Some of the advantages include time, by having discussions before there is a need, time to come up with solutions, address concerns, and get to a place where everyone is satisfied and on the same page rather than making quick decisions under stress and pressure. Another advantage of discussing treatment options is that it allows time for a will, power of attorney, and advance directives to be set up. Having these documents already done and on file will be helpful during times of stress and sadness.

STUDENT NAME \_\_\_\_\_

**Rubric for the Reflective Case Study Gerontology Assignment**

**ATI: Nurse's Touch 2.0: The Communicator 2.0 Video Interaction: Client Comfort and End of Life Care**

**Case Study**

| <b>Objective</b>              | <b>Unsatisfactory 0 points</b> | <b>Satisfactory 10 point</b> | <b>Grade</b> |
|-------------------------------|--------------------------------|------------------------------|--------------|
| <b>Time within Case study</b> | Less than 30 minutes           | 30 minutes or more           |              |

**Comments:**

**Case Study**  
**POINTS: \_\_\_\_\_/10**

**Reflective Activity**

1. What did you learn from this scenario?

| <b>Objective</b>                              | <b>Unsatisfactory 0 points</b>  | <b>Satisfactory 5 point</b>  | <b>Points</b> |
|---|---|--|---------------|
| <b>What did you learn from this scenario?</b> | Description adequate with superficial thought and preparation; does not address all aspects of the task | Description well developed assignment that fully addresses and develops all aspects of the task.   |               |
| <b>Content Contribution</b>                   | Information that is off-topic, incorrect, or irrelevant to discussion.                                  | Factually correct, reflective and substantive contribution.  |               |
| <b>Clarity &amp; Mechanics</b>                | Communicates in manner with some 2-3 errors clarity, spelling, grammatical, or mechanics errors.        | Contributes valuable information with minor 1 clarity, spelling, grammatical, or mechanics errors. |               |

2) Identify your biggest takeaways.

a. Explain the factors that influenced this decision.

| <b>Objective</b>  | <b>Unsatisfactory 0 points</b>  | <b>Satisfactory 5 point</b>  | <b>Points</b> |
|---|---|--|---------------|
| Identify your biggest takeaways.<br><br>1. Explain the factors that influenced this decision. | Description adequate with superficial thought and preparation; does not address all aspects of the task | Description well developed assignment that fully addresses and develops all aspects of the task.   |               |
| <b>Content Contribution</b>   | Information that is off-topic, incorrect, or irrelevant to discussion.                                  | Factually correct, reflective and substantive contribution.  |               |
| <b>Clarity &amp; Mechanics</b>  | Communicates in manner with some 2-3 errors clarity, spelling, grammatical, or mechanics errors.        | Contributes valuable information with minor 1 clarity, spelling, grammatical, or mechanics errors. |               |

3) What are some of the main problems or key issues expressed in the scenario?

| <b>Objective</b>  | <b>Unsatisfactory 0 points</b>  | <b>Satisfactory 5 point</b>  | <b>Grade</b> |
|---|---|--|--------------|
| <b>What are some of the main problems or key issues expressed</b> | Description adequate with superficial thought and preparation; does not address all aspects of the task | Description well developed assignment that fully addresses and develops all aspects of |              |

|                                |  |  |  |
|--------------------------------|--|--|--|
| <b>in the scenario?</b>        |  | the task.  |  |
| <b>Content Contribution</b>    | Information that is off-topic, incorrect, or irrelevant to discussion.                           | Factually correct, reflective and substantive contribution.  |  |
| <b>Clarity &amp; Mechanics</b> | Communicates in manner with some 2-3 errors clarity, spelling, grammatical, or mechanics errors. | Contributes valuable information with minor 1 clarity, spelling, grammatical, or mechanics errors. |  |

- 4) What were some of the challenging decisions the nurse needed to make?  
a. Describe the rationale behind these decisions.

| <b>Objective</b>   | <b>Unsatisfactory 0 points</b>  | <b>Satisfactory 5 point</b>  | <b>Grade</b> |
|--|---|--|--------------|
| <b>What were some of the challenging decisions the nurse needed to make?</b><br><br><b>a) Describe the rationale behind these decisions.</b> | Description adequate with superficial thought and preparation; does not address all aspects of the task | Description well developed assignment that fully addresses and develops all aspects of the task. |              |

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| <b>Content Contribution</b>    | Information that is off-topic, incorrect, or irrelevant to discussion.                           | Factually correct, reflective and substantive contribution.  |  |
| <b>Clarity &amp; Mechanics</b> | Communicates in manner with some 2-3 errors clarity, spelling, grammatical, or mechanics errors. | Contributes valuable information with minor 1 clarity, spelling, grammatical, or mechanics errors. |  |

- 5) What factors influenced your decisions and responses during the scenario?
- Explain your response.
  - How will you respond if this scenario presents again in the future?

| <b>Objective</b>  | <b>Unsatisfactory 0 points</b>  | <b>Satisfactory 5 point</b>  | <b>Grade</b> |
|---|---|--|--------------|
| <b>What factors influenced your decisions and responses during the scenario?</b><br><br><b>a) Explain your response.</b><br><b>b) How will you respond if this scenario presents again in the future?</b> | Description adequate with superficial thought and preparation; does not address all aspects of the task | Description well developed assignment that fully addresses and develops all aspects of the task. |              |

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| <b>Content Contribution</b>    | Information that is off-topic, incorrect, or irrelevant to discussion.                           | Factually correct, reflective and substantive contribution.  |  |
| <b>Clarity &amp; Mechanics</b> | Communicates in manner with some 2-3 errors clarity, spelling, grammatical, or mechanics errors. | Contributes valuable information with minor 1 clarity, spelling, grammatical, or mechanics errors. |  |

- 6) Have you experienced similar situations in your clinical rotations?
- a. How did you or others respond to the situation? Please explain.
  - b. Describe successful communication strategies you have used or experienced in the clinical setting.

| <b>Objective</b>  | <b>Unsatisfactory 0 points</b>   | <b>Satisfactory 5 point</b>  | <b>Grade</b> |
|---|--|--|--------------|
| <p><b>Have you experienced similar situations in your clinical rotations?</b></p> <p><b>a) How did you or others respond to the situation? Please explain.</b></p> <p><b>b) Describe successful communication strategies you have used or experienced</b></p> | Description adequate with superficial thought and preparation; does not address all aspects of the task. | Description well developed assignment that fully addresses and develops all aspects of the task. |              |

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| <b>in the clinical setting.</b> |  |  |  |
| <b>Content Contribution</b>     | Information that is off-topic, incorrect, or irrelevant to discussion.                           | Factually correct, reflective and substantive contribution.  |  |
| <b>Clarity &amp; Mechanics</b>  | Communicates in manner with some 2-3 errors clarity, spelling, grammatical, or mechanics errors. | Contributes valuable information with minor 1 clarity, spelling, grammatical, or mechanics errors. |  |

7) Discuss the advantages and disadvantages of having families discuss treatment options, including end-of-life decisions before a loved one becomes ill or early in a terminal illness.

| <b>Objective</b>   | <b>Unsatisfactory 0 points</b>   | <b>Satisfactory 5 point</b>  | <b>Grade</b> |
|--|--|--|--------------|
| <b>Discuss the advantages and disadvantages of having families discuss treatment options, including end-of-life decisions before a loved one becomes ill or early in a terminal illness.</b> | Description adequate with superficial thought and preparation; does not address all aspects of the task. | Description well developed assignment that fully addresses and develops all aspects of the task. |              |

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| <b>Content Contribution</b>    | Information that is off-topic, incorrect, or irrelevant to discussion.                           | Factually correct, reflective and substantive contribution.  |  |
| <b>Clarity &amp; Mechanics</b> | Communicates in manner with some 2-3 errors clarity, spelling, grammatical, or mechanics errors. | Contributes valuable information with minor 1 clarity, spelling, grammatical, or mechanics errors. |  |

**Case Study \_\_\_\_/10 points**

**Reflective\_\_\_\_\_/105 points**

**Total: \_\_\_\_/115 points**

**Instructor Signature: \_\_\_\_\_**

**Date:\_\_\_\_\_**