

## **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.



## 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. How can the nurse 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?**

1. The nurse should frequently assess the patient's pain and encourage them to openly express how they feel. Doing so will allow the nurse to prevent pain and ensure the patient is as comfortable as possible. Assisting in position changes, using heat and cold application, and massage are other techniques to keep the patient physically comfortable.
2. The nurse can be an advocate for the patient and call in spiritual support. Psychosocially, the nurse can offer themselves to listen, take a walk, or pray with the patient.

**%2. How can the nurse provide support for the family/loved ones of the dying client?**

The nurse can educate the family on what measures are being taken and the expected outcome. They can listen when families need to express their emotions.

**%2. 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.**

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

I had a patient with heart failure in clinical. The patient was experiencing fluid volume excess (FVE) related to his congestive heart failure (HF). After speaking with him, I was able to see that he did not have much knowledge of his condition, which was worrisome to me. He had been in and out of the hospital several times throughout the past few months. I felt he needed to be educated on his condition and what he could do to reduce being in the hospital so often. It was sad to see how the progression of the disease had affected the patient and made even simple daily activities struggle some.

**%3. Did you feel equipped to adequately handle the feelings and emotions that were present?**

I haven't been around many people with terminal or life-limiting illnesses, so it was somewhat difficult for me. I like to relate to people, and this is something I have never had much exposure to. I worry that I will not be able to therapeutically assist the patient helpfully. I hope that with more exposure, I become more confident.

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

At this time, no. I do not feel that I have been around enough patients with these illnesses to therapeutically communicate with them. I worry I will say something to upset the patient. I feel like I need more experience working with these types of clients to gain confidence.

**%3. How do you think the person with a life-limiting illness felt during their interactions?**

My patient was pretty unaware of his condition and how it related to his stay in the hospital. I believe he felt that being in and out of the hospital was just a part of living with CHF. After educating him on fluid volume excess and its effects on the body, the patient was more concerned with why he was in the hospital and how his symptoms related to his condition. He did engage in discussion about techniques to monitor for excess fluid, such as daily weigh-ins, so I feel he was motivated to take steps to better manage his health.

**%3. Could the interactions have been improved in any way? How?**

I get nervous when communicating with patients about their conditions, especially those threatening their overall health. I was so worried about educating the patient that I initially missed the patient's disconnection between excess fluid and weight gain. This experience taught me the importance of gathering the patient's knowledge first. Without understanding the basic concepts, the patient will not be able to properly connect their condition with the education being presented. Once he made the connection, he seemed more motivated to try the suggestions I had given him.

## 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 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 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?**

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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
<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?**

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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