

## **Palliative Care Assignment**

**With ATI: Apply: Video Case Studies RN: Palliative and Hospice Care  
Instructions & Rubric**

### **Key Concepts**

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

### **Step 1: Access and Complete the Video Case Study and Post-Test**

**ATI: Apply: Video Case Studies RN: Palliative and Hospice Care**

This assignment requires that the student complete a video case study within ATI. The case study is titled “Palliative and Hospice Care”. This case study can be found under the “Apply” tab, nested within the “Video Case Studies RN” module. Students should complete the case in its entirety. While completing the case students should reflect on the key concepts of the assignment (see above). After completing the case, students should complete the post-test to assess their understanding of the case. The student should take a screen shot of their test results and insert the screen directly below this paragraph. The screen shot should include the students name and test score.



Test: Palliative and Hospice Care

✕ CLOSE

## Individual Performance Profile

↓ DOWNLOAD REPORT

<b>INDIVIDUAL SCORE</b>  <b>100.0%</b>	<b>TIME SPENT</b> <b>20:23</b>	<b>Individual Name:</b> Jessica Kavajecz <b>Student Number:</b> 6421223 <b>Institution:</b> Lakeview CON <b>Program Type:</b> BSN <b>Test Date:</b> 6/6/2021 <b># of Questions:</b> 5
Individual Performance in the Major Content Areas		
Content Area	Total # Questions	Individual Score
End of Life	5	 100.0%

**Step 2: Further Assessment & Reflection**

Students should answer each of the following questions. Students should provide their answers within this document, directly after each question.

1. **What are some ways that the nurse can ensure that a client receiving palliative/hospice care is kept physically comfortable?** Depending on the patient's condition or illness, the nurse can provide many comfort measures to ensure the patient is physically comfortable. One of the main ways to keep a patient physically comfortable is with pain control. To control the patient's pain, pain medication would be given. The nurse could offer massage, ice, or heat packs, and pillows for support.  
**What are some ways that the nurse could provide for the psychosocial and spiritual comfort of the client?** As nurses, we can help provide psychosocial and spiritual comfort to patients by listening to their worries/fears. Sometimes just being there as a support person is offering psychosocial and spiritual comfort. Encouraging the patient to let family members be involved can help with psychosocial comfort as well. Nurses can support the patient's spiritual comfort through support and encouragement. Psychosocial comfort can be promoted by encouraging the patient to do what they enjoy (to the best of their abilities).
2. **How can the nurse provide support for the family/loved ones of the dying client?** The nurse can provide support to the loved ones of the dying patient through active listening. Active listening is a part of therapeutic communication, and sometimes people need someone to talk to. The nurse can also support the family by providing information on what's going on. If the patient's on a new medication or experiencing a new symptom, the nurse can explain this to the family members. Providing ease to the family can be significant support.
3. **Individually reflect on a time you were involved with a person who had a life-limiting illness to answer the following questions. This involvement could be as a professional caregiver or as a family member.**
  - a. **How did your interactions with the person who had a life-limiting illness make you feel?** One of my close friends battled cancer from age 15 to age 19. Interactions with her at the end of life were challenging. I was 19 years old, so my emotions were all over the place. At the time, I was sad, confused, and happy that she was a part of my life. Before we knew her illness was terminal, the interaction was pretty normal. She was a typical teenager who still participated in normal daily activities. I saw life from a new perspective after this experience.
  - b. **Did you feel equipped to adequately handle the feelings and emotions that were present?** I feel like I was equipped to handle these emotions and feelings at times. Other times, I didn't feel so equipped. Emotions change depending on what's going on and how you think/feel at the time. The majority of the time, I felt like I could handle my emotions well.
  - c. **Did you feel equipped to adequately communicate with the person who had a life-limiting illness?** The majority of the time, I did not feel adequately equipped to communicate with my friend battling cancer. Although she was an average teenager, she went through something none of her friends or family could genuinely understand. When she was

upset or going through a rough time, I did not always know what to say or do. Towards the end of her life, I didn't know what to say or how to communicate with her.

- d. **How do you think the person with a life-limiting illness felt during their interactions?** I think that when my friend was "well" and going through treatments, she felt frustrated because nobody understood what she was going through. She did have friends at her hospital that helped her go through treatments and hospital stays. Other times I think she felt like most of her interactions were normal. She wanted to feel as normal as possible, and I think her interactions with friends and family helped.
- e. **Could the interactions have been improved in any way? How?** I don't believe that the interactions could have been improved in any way. She wanted to feel as normal as possible, and her friends and family helped her feel that way (to the best of their ability). Her illness (cancer) took a lot of her life and experiences and made them negative. By treating her like a normal teenage girl, we helped her focus on something other than her illness. Towards the end of her life, when she was on hospice and receiving comfort care, all we could do was be there for her.

### Step 3: Rubric Review and Submission

Students should review their assignment utilizing the provided rubric to ensure they have successfully met the assignment requirements. Students should then submit this document to the Edvance 360 dropbox prior to the due date listed in the course syllabus.

**Palliative Care Assignment**  
**With ATI: Apply: Video Case Studies RN: 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	0 Points	1.5 Point	2 Points	2.5 Points	Points
<b>Response</b>	No response completed	The student's submission demonstrates superficial thought and minimal preparation. The assignment does not address all aspects of the task.	The student's response lacks full development of the concepts. The assignment fully addresses all aspects of the task.	The student's response is fully developed. The assignment fully addresses all aspects of the task.	
<b>Clarity &amp; Mechanics</b>	The student's response is unclear and unorganized. The student's response contains 5 or more errors in grammar, mechanics, or spelling.	The student's response is unclear or unorganized. The student's response contains 3-4 errors in grammar, mechanics, or spelling.	The student's response is clear and concise. The student's response contains 1-2 errors in grammar, mechanics, or spelling.	The student's response is clear and concise. The student's response is free of errors in grammar, mechanics, and spelling.	

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

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<b>Response</b>	No response completed	The student's submission demonstrates superficial thought and minimal preparation. The assignment does not address all aspects of the task.	The student's response lacks full development of the concepts. The assignment fully addresses all aspects of the task.	The student's response is fully developed. The assignment fully addresses all aspects of the task.	
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**How did your interactions with the person who had a life-limiting illness make you feel?**

Criteria	0 Points	1.5 Point	2 Points	2.5 Points	Points
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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?**

Criteria	0 Points	1.5 Point	2 Points	2.5 Points	Points
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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