

## **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.



Test: Palliative and Hospice Care

CLOSE

### Individual Performance Profile

DOWNLOAD REPORT

<b>INDIVIDUAL SCORE</b>  <b>100.0%</b>	<b>Individual Name:</b> Courtney Thomas <b>Student Number:</b> 6825427 <b>Institution:</b> Lakeview CON <b>Program Type:</b> BSN
<b>TIME SPENT</b> <b>03:29</b>	<b>Test Date:</b> 6/3/2021 <b># of Questions:</b> 5

Individual Performance in the Major Content Areas		
Content Area	Total # Questions	Individual Score
End of Life	5	 <b>100.0%</b>

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## 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 nurses, we are taught to listen to our patients and help them in the best way possible. Clients receiving palliative or hospice care are no different. However, we are the ones who provide pain relief, control their symptoms, and help them have the best quality of life for the time they have left. This could include medications, massages, or other comfort measures to relieve any pain or symptoms they are experiencing.**
2. What are some ways that the nurse could provide for the psychosocial and spiritual comfort of the client?  
**Nurses in palliative or hospice care are not only there to provide physical comfort. We are there for our patients mentally as well. As patients get closer to the end of their lives, they might need extra attention mentally. We can provide counseling and support to help them process the changes they are experiencing. This could include talking to a social worker or someone from their church and having their friends or family support them.**
3. How can the nurse provide support for the family/loved ones of the dying client?  
**When someone is losing a loved one, they will need the support they are giving to be given back to them. While family and friends support a loved one they are losing, they could use a nonfamily member to lean on. This is where nurses come in. We should give them the resources they might need to process this change in their lives. These resources might include volunteer services or talk to a counselor.**
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?  
**Interacting with someone who is very ill can be difficult. So many emotions come along with knowing someone will not be around much longer. When my great-grandma was diagnosed with cancer, it was hard to not feel lost. I was**

**confused about why it was happening to her and how our family would get through it. My great-grandma was put into a nursing home because she could not care for herself, and that is when things started going downhill. It affected her physically and mentally, which made it hard for her family as well.**

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

**At the time, I was not equipped to handle the feelings and emotions that came with this diagnosis. In addition, I was young and did not fully understand what hospice care meant.**

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

**At times, I was comfortable communicating with my great-grandma, and other times I was not. When we sat down for a normal conversation, I was content. However, if her illness came into the conversation, then we would end up sad. This made it difficult for me, as a teenager, to handle my emotions.**

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

**I believe that my great-grandma felt many different emotions during this time. She had no idea the cancer was inside her growing because she had no symptoms. The day she found out was the first bad day she had. Not knowing made things more confusing for her. Once she was put in the nursing home, she immediately began deteriorating mentally and physically. She was kept comfortable by her hospice team but would not eat or engage with anyone there. This was when her memory began to fade, and we were no longer faces that she remembered. At this point, she was sad and depressed the majority of the time. She made it only thirty days before she passed comfortably.**

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

**I am not sure that the interactions with my great-grandma could have been improved in any way. We enjoyed our time together, and even when we were sad, we tried to remain positive. Once her memory began to fade, we made the best of our time together. She might not have remembered me, but we were able to tell stories about her past with my great-grandpa. My great-grandma was able to recall when they got married and their son being born. She would talk about seeing her husband when she gets to heaven. This made me realize that she still understood what was happening even though there was confusion. I am pleased with our last interactions, and I will cherish the moments we had together.**

## 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,	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.	

	mechanics, or spelling.				
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**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.	
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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
<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 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
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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
<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 the student complete the ATI test, submit a screenshot with their name? \_\_\_Yes (5 points) \_\_\_No (zero points)**

\_\_\_/40 points