

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), Baccalaureate Essential’s & 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 & 2 Baccalaureate Essential VIII 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 Baccalaureate Essential VIII QSEN Patient-Centered Care</p>

	<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>	
<p>Attitudes</p>	<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, & 4 Baccalaureate Essential VIII QSEN Patient-Centered Care</p>

	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, Ghyasvandian, 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., Ghyasvandian, 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

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.

The screenshot shows a web browser window with a single tab titled 'Edvance360v8'. The page content includes the ATI logo and the following information: 'Module: Video Interaction: Client comfort and end-of-life care' and 'Simulation: The Communicator 2.0'. Below this is a section titled 'Individual Performance Profile' which contains a summary card. The card displays an 'INDIVIDUAL SCORE' of 100.0% and 'TIME SPENT' of 01:17:19. To the right of the score, it lists: 'Individual Name: Kenny Johnson', 'Student Number: JO3350739', 'Institution: Lakeview CON', and 'Program Type: BSN'. Below the summary card is a section titled 'Time Use and Score' which contains a table with three columns: 'Case', 'Total # Questions', and 'Date'. The table lists the simulation case and its four stages, each with 2 questions.

993/19

 **Module:** Video Interaction: Client comfort and end-of-life care
Simulation: The Communicator 2.0

Individual Performance Profile

INDIVIDUAL SCORE

100.0%

TIME SPENT

01:17:19

Individual Name: Kenny Johnson
Student Number: JO3350739
Institution: Lakeview CON
Program Type: BSN

Time Use and Score

Case	Total # Questions	Date
Video Interaction: Client comfort and end-of-life care		4/23/20
+ Stage 1	2	
+ Stage 2	2	
+ Stage 3	2	
+ Stage 4	2	

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.

1. What did you learn from this scenario?

I learned that patients' families could project their feelings due to the reality of accepting that a loved one is going to die. It is vital to prioritize what the patient wants rather than the patient's family in differing opinions. In mediating differing opinions, it is crucial to use therapeutic communication techniques to help patients and their families communicate healthily.

2. Identify your biggest takeaways.

My biggest takeaway is that dealing with family visitors during end-of-life care can be difficult due to disagreements within the patient's family. It is up to the nurse to prioritize patient comfort and communicate therapeutically with their family.

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

The main problem is the differing opinions of the patient's daughters. The family also disrupts the patient's rest at one point in the scenario. It is up to the nurse to clarify with the patient if they want to be left alone for proper rest. Using paraphrasing helps to clarify. The nurse then explains to the family that their loved one needs to take a rest period. Another part of the nurse's scenario is when one family member says the patient needs pain medicine and the other says they do not. The proper response is to ask the family member to tell you their concerns about her mother taking pain medication.

4. Describe the rationale behind these decisions.

A few challenging decisions the nurse had to make were when to use the correct kind of therapeutic communication. The nurse had to refocus when needed and explore thoughts, feelings, and concerns before providing care. The rationale behind these decisions is to mediate and make sure communication is therapeutic while prioritizing the comfort and care needs of the client.

5. What factors influenced your decisions and responses during the scenario?

The main factor that influenced my decisions was therapeutic communication. Using techniques like clarification, refocusing, exploration, paraphrasing, and listening helped keep differing opinions from blowing up while also exposing thoughts, feelings, and concerns the family has about the care of their mother. If this scenario occurs in the future, I will provide a patient-focused therapeutic response to the family concerning the care of their loved one.

6. Have you experienced similar situations in your clinical rotations?

I have never dealt with differing opinions of patient visitors, but I have had to calm down an aggressive patient on the psych floor. I used clear, calm, and assertive language and open body language to get that patient to calm down. I then distracted them by changing the topic to the band shirt they were wearing. I used distraction again on the surgical floor with a man who was angry about getting checked in late. I complimented his leather jacket, which got him talking about how he bought it in 1965, and he does certain things to keep it "pristine."

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.

The advantages are that families get to spend more time with their loved ones while figuring out treatment options and the patient feels loved at the end of their life because their family is there for them. Some significant disadvantages of discussing end-of-life decisions with families are that it can be challenging for families to come to terms with their loved one deciding to give up and be ready to go. Family members can project their feelings or beliefs onto the situation rather than respecting what their loved one wants.

STUDENT NAME Kenny Johnson

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

Objective	Unsatisfactory 0 points	Satisfactory 10 point	Grade
Time within Case study	Less than 30 minutes	30 minutes or more	

Comments:

Case Study
POINTS: _____/10

Reflective Activity

1. What did you learn from this scenario?

Objective	Unsatisfactory 0 points	Satisfactory 5 point	Points
What did you learn from this scenario?	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.	
Content Contribution	Information that is off-topic, incorrect, or irrelevant to discussion.	Factually correct, reflective and substantive contribution.	
Clarity & Mechanics	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.

Objective	Unsatisfactory 0 points	Satisfactory 5 point	Points
Identify your biggest takeaways. 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.	
Content Contribution	Information that is off-topic, incorrect, or irrelevant to discussion.	Factually correct, reflective and substantive contribution.	
Clarity & Mechanics	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?

Objective	Unsatisfactory 0 points	Satisfactory 5 point	Grade
What are some of the main problems or key issues expressed in the scenario?	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.	

Content Contribution	Information that is off-topic, incorrect, or irrelevant to discussion.	Factually correct, reflective and substantive contribution.	
Clarity & Mechanics	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.

Objective	Unsatisfactory 0 points	Satisfactory 5 point	Grade
What were some of the challenging decisions the nurse needed to make? a) Describe the rationale behind these decisions.	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.	
Content Contribution	Information that is off-topic, incorrect, or irrelevant to discussion.	Factually correct, reflective and substantive contribution.	

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

Objective	Unsatisfactory 0 points	Satisfactory 5 point	Grade
What factors influenced your decisions and responses during the scenario? a) Explain your response. b) How will you respond if this scenario presents again in the future?	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.	
Content Contribution	Information that is off-topic, incorrect, or irrelevant to discussion.	Factually correct, reflective and substantive contribution.	
Clarity & Mechanics	Communicates in manner with some 2-3 errors clarity, spelling,	Contributes valuable information with minor 1	

	grammatical, or mechanics errors.	clarity, spelling, grammatical, or mechanics errors.	
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- 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.

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

		contribution.	
Clarity & Mechanics	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.

Objective	Unsatisfactory 0 points	Satisfactory 5 point	Grade
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.	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.	
Content Contribution	Information that is off-topic, incorrect, or irrelevant to discussion.	Factually correct, reflective and substantive contribution.	
Clarity & Mechanics	Communicates in manner with some 2-3 errors clarity, spelling,	Contributes valuable information with minor 1	

	grammatical, or mechanics errors.	clarity, spelling, grammatical, or mechanics errors.	
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Case Study ____/10 points

Reflective ____/105 points

Total: ____/115 points

Instructor Signature: _____

Date: _____