

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.

Palliative and Hospice Care

| Module Activity | Last Date Accessed | Individual Score | Time Spent |
|-----------------|--------------------|------------------|------------|
| <u>Test</u> | 6/12/2021 | 100.0% | 01:14 |
| <u>Case</u> | 6/8/2021 | Not Reviewed | 00:00 |

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. Palliative care prevents and relieves pain in persons with incurable conditions (Eliopoulos, 2021). To keep the patient physically comfortable, it is the nurse's job to regularly assess pain because it can increase and decrease over time (Eliopoulos, 2021). For the dying patient, pain management aims to prevent pain from occurring rather than to respond to it after it happens (Eliopoulos, 2021). Pain prevention helps patients avoid discomfort and ultimately reduces the number of analgesics they use (Eliopoulos, 2021). Alternatives to medications should be included in the pain control program of dying patients can consist of guided imagery, hypnosis, relaxation exercises, massage, acupuncture, therapeutic touch, and the application of heat or cold (Eliopoulos, 2021). Even doing small comfort measures for a patient, such as elevating their head in bed, helping them eat with small spoonfuls, or providing the company of family and friends, can help the patient feel physically comfortable. To aim for the psychosocial and spiritual comfort of the patient, the nurse can ensure that the clergy and congregation members of the faith group to which the patient belongs are invited to be actively involved with the patient and family, according to their wishes (Eliopoulos, 2021). If the nurse is comfortable with it, she can also pray with the patient or read religious texts (Eliopoulos, 2021).

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

- a. Just as dying persons experience different reactions as they cope with the reality of their impending death, so may family and friends pass through the stages of denial, anger, bargaining, and depression before they are ready to accept the fact that a special person in their lives is going to die (Eliopoulos, 2021). The nurse must be aware of these different stages that the patient's family and loved ones may be going through and provide individualized therapeutic interventions. The nurse can provide support and comfort by addressing any questions or concerns with the honest truth, actively listening when the family needs it, and providing emotional support and guidance through this challenging time.

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?** I felt a terrible sadness but was grateful for the time that I was able to spend with my person. It felt as though a clock were ticking down the hours and days my person had left on this earth and I could do nothing except cherish the last moments I had.
- b. **Did you feel equipped to adequately handle the feelings and emotions that were present?** I did not feel fully equipped to adequately handle the feelings and emotions I had because of the age I was when the passing of a loved one took place. I understood what death was and the reason it was happening to my person, but it didn't make the questions and the whys any better.
- c. **Did you feel equipped to adequately communicate with the person who had a life-limiting illness?** I let my person know how much I loved and cared for them, and we shared happy memories from the past. I had always communicated well with my person, so there was nothing that was left unsaid.
- d. **How do you think the person with a life-limiting illness felt during their interactions?** Even though my person was in pain, I knew they were happy to be surrounded by family enjoying their last few days with us. I could tell that they were at peace with the fact it was happening but were more worried about their family and how we would take it after they were gone.
- e. **Could the interactions have been improved in any way? How?** I think that we spent the time we had left with my person in the best possible way. They were always comfortable and with some sort of loved one so that they never had to be alone. My person was even given a steak and lobster dinner one of the last nights he was able to eat. If I could change anything, I would have let my person know exactly how much he impacted my life for the better.

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, | 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. | |

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

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|--------------------------------|---|---|---|--|--------|
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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