

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

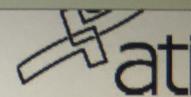
The nurse's role in palliative/hospice care

The role of the inter-professional 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 Name: Sarah Evans

Institution: Lakeview CON

Program Type: BSN

Overview Of Most Recent Use

	Date	Time Use	Score
Case	6/8/2021	3 min 45 sec	N/A
Palliative and Hospice Care	6/8/2021	1 min	100.0%

Case Information:

Case - History:

		Total Time Use: 15 min
	Date/Time	Time Use
Case	6/8/2021 12:57:24 PM	3 min 45 sec
Case	6/8/2021 12:49:57 PM	0 min 51 sec
Case	6/8/2021 12:48:43 PM	0 min 0 sec
Case	4/2/2021 9:36:26 PM	10 min 6 sec

RN Palliative and Hospice Care Test Information:

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?

The nurse can do several things to ensure that her patient is as comfortable as possible while receiving palliative/hospice care. If the patient is experiencing pain, it is the nurse's job to fully assess it. Thorough assessments will hopefully prevent pain as much as possible (Eliopoulos, 2022). Monitoring the patient's breathing is also essential because dyspnea can cause extreme anxiety. Often, patients who are on palliative/hospice care have low Braden scale scores. This puts them at risk of developing pressure ulcers. Turning patients who are immobile is imperative. Other possibilities that can help prevent skin breakdown are using pillows to help with positioning, floating the patient's heels, and using an alternating pressure mattress. Frequently assessing the patient will help ensure their optimal comfort.

2. What are some ways that the nurse could provide for the psychosocial and spiritual comfort of the client?

Providing for the psychosocial and spiritual comfort of a client on palliative/hospice care is very delicate. Communicating with the patient about their desires surrounding death and the ways their culture and religion affect these things is vital. The patient's ability to communicate may deteriorate quickly, so it is best to have these sorts of discussions as soon as possible. The patient may wish to pray, sing, or listen to religious music. The nurse can help make these things possible for the patient. If a patient asks a nurse to pray with him or her and the nurse is comfortable doing so, this is an acceptable practice as long as the nurse prays in a manner consistent with the client's beliefs (Eliopoulos, 2022).

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

In my experience, when people are nearing death, their concern is for their family. They worry very much about how their family members will be after their death. Nurses can spend time helping family members cope with the process of dying. It is so hard to see someone you love slip away. But a compassionate nurse can care for the needs of her patient as well as their loved ones. Working with the hospital social worker is helpful during this process. The nurse can offer to call a hospital chaplain to be present with the patient and family. If a dying patient knows their loved ones will be ok, they can relax.

4. 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?

I worked as a CNA in a long-term care facility for two and a half years. I cared for many people during their journey towards death. I felt privileged to work with my patients and their families through the process of dying. I think the death process is a time in life when a person becomes exceedingly vulnerable. Often, they can no longer meet their own needs or make their requests known. I felt it was part of my duty as a caregiver to preserve a patient's dignity during the death process as much as I was able to.

- b. Did you feel equipped to adequately handle the feelings and emotions that were present?

No, I could never say I felt equipped enough to deal with the feelings and emotions present. Death is so hard. But what I was able to do was be caring, compassionate, comforting, and professional while caring for patients and their families during the death process. I gained experience and confidence in this area each time a patient passed away.

c. Did you feel equipped to adequately communicate with the person who had a life-limiting illness?

I felt even less equipped to communicate with the dying patient adequately than I did with their family members. One of the advantages of working in long-term care is that most of my patients had long, beautiful lives. They had beautiful families and meaningful legacies that they were leaving behind. Many of them felt fulfilled and thankful as they faced death. I once took care of a young cancer patient who was in severe pain and on hospice. Communicating with her about her impending death was one of the hardest things I ever had to do as a CNA. I hope to gain experience and confidence in therapeutically communicating with younger dying patients.

d. How do you think the person with a life-limiting illness felt during their interactions?

My interactions with these patients were almost ten years ago. I do not remember enough about our interactions to adequately represent what they might have felt at these times. I can tell you that I hope to make my patients believe that I still see them as a whole person. I still believe in their dignity, autonomy, and worth. I have seen people who are a shell of who they once were. Patients who were once mothers and fathers, farmers and teachers were now bedridden, unable to care for themselves, and no longer able to communicate. I tried every day to treat my patients as if they were still the same person they had once been. My goal was to give them the dignity they had lost to disease processes. Because of my efforts, I hope my patients felt cared for, seen, and loved.

e. Could the interactions have been improved in any way? How?

Yes, of course, my interactions with patients could constantly be improved. I will never stop learning or gaining wisdom from my experiences. For the next forty years, I hope to gain expertise in therapeutic communication. There will always be room for progress. I think my interactions were sometimes affected by the stress and limitations I felt were placed on me by my facility. I was usually responsible for 8-12 patients during an 8-hour shift. I was always busy and rushed. I look forward to learning strategies that can help me be a more efficient nurse. Then I can spend time with my patients without feeling rushed or pulled in 100 other directions. I want to give of myself and be present with patients and their families, especially during the dying process.

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

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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?

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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