

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

CLOSE

Individual Performance Profile

DOWNLOAD REPORT

Individual Name: Destiny Bell
Student Number: 6667224
Institution: Lakeview CON
Program Type: BSN

View by Date

Module Activity	Last Date Accessed	Individual Score	Time Spent
Test	6/12/2021	100.0%	02:01
+ Case	6/12/2021	Not Reviewed	55:00

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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? What are some ways that the nurse could provide for the psychosocial and spiritual comfort of the client?
 - A nurse can ensure that a patient on palliative/hospice care is kept physically comfortable by providing the patient with pharmacological and nonpharmacological comfort measures. One example of a pharmacological comfort measure they can take is providing the patient with pain medication when in pain. For a dying patient on hospice care, pain management aims to prevent the pain rather than treating the pain after it occurs (Eliopoulos, 2018).
 - The nurse can provide for a patient's psychosocial and spiritual needs by praying with the patient or reading passages from the Bible (Eliopoulos, 2018).
2. How can the nurse provide support for the family/loved ones of the dying client?
 - The nurse can provide support to a patient's loved ones by offering support throughout the process. Offering appropriate support could help alleviate unnecessary stress from the loved ones (Eliopoulos, 2018). The nurse could also arrange for a chaplain to come to pray with them.
3. 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?
 - o The interactions I had with the person with a life-limiting illness made me feel grateful to have had the chance to have known them but also upset. I was so upset that they wouldn't be here to meet their great-grandchildren; it all seemed unfair to me.
 - b. Did you feel equipped to adequately handle the feelings and emotions that were present?
 - o I was not adequately equipped to handle the emotions and feelings I had as I was still just a young adult learning how to control and manage my feelings. My parents taught me how to talk about my feeling, but a person can never be prepared to handle the emotions of losing a close loved one.
 - c. Did you feel equipped to adequately communicate with the person who had a life-limiting illness?
 - o Since the individual was a loved one, I feel that I could communicate with them in a way where they were comfortable. As a CNA now and a nursing student, I think that I could adequately communicate with a person with a life-limiting illness a lot more professionally than I did with a loved one.
 - d. How do you think the person with a life-limiting illness felt during their interactions?

- o I could imagine he felt upset knowing that he did not have much time left to spend with his loved one, but I know he cherished every moment in his last few days speaking with his wife, kids, and grandchildren.
- e. Could the interactions have been improved in any way? How?
- o Yes, the interaction could have been improved simply by me not bringing attention to his condition. I could have talked to my grandpa just like we were still at home to help reduce his stress and pain regarding his health situation.

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	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.	
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
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 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
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 &	The student's response	The student's response is	The student's response is	The student's response is	

Mechanics	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
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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?

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