

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

DOWNLOAD REPORT

Individual Name: conor deering
Student Number: cdeering
Institution: Lakeview CON
Program Type: BSN

View by Date

Module Activity	Last Date Accessed	Individual Score	Time Spent
<u>Test</u>	6/10/2021	100.0%	00:22
<u>Test</u>	6/10/2021	80.0%	02:36
+ <u>Case</u>	6/10/2021	Not Reviewed	56:12

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 should assess the client upon entering the room; if the client is in pain, using massage or non-pharmacological techniques may be the first line, or simply offering self may suffice. If all else fails or the pain is too severe, alerting the provider to the presence of the pain and giving medications as prescribed may be needed. Offering to open a window so they can see outside or asking their preference on the position of the door can be a small but effective way to make them feel comfortable and like you care.
2. **What are some ways that the nurse could provide for the psychosocial and spiritual comfort of the client?** – The nurse can be present in the room with the client while they are suffering; it is not about being perfect but being present and can mean a lot to some clients. Using therapeutic communication and reminiscence can help older clients reflect positively, even if it is painful for the nurse. Clients may be willing to talk to their respective chaplains, and the nurse should be a resource for that.
3. **How can the nurse provide support for the family/loved ones of the dying client?** – The nurse can be present while the doctor delivers terrible news to the family; offering self and being a resource person is the nurse's job in this situation. The nurse may need to notify the clients of community resources as these families may be facing debt or depression.
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?** – Working in an outpatient pediatric oncology clinic was not easy, but I quickly realized that these kids are human beings that are often very joyful in their adverse situation. It was sad to see these kids get infusions and the effect chemotherapy had on them; however, many of them cope with their illness better than the family, to my surprise.
 - b. **Did you feel equipped to adequately handle the feelings and emotions that were present?** –

Yes, I made up my mind that I wanted to do something bigger than myself when they transferred me. I knew that these kids needed help, and I was nervous yet happy.

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

I feel like I was well-trained to talk to kids, as I was working in pediatrics before oncology; however, it was a nerve-racking experience because I have never been around critically ill children before.

d. How do you think the person with a life-limiting illness felt during their interactions? – I remember them feeling happy that I was there and willing to play with them. Kids need attention and friends. Often their families would take time off work so their child could get an infusion, and it was nice to help and entertain them; they seemed to enjoy it too. My clinic was a surprisingly joyful place.

e. Could the interactions have been improved in any way? How? - Yes, I was a medic in the Navy; I lacked training in therapeutic communication. It would have been better to have nursing and therapeutic language skills to help my clients more effectively; besides this, I feel great about my experience.

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?

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	spelling.		spelling.	
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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