

## **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.



CLOSE

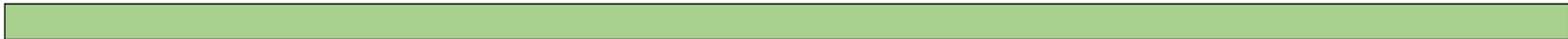
### Individual Performance Profile

DOWNLOAD REPORT

Individual Name: shana stanley  
Student Number: 6661249  
Institution: Lakeview CON  
Program Type: BSN

View by Date

Module Activity	Last Date Accessed	Individual Score	Time Spent
Test	6/11/2021	100.0%	03:26
+ Case	6/11/2021	Not Reviewed	01:11:44



## 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?  
**As a nurse providing comfort for a hospice client is very important and involves an interdisciplinary team. Delivering physical comfort for a client consists of pain management and symptom control ( Eliopoulos, 2018). Listening to the client's needs and wishes is also very important when it comes to comfort; making sure the surroundings are calm and comfortable can help with anxiety and discomfort.**
2. What are some ways that the nurse could provide for the psychosocial and spiritual comfort of the client?  
**For nurses to provide psychosocial and spiritual comfort for a client, they must first understand their own mortality. By understanding this first, the nurse will approach the client and family in an understanding fashion; it is essential to not give the family or client false hope and be realistic in the nursing approach ( Eliopoulos, 2018).**
3. How can the nurse provide support for the family/loved ones of the dying client?  
**The nurse can help the client's family by being a good advocate for the client's needs. In addition, ensuring the client and family have support from the interdisciplinary team plays a significant role in all-around comfort for the family and client.**
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 can remember my first hospice client very well because she was also my first death. She came to us with a few days to live, and I had four hours left in my shift. While admitting her, she requested a bath, so I gathered my supplies and spent the next two hours listening to this lady's life. This was the first time I had seen cancer, and it made me feel sick to think this sweet woman didn't have long to live.**
  - b. Did you feel equipped to adequately handle the feelings and emotions that were present?  
**No, as I previously said, I only had four hours left in my shift, and I realized that as she started to breathe heavily, if I left, she would be alone. So I stayed into the next shift. After spending the bath time with her, I felt somehow connected to her. My heart hurt when I looked at her in this condition.**
  - c. Did you feel equipped to adequately communicate with the person who had a life-limiting illness?  
**After taking the time to get to know her, it was easy to communicate with her and provide her with comfort.**
  - d. How do you think the person with a life-limiting illness felt during their interactions?  
**I would like to think she felt comforted and safe.**

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

**Yes, at that point, I was a new CNA and had zero experience outside of a book on death. I believe that my emotions got the best of me that day, and though I provide comfort, I don't think I was as professional as I should have been. These things take experience and that I have gained. The way I look at death now is still with sorrow, but it's essential that I am able to control my emotions so that I don't make them feel like a burden to me.**

Eliopoulos, C. (2018). *Gerontological nursing (9th ed.)*. Wolters Kluwer.

### 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
<b>Response</b>	No response completed	The student's submission demonstrates superficial	The student's response lacks full development of the	The student's response is fully developed. The assignment	

		thought and minimal preparation. The assignment does not address all aspects of the task.	concepts. The assignment fully addresses all aspects of the task.	fully addresses all aspects of the task.	
<b>Clarity &amp; Mechanics</b>	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
<b>Response</b>	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.	
<b>Clarity &amp; Mechanics</b>	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
<b>Response</b>	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.	
<b>Clarity &amp;</b>	The student's response	The student's response is	The student's response is	The student's response is	

<b>Mechanics</b>	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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**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
<b>Response</b>	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.	
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**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
<b>Response</b>	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.	

<b>Clarity &amp; Mechanics</b>	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 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
<b>Response</b>	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.	
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**Could the interactions have been improved in any way? How?**

Criteria	0 Points	1.5 Point	2 Points	2.5 Points	Points
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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