

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

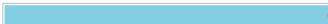
CLOSE

Individual Performance Profile

DOWNLOAD REPORT

INDIVIDUAL SCORE  100.0%	Individual Name: Lauren McClain Student Number: 6664114 Institution: Lakeview CON Program Type: BSN
TIME SPENT 09:59	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?** A nurse can ensure that a client is physically comfortable receiving palliative care by administering medications

to manage pain and anxiety. Repositioning the client to maintain a clear airway and provide comfort ensures good skin integrity. Maintaining a clean environment and encouraging the family to bring comforting items will make the client feel more at home. **What are some ways that the nurse could provide for the psychosocial and spiritual comfort of the client?** When providing psychosocial and spiritual comfort, a nurse can assist the patient in clarifying personal values to facilitate effective decision-making. They can also encourage the client to use coping mechanisms to help with anxiety. Depending on the persons' spiritual beliefs, a nurse can ask the chaplain to pray with the patient.

2. **How can the nurse provide support for the family/loved ones of the dying client?** A nurse can allow family members to stay overnight. Nurses can also ensure that the family receives appropriate information as the treatment plan changes if the patient has signed a form to share medical information. Providing privacy, so family members have the opportunity to communicate and express feelings among themselves without having healthcare workers around. Educating the family about physical changes to expect as the client moves closer to death allows families to express emotions.
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 was 16 years old, my uncle was admitted for terminal throat cancer. My interactions with my uncle make me sad because I was too afraid to interact with him since I knew it was his last moments alive and I did not want it to be true.
 - b. **Did you feel equipped to adequately handle the feelings and emotions that were present?** No, I did not feel equipped; since him finding out about his cancer and the time he left was so fast, I felt as if I did not have time to process anything.
 - c. **Did you feel equipped to adequately communicate with the person who had a life-limiting illness?** No, I was too afraid to communicate with him. My uncle could not talk or really do anything for the last few days of life once we moved him to Chicago.
 - d. **How do you think the person with a life-limiting illness felt during their interactions?** I believe my uncle felt loved and calm due to my mother, aunt, and other family members that visited him. My family never left him, which I think helped him feel at peace before he died.
 - e. **Could the interactions have been improved in any way? How?** Yes, I believe I could have shown more compassion and been less afraid when interacting with my uncle. I should have set aside my feelings of losing him and spent more time with him in his last moments.

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 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
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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?

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	The student's response	The student's response is fully	

		demonstrates superficial thought and minimal preparation. The assignment does not address all aspects of the task.	lacks full development of the concepts. The assignment fully addresses all aspects of the task.	developed. The assignment fully addresses all aspects of the task.	
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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
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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