

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: Whitney Miller
Student Number: 6666312
Institution: Lakeview CON
Program Type: BSN

View by Date ▼

Module Activity	Last Date Accessed	Individual Score	Time Spent
Test	6/12/2021	100.0%	03:10
+ Case	6/12/2021	Not Reviewed	01:02:11

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.

- 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?
 - Alleviating pain and other manifestations of a client's illness can improve the quality of life for a client who has a severe or life-threatening illness. Preventing, assessing, and treating physical manifestations and psychological and spiritual needs can allow a patient to be more comfortable in the palliative or hospice care setting. Pharmacological and nonpharmacologic measures are both essential to provide the patient with comfortable care. Examples of nonpharmacological actions that can be taken include putting the patient on oxygen and positing a patient suffering from dyspnea sitting up to facilitate drainage of respiratory secretions. Nonpharmacological comfort measures also include complementary and alternative therapies. Pharmacological care such as opiates for pain relief is an integral part of palliative and hospice care.
- How can the nurse provide support for the family/loved ones of the dying client?
 - The needs of the family are an essential focus in palliative and hospice care. It is the nurse's job to inform the family of the client's status, answer questions, and teach the family. Some family members want to have some involvement in the patient's care. The family may have needs such as grief counseling that the nurse needs to arrange or advocate for.
- 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.

o How did your interactions with the person who had a life-limiting illness make you feel?

- When I was in high school, I took classes to become a CNA. During one of my clinicals, I was given a patient who was only going to live another two or three days at most. While this patient was weak, he was alert and oriented for the most part. This patient talked to me about how he felt lonely and just wanted someone to talk to. I fed this patient lunch, and we talked about his love for cars and his children. At the beginning of our conversation, I felt uncomfortable. I had never had an experience talking to someone who knew they would die soon, and it was scary for me. However, by the end of the conversation, I enjoyed talking with this patient. I was even given some words of wisdom that I still think about today.

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

- I did not feel like I would be comfortable talking to this patient about dying or the death process. I had not had education on the dying process, and I was scared that this patient would talk about death with me, and I did not know what to say.

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

- I did not feel adequately equipped to communicate with this patient about his life-limiting illness. I was not educated on his disease at that time, and

I was not prepared to discuss the end of life or end-of-life care. I felt uncomfortable and uneducated.

- How do you think the person with a life-limiting illness felt during their interactions?
 - I like to think that I made this patient's day better. This patient told me how lonely they were, and I was happy that I could eat lunch with them and provide them comfort in their time of need.
- Could the interactions have been improved in any way? How?
 - The interaction I had with a dying patient when I was in high school could have been improved with education. If I was educated then like I am now, I could have taken on the situation with confidence and comforted the patient more than I could at that time. I feel like I was thrown into that situation without being given much direction or advice, which was scary at first, but it turned out to be a positive interaction.

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

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	The student's response is unclear or unorganized. The student's	The student's response is clear and concise. The student's	The student's response is clear and concise. The student's	

	response contains 5 or more errors in grammar, mechanics, or spelling.	response contains 3-4 errors in grammar, mechanics, or spelling.	response contains 1-2 errors in grammar, mechanics, or spelling.	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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Clarity & Mechanics	The student's response is	The student's response is	The student's response is	The student's response 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?

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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