

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



Individual Name: **Hannah Considine**
 Institution: **Lakeview CON**
 Program Type: **BSN**

Overview Of Most Recent Use

	Date	Time Use	Score
Case	6/12/2021	27 min 19 sec	N/A
Palliative and Hospice Care	6/12/2021	2 min	100.0%

Case Information:

Case - History:

		Total Time Use: 27 min
	Date/Time	Time Use
Case	6/12/2021 1:20:32 PM	27 min 19 sec

RN Palliative and Hospice Care Test Information:

RN Palliative and Hospice Care Test - Score Details of Most Recent Use

	Individual Score	Individual Score
COMPOSITE SCORES	100.0%	▲
RN Palliative and Hospice Care Test	100.0%	▲

RN Palliative and Hospice Care Test - History

		Total Time Use: 2 min	
	Date/Time	Score	Time Use
RN Palliative and Hospice Care Test	6/12/2021 1:23:00 PM	100.0%	2 min

Video Case Study

Video Case Study	
Instructor Review Status	Not Reviewed
Instructor Review	The Video Case Study has not been reviewed by the instructor. This report will populate with additional information when the status has changed to Reviewed.
Instructor Feedback	The Video Case Study has not been reviewed by the instructor. This report will populate with additional information when the status has changed to Reviewed.

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?

One of the easiest ways to make sure our patient is comfortable is keeping them clean and their environment clean. Nurses can administer medications that were ordered for pain and anxiety and apply oxygen to the patient. We can turn and reposition the patient as needed to provide comfort and airway patency.

2. What are some ways that the nurse could provide for the psychosocial and spiritual comfort of the client?

We can ask the patient or family members how we can support them spiritually. It is important to never bring your own religious or spiritual beliefs into patient care, as this can be offensive. Providing spiritual care is not about converting the patient to your religion. Although you might have internal conflicts when providing spiritual care to your client, you must put your own bias aside.

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

There are many therapeutic communication techniques we can use to provide support to the client and family. Your presence alone could be significant to the client and their family members. When communicating with the client and family, we must practice active listening. Using therapeutic touch, many also provide comfort and reassurance.

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 have dealt with this situation firsthand as my stepmother battled brain cancer for eight years. Unfortunately, she passed away in 2013 when I was only 17 years old. There weren't many positives in those final days of life as she was unresponsive in bed, but I could tell she was comfortable and at peace. She was receiving hospice care at the time, and she was able to pass away in the comfort of her own home surrounded by friends and family who loved her dearly.

- b. Did you feel equipped to adequately handle the feelings and emotions that were present?

Honestly, at that time, I did not feel ready to handle those heavy feelings. At 17, I fully understood that I would have to watch my parents pass away one day, but at that age, I was not ready for it to happen. Luckily, I had a perfect support system to help me get through those difficult times.

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

When her memory started slipping, I was slightly uncomfortable communicating with her because she wasn't herself anymore. After watching my older siblings and aunt communicate with her, I felt more comfortable doing so. I would comb and braid her hair as she laid in bed and hold her hand and talk to her. Looking back on it, I am happy I spent that personal time with her because that is time I will never get back.

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

I truly felt like she was comfortable and at peace when she was at home on hospice. Familiar smells and sounds surrounded her. She was not hooked up to any loud machines or dealing with hospital staff running in and out. She was able to wear her clothes and sleep in her own bed. I believe this helped improve her quality of life tremendously.

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

My dad tried his very best to prepare us for what would happen, but those are challenging feelings to process as a teenager. If I were older and wiser when she passed, I know my interactions would have been better, but I think I handled it well for being so young at the time. Now that I am 25 and have been in the health care field for three-plus years, I would have been there every single day taking care of 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?

Criteria	0 Points	1.5 Point	2 Points	2.5 Points	Points
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Clarity &	The student's response is	The student's response is	The student's response is	The student's response is	

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

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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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	mechanics, or spelling.				
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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
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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