

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: Riley Black Student Number: 6824610 Institution: Lakeview CON Program Type: BSN
TIME SPENT 00:34	Test Completed Date: 6/10/2021 # 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. Providing physical comfort to a client receiving palliative or hospice care is one of the most crucial aspects of the care. There are simple yet impactful actions a nurse can take to ensure a client is comfortable. The easiest thing for a nurse to do is communicate with the client to discover what environmental preferences the client has. These preferences can include room temperature, a favored number of pillows and blankets, bed position, entertainment available, and privacy. More invasive actions can consist of back or limb massages and providing bathing as needed or desired. When thinking of psychosocial and spiritual care, communication is the key to providing the best care for an individual client. Understanding their spiritual desires can assist the nurse in directing conversations about the client's feelings. Any religious figure that the client requests should be presented to the patient to the best of the facility's ability. Discussing the client's feelings about their current situation or any other matter can help ease a client's mind. Allowing visitors can also help a client feel comforted.
2. How can the nurse provide support for the family/loved ones of the dying client?
 - a. A family facing the death of a loved one, whether an anticipated loss or not, will likely be emotional. Offering essential therapeutic communication, such as listening, offering self, silence, and physical touch, may comfort the loved ones, but it will not always be enough action by the nurse. Providing those facing the loss with direction to grief counseling or spiritual counseling may benefit those grieving. Nurses should respect the wishes of the client's loved ones as long as the wishes follow the facility's rules. If the family wants time with their lost loved one, time should be allotted if allowed by the facility.
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?
 - i. When my great-grandmother was dying, I felt helpless. I was not even a teenager yet, but I can remember some of the feelings I was experiencing. This was my only encounter with a loved one whose death was anticipated to come at any moment. I can remember feeling like I did not deserve to be in the room with her because I thought I was not important enough to spend some of her limited remaining time with her. I felt that my older family members, who had spent more years knowing her deserved to be there. She wanted to spend time with me,

though, and that made me feel special. Although I felt loved by her at that time, I still could not help but want to heal her.

- b. Did you feel equipped to adequately handle the feelings and emotions that were present?
 - i. This was my first experience losing someone close to me, and I was not equipped to handle my emotions. I was so sad because I did not want to lose a loved one. What made it worse was seeing my grandpa in so much distress, as he was losing his mother. I do not know how my great-grandmother felt during that time, but I assumed she was sad. With all the love she was being shown, she may not have been upset. This thought did not cross my mind at the time. All I could think of is how scared and upset she was that she was dying, which made me even sadder.
- c. Did you feel equipped to adequately communicate with the person who had a life-limiting illness?
 - i. I did not know what to say to her when I had my chance to speak with her. She did most of the talking, and not once did she say anything about dying. She just talked to me like she always did; she was lovely and teased me like always. I did not know if I should say “I’m sorry” or if I should just avoid bringing it up. I had no therapeutic communication skills at that time. All I had was sadness and nerves.
- d. How do you think the person with a life-limiting illness felt during their interactions?
 - i. At the time, I thought she was going to be sad. I did not see a single tear come from her eyes as she was talking with everyone. My family was smiling and crying as they spoke to her, but she would just smile back with a dry face. She must have been overwhelmed with love and the joy that came with her big family spending time with her, even though the conditions were not ideal. She must have felt fulfilled and content.
- e. Could the interactions have been improved in any way? How?
 - i. I wish I could have been older and more mature, as I do not think I even said much to her. I listened to her conversations with my mom and grandpa, but I did not really talk much with her. I would have enjoyed the interaction much more if I had understood at the time that she was not afraid to die. She was ready. If I had known that, I would have been happier and more relaxed with her.

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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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
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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
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		does not address all aspects of the task.	of the task.		
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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?

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	The student's response lacks full development of the concepts. The assignment	The student's response is fully developed. The assignment fully addresses all aspects of	

		preparation. The assignment does not address all aspects of the task.	fully addresses all aspects of the task.	the task.	
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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