

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.

Individual Performance Profile
RN Palliative and Hospice Care



Individual Name:	JILLIAN M KURTZ	Individual Score:	100.0%
Student Number:	KU9968526	Practice Time:	3 min
Institution:	Lakeview CON		
Program Type:	BSN		
Test Date:	6/7/2021		
# of Questions:	5		

Individual Performance in the Major Content Areas		Individual Score (% Correct)												
Sub-Scale	# Items	Individual Score	1	10	20	30	40	50	60	70	80	90	100	
End of Life	5	100.0%												▲

Topics To Review

Outcomes

Nursing Process	No of Items	Individual Score	Description
RN Planning	2	100.0%	The planning step of the nursing process involves the nurse 's ability to make decisions and problem solve. The nurse uses a client 's assessment data and nursing diagnoses to develop measurable client goals/outcomes and identify nursing interventions. The nurse uses evidenced based practice to set client goals, establish priorities of care, and identify nursing interventions to assist the client to achieve his goals.
RN Implementation/Therapeutic Nursing Intervention	3	100.0%	The implementation step of the nursing process involves the nurse 's ability to apply nursing knowledge to implement interventions to assist a client to promote, maintain, or restore his health. The nurse uses problem-solving skills, clinical judgment, and critical thinking when using interpersonal and technical skills to provide client care. During this step the nurse will also delegate and supervise care and document the care and the client 's response.

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?
 - **There are a few ways to ensure a client receiving palliative/hospice care is kept comfortable. You can make sure to administer medications to help manage pain, hunger, or anxiety. Make to reposition the patient frequently to keep them comfortable and to maintain their airway. Some patients may prefer a caring touch, so you could also hold the patient's hand.**
 - **For the psychosocial and spiritual comfort of the client, you ask them about their religious preferences and ask them how you as a nurse can help support them. You can sit and listen to your patient's fears and talk to them therapeutically to help calm their nerves. Your patient may want to pray or talk to the minister at the hospital, and you will be able to provide those services to them. Lastly, you can be there for them and give them your presence and physical touch.**
2. How can the nurse provide support for the family/loved ones of the dying client?
 - **Nurses can communicate therapeutically with the family and try to acknowledge the way they feel and understand the hardship. You can ask the family if there is anything they need or anything you can get them in the meantime. As a nurse, you can explain what will happen at the end of life and help them connect with people who will be able to support them and assist them when the time comes. You may also ask them about their loved ones and talk about the happy times they all experienced and reminisce.**
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?

- **Having an interaction with someone who had a life-limiting illness made me feel extremely sad. I wanted and wished that this person could have done everything I wanted them to do with me, but it was hard and limiting for them. I spent tons of time with them, but I wish they could have experienced more with me.**
- b. Did you feel equipped to adequately handle the feelings and emotions that were present?
- **I felt equipped to handle my feelings and emotions that were present. When my grandma passed away, I did not feel prepared for that, but I remember the positives of her passing and all the time we had spent together before that. I knew her cancer would progressively worsen, and I knew that she no longer had to suffer and be in pain at her death.**
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- c. Did you feel equipped to adequately communicate with the person who had a life-limiting illness?
- **I felt equipped to communicate with the person who had a life-limiting illness adequately. I called my grandma frequently while I was at school, and she would always express her fear and sadness about getting treatment. I would always communicate with her therapeutically and make sure she knew that she was receiving good care. It made me sad she felt this way, but I knew that it made her feel better to get some anxiety and fear off her chest.**
- d. How do you think the person with a life-limiting illness felt during their interactions?
- **My grandma loved to communicate and talk to my siblings and me. She loved to talk about school on the phone and see how everyone's day was going. My grandma still lived life to the fullest she could, and my family made sure to make her feel included. We knew it took a significant toll on her life when she had been diagnosed, so we did things to bring a smile to her face.**
- e. Could the interactions have been improved in any way? How?
- **I believe the interactions we had with my grandma could have been improved. I say this because it was hard for my other siblings and me to be home while she was sick. I wish I could come home more often from school, and my brother and sister could've got off work. We interacted a lot over the phone and in person when we could, but I wish we could have improved on being home more often.**

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
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 is unclear or unorganized. The student's response contains	The student's response is clear and concise. The student's response contains	The student's response is clear and concise. The student's response is free of	

	The student's response contains 5 or more errors in grammar, mechanics, or spelling.	3-4 errors in grammar, mechanics, or spelling.	1-2 errors in grammar, mechanics, or spelling.	errors in grammar, mechanics, and spelling.	
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How can the nurse provide support for the family/loved ones of the dying client?

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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?

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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?

Criteria	0 Points	1.5 Point	2 Points	2.5 Points	Points
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	errors in grammar, mechanics, or spelling.				
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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