

Angelina Thomas

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

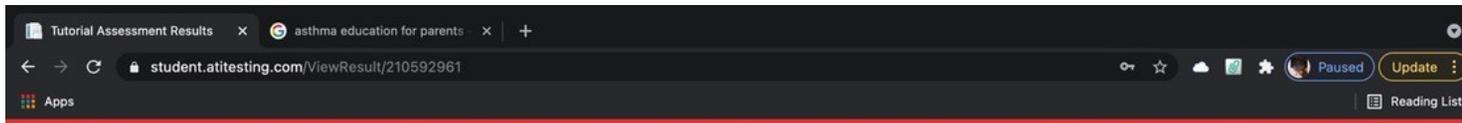
The nurse's role in palliative/hospice care

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: Angelina Thomas STUDENT NUMBER: TH4119011 INSTITUTION: Lakeview CON PROGRAM TYPE: BSN
TIME SPENT 00:38	TEST COMPLETED DATE: 6/9/2021 # 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. If a nurse is caring for a client in palliative/hospice care, their focus should be easing pain. Comfort measures may include playing soft music, propping pillows where needed—such as under the knees, behind the buttocks, on their side, on the head/neck region, under the ankle, and underneath the patient's arms. They may also ask the client what they would like, such as a massage to a painful extremity or a head rub. A nurse could also provide water if they aren't under any restrictions and provide pain medication if needed, too. Providing psychosocial and spiritual comfort from the nurse could include prayer and reminiscence. The non-pharmacological interventions (aside from the pain medication) may improve the client's fear of dying because they know that they are not alone and are supported.

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

- a. The best way to provide support for the family is to listen. The nurse can hear the stories from the loved ones about what their dying family member was like before becoming ill. The nurse can ensure that their loved one will be closely monitored and cared for during this time. The nurse could also offer pamphlets on grief. If hugs are allowed, the nurse could offer hugs to the family, too.

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?

The person I interacted with who had a life-limiting illness was my mom. She had a stroke when I was just nine years old, and my baby brother was nine days old. I felt helpless for her as if there was no way I had control over her recovery. I felt like God would take away from me the only person I truly felt loved me. My family told me I had an attitude problem as a little girl. So, there weren't many people who wanted to watch me while my parents worked. My mom was always there for me, not just as my mom but as my best friend/confidant. I trusted my mom with my entire life at such a young age. She was all I knew that I needed to survive. When she had the massive stroke and brain surgery, my body felt numb. I knew very young all of the sacrifices my mom made for me. I knew who she was and what she stood for. So, I couldn't imagine living and her not being there. The doctors had my family and me believing that we should imagine a life without her. In their mind, she was preparing to die. Instructors teach nursing students never to give false reassurances, but I wanted to hear that my mom would be okay, even if the doctors and nurses weren't sure. I wanted her healthcare team to exhibit faith.

With that said, when my mom began to recover, I started to wonder what her life would be like after that traumatic experience. I wondered how I could help her as she learned how to write, walk, cook, and drive again, or bathe herself, learn how to pay bills, and grocery shop. At that time, I thought that her entire life would not be the same. After the stroke, I felt like I was experiencing an entirely different mom because she certainly was different. But I had to learn how to adjust to her new normal. I had to know what she needed over the years to aid in her care.

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

- i. I did not feel adequately equipped to handle the feelings and emotions that were present. Presently, I feel strong feelings that come up from resentment of what happened to my mom. She is hemiplegic on her dominant side, which makes her life harder. She also falls a lot and hurts herself. She takes many medications to maintain homeostasis, and she also stumbles over her words and forgets a lot due to the brain surgery. So, with all these changes that were not present before the stroke, it caused some resentment that I try to suppress. However, I know that I need to handle the emotions somehow. I don't want to express sadness when I should be grateful that she is alive.

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

- i. I'm partially equipped to have a conversation with my mom about my feelings of resentment. I feel that it is unfair to her if I express sadness or resentment because she is living with all of the changes, and she is the one having to deal with being dependent from having independence. Since having the stroke, she hasn't been able to work or return to her "normal" life as she once knew. One day, I will have the courage and wisdom to have a conversation with her. I mainly want her to see that it isn't her fault and that I don't blame her. I blame the sickness that attacked her body.

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

- i. I am certain that my mom felt inadequate, because she would have multiple moments of not remembering what she wanted to say, she couldn't work anymore, and she had to worry about all these changes going on with her body. For these reasons, I believe she felt that her interactions with others made her feel inadequate.

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

- i. Her interactions could have improved if she had been able to have a job and do some of the things she enjoys without hesitance. It is difficult because she is expressively self-conscious about her appearance, paralyzed, and

unable to support herself independently, financially. If these things weren't issues for her, I believe that her interactions could have improved.

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 &	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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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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	errors in grammar, mechanics, or spelling.				
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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