

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

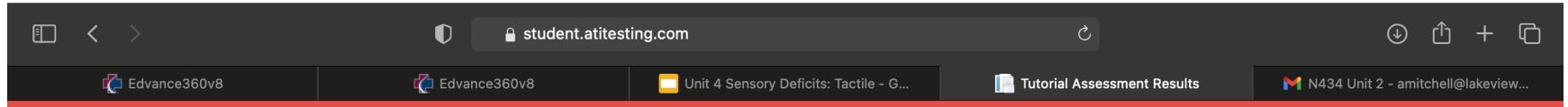
The role of the interprofessional healthcare team in palliative/hospice care

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

INDIVIDUAL SCORE

100.0%

TIME SPENT

04:11

Individual Name: Airelle Mitchell

Student Number: MI7010158

Institution: Lakeview CON

Program Type: BSN

Test Date: 6/7/2021 # of Questions: 5

Individual Performance in the Major Content Areas

Content Area	Total # Questions	Individual Score
End of Life	5	100.0%

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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? What are some ways that the nurse could provide for the psychosocial and spiritual comfort of the client?
 - A nurse can ensure that the client receiving palliative/hospice care is kept physically comfortable through pain management. Pain management should be assessed regularly, and preventing pain for a dying patient is the highest priority by implementing a schedule for analgesics (Eliopoulos, 2022). For alternative ways to help the pain, a nurse can provide hypnosis, guided imagery, relaxation techniques, massage, and acupuncture/acupressure (Eliopoulos, 2022). Also, for respiratory depression, a nurse can provide supplemental oxygen and elevate the head of the bed (Eliopoulos, 2022). For constipation, a nurse can regularly promote bowel elimination and provide laxatives (Eliopoulos, 2022).
 - The nurse could provide psychosocial and spiritual comfort to the client by asking the patient how the nurse can support their spiritual needs and listening to the patient's fears and concerns of end-of-life care. Further, asking open-ended questions about their beliefs and practices towards death (Eliopoulos, 2022).
2. How can the nurse provide support for the family/loved ones of the dying client?
 - A nurse can provide support by contacting the patient, whether it's a family or friend working through the different grief stages, and providing therapeutic interventions (Eliopoulos, 2022). A nurse can also offer grief counseling to the patient or family during this process—also, educating the loved ones on what to expect during this time and answering their questions honestly.
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?

- When I had to deal with a family member with a life-limiting illness, it made me feel sad and useless. I felt useless because I couldn't relieve their pain or better their life in any way. I wasn't even able to be there during the process because it was happening in another state.
- b. Did you feel equipped to adequately handle the feelings and emotions that were present?
- Me and my family knew that it was going to happen eventually, but we were still not ready or equipped for it to happen. So, I was not prepared for all the emotion that occurs when a family member is dying.
- c. Did you feel equipped to adequately communicate with the person who had a life-limiting illness?
- I was younger, so I didn't understand how to communicate with a person who has a life-limiting illness, but I knew in some way that I just had to be comforting.
- d. How do you think the person with a life-limiting illness felt during their interactions?
- During their interactions with all of my family, I think they felt comforted and accepted all the love around them and were ready for the passing. That was what I saw. Those feelings and emotions that showed could've not been their actual reaction. They could've been fearful or have anxiety, but that didn't appear when I was around with all my family.
- e. Could the interactions have been improved in any way? How?
- I think the interactions with my grandpa were comforting, and they showed how much he was loved and cared for before his passing. Family and friends were very supportive and showed up for him every day. So, no, I don't think there could've been improvements with all the interactions.

Reference:

Eliopoulos, C. (2022). *Gerontological nursing* (10th ed.). Wolters Kluwer.

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 drop box 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
Response	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.	
Clarity & Mechanics	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?

Criteria	0 Points	1.5 Point	2 Points	2.5 Points	Points
Response	No response completed	The student's submission demonstrates superficial thought and minimal	The student's response lacks full development of the concepts. The	The student's response is fully developed. The assignment fully addresses	

		preparation. The assignment does not address all aspects of the task.	assignment fully addresses all aspects of the task.	all aspects of the task.	
Clarity & Mechanics	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 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
Response	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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Did you feel equipped to adequately handle the feelings and emotions that were present?

Criteria	0 Points	1.5 Point	2 Points	2.5 Points	Points
Response	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.	
Clarity & Mechanics	The student's response is unclear and	The student's response is unclear or unorganized. The	The student's response is clear and concise. The	The student's response is clear and concise. The	

	unorganized. The student's response contains 5 or more errors in grammar, mechanics, or spelling.	student's response contains 3-4 errors in grammar, mechanics, or spelling.	student's response contains 1-2 errors in grammar, mechanics, or spelling.	student's response is free of errors in grammar, mechanics, and spelling.	
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Did you feel equipped to adequately communicate with the person who had a life-limiting illness?

Criteria	0 Points	1.5 Point	2 Points	2.5 Points	Points
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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
Response	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.	
Clarity &	The student's response	The student's response is	The student's response is	The student's response is	

Mechanics	is unclear and unorganized. The student's response contains 5 or more errors in grammar, mechanics, or spelling.	unclear or unorganized. The student's response contains 3-4 errors in grammar, mechanics, or spelling.	clear and concise. The student's response contains 1-2 errors in grammar, mechanics, or spelling.	clear and concise. The student's response is free of errors in grammar, mechanics, and spelling.	
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Could the interactions have been improved in any way? How?

Criteria	0 Points	1.5 Point	2 Points	2.5 Points	Points
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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