

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.



Module: Palliative and Hospice Care
Tutorial: Video Case Studies RN 2.0

CLOSE

Individual Performance Profile

DOWNLOAD REPORT

Individual Name: Lindsay Cox
Student Number: 6825448
Institution: Lakeview CON
Program Type: BSN

View by Date

Module Activity	Last Date Accessed	Individual Score	Time Spent
Test	6/6/2021	100.0%	00:56
Test	6/6/2021	60.0%	01:37
+ Case	6/11/2021	Not Reviewed	44:38

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? **Nurses can provide pharmacological care, such as administering opiates for pain as ordered by the physician. Nurses can also provide nonpharmacological interventions, such as supplying oxygen or arranging for a massage therapist.**
2. What are some ways that the nurse could provide for the psychosocial and spiritual comfort of the client? **They can advocate for a spiritual leader to meet with the client.**
3. How can the nurse provide support for the family/loved ones of the dying client? **Nurses can advocate for the family's needs by arranging for them to attend grief counseling.**
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? **It broke my heart seeing my Paw-Paw in hospice. He was dying from cancer and in so much pain. However, he loved cracking jokes and telling stories. Towards the end, it was difficult for us to not hear him talk to us because it was so hard for him to breathe. Unfortunately, my family lives in Georgia, so I could only stay with him a couple of days before I had to fly back home. It was tough for me to leave, and I have many regrets for not going home more.**
 - b. Did you feel equipped to adequately handle the feelings and emotions that were present? **No, I did not feel adequately equipped to handle those emotions. If I'm being honest, I still don't think I am qualified to manage them. I try to focus on the good times that we had, but his time in hospice will creep in back with sadness every now and then. It was tough for me to go visit my Maw-Maw afterward. It was like opening up a wound that hadn't quite healed. The house felt so empty and sadly quiet. It was bizarre to be there and not hear the television running in the background or hear my Paw-Paw talking and everyone laughing. I wasn't ready for him to go, but then again, I don't think I ever would be.**
 - c. Did you feel equipped to adequately communicate with the person who had a life-limiting illness? **My Paw-Paw didn't like talking about sad things. For this reason, when we spoke, we tried our best to ignore what was happening. That was hard for me because I need to talk about every single thing. I had to remember that it was about him and what he wanted, so I tried my best to tell stories that I thought he would enjoy. Then it became**

painful for him to laugh due to coughing fits from not catching his breath. That always gutted me. First, he couldn't tell jokes, and now he couldn't laugh at them either. It left me feeling extremely bitter.

- d. How do you think the person with a life-limiting illness felt during their interactions? **He always put on a brave face for us, but he told my Maw-Maw that he was in an overwhelming amount of pain. He said to her that he was just ready for it to be over. Our family is quite large, and I think it comforted him to always be surrounded by his loved ones, but at the same time, I imagine he was exhausted from all of the social interaction.**
- e. Could the interactions have been improved in any way? How? **Truthfully, I'm not sure how the interactions could have been improved. Maybe instead of trying to talk to my Paw-Paw, I could have held his hand more.**

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

		does not address all aspects of the task.	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.	

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 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.	

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
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.	
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 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 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.	

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

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.	
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.	

Did the student complete the ATI test, submit a screenshot with their name? ___Yes (5 points) ___No (zero points)

___/40 points