Deanna Braden
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.

Tutorial Assessment Results

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ati

Test: Palliative and Hospice Care

CLOSE

Individual Performance Profile

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INDIVIDUAL SCORE

100.0%

TIME SPENT

04:09

Individual Name: Deanna Braden

Student Number: BR4665691

Institution: Lakeview CON

Program Type: BSN

Test Completed Date: 6/12/2021 **# of Questions:** 5

Individual Performance in the Major Content Areas

Content Area	Total # Questions	Individual Score
End of Life	5	100.0%

8:19 AM
6/12/2021

Case Studies Results

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

CLOSE

Individual Performance Profile

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Individual Name: Deanna Braden
Student Number: BR4665691
Institution: Lakeview CON
Program Type: BSN

View by Date

Module Activity	Last Date Accessed	Individual Score	Time Spent
Test	6/12/2021	100.0%	04:09
Test	11/22/2020	100.0%	03:44
+ Case	6/12/2021	Not Reviewed	46:40

8:21 AM
6/12/2021

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?**

   I, unfortunately, have had several loved ones who received palliative/hospice care. Most were from incurable lung cancer. The number one priority as a nurse is to ensure that pain is managed for the patient. To do this, the nurse needs to frequently assess the patient's pain level to keep on top of it instead of waiting until it is unbearable. The nurses that cared for my best friend's father assessed him almost every half hour. They used the numeric scale to rate his pain and evaluated his neuro system by using a light touch to see if he had a painful response when they touched him. They would also administer pain medication, move him into different positions, place pillows under or between his legs and behind his back when lying in a side position to keep him comfortable. They gave him haloperidol towards the end of his life because of the delirium and to help prevent nausea/vomiting that he was having. His mouth was parched, so they had ice that was the consistency of snow cone ice to keep his mouth moist. He was very thirsty, but unfortunately, he was only allowed water with thicket that he disliked and said tasted awful, so the snow cone ice was a good alternative. He could not drink pure water because cancer had spread to his esophagus, and it caused choking. When we were alone, he would ask me if I could please give him a drink of water. This broke my heart because I wished that I could have, but I knew that the consequences of doing so would be harmful to him. I explained why I could not and sat there for over an hour, giving him tiny bites of ice, which appeared to relieve his dry mouth. I asked the nurses a lot of questions about the treatment that they were providing for my best friend's father, and whenever they found out that I was pursuing the nursing field myself, they acted as teachers by letting me know what, why, when, and how they were doing each task. The nurses helped my best friend's father stay comfortable and helped me better understand what to expect. By knowing what to expect, I was able to communicate and help my best friend's father have a better understanding. He was a judge for many years, so being informed was essential to him. This gave him peace of mind and the respect that he so much deserved.

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

Psychosocial comfort should be provided for the patient and the family/loved one's mental, spiritual, social, developmental, and cultural needs that arise from the emotional responses to their loved one's diagnosis. Before addressing spiritual comfort, the nurse needs to determine the patient's spiritual beliefs. This can be done through communication by asking them what they would like to support them spiritually. Listening to their fears and concerns without the nurse bringing up problems of their own is essential. This is a time for the patient to express how they are feeling and not a time for the nurse to express their feelings. Using touch and asking the patient if they would like for the nurse to pray with them are other ways to provide comfort.

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

   There are several things that a nurse can do to provide support for the family/loved ones of a dying client. The first thing is knowing that there is not a single thing that you can say or do to take their pain away. People grieve at their own level and need time to heel at their own speed. What is right for one person may not be for another. A nurse should not pretend to understand what family/loved ones are going through, but instead, offer themselves by listening and answering any questions they may have. Keeping them updated and letting them know what to expect is especially important. Other things that a nurse can do is ask about their loved one, ask what they need, ask if there are any questions that they would like to talk to the doctor about, find support groups for them, give them space if they need it, hold their hand, sit quietly with them, show empathy, and let them know that you care.

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 have had several interactions with people that had a life-limiting illness, and with each one, I had deep sorrow. I wished that I could do something to save them and give them a chance to live a longer life. I know that these feelings were not realistic, but I discovered that a person's mind can be altered by emotions such as anger, guilt, sadness, and acceptance during these times. At times I felt numb and questioned life. I wondered why we were put on this earth when the end for everyone is death and sadness for loved ones left behind. I am a religious person, so I believe that there is a God and life after death, but I admit that watching loved ones suffer caused a hurt like no other within my heart.

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

I felt equipped to handle the feelings and emotions adequately because I had experienced this several times in my life already. It is not that one life had more value than another, but I learned acceptance from the first loved one that passed away to the most recent. Death is not a happy time, and there is no one correct way to handle your emotions. Everyone grieves in their own way, and that is okay.

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

I felt equipped to adequately communicate with the person who had a life-limiting illness because I had knowledge of the person's diagnosis along with acceptance. I was able to show empathy and caring by listening attentively and visiting him regularly at the nursing home. I was best friends with his daughter, so I had known him since childhood. He was like a dad to me, which made it easier to talk to him. There were times that I was informed that he lashed out at his family towards the end of his life and asked for me. I know that this had to of been difficult on his family, so I made sure to comfort them and inform them of the effects of delirium. This did help ease their pain somewhat.

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

I feel that he was pleased to see me. He would have the biggest smile on his face when I entered his room, and he would tell me how grateful he was every time I visited him. We would talk for hours about anything and everything. I genuinely miss the stories he would tell me about his life. There were times that we would both laugh, and there were times that we would both shed a few tears. He expressed his loneliness to me and told me that I was the sunshine of his day. This man was like a father to me, and I love and miss him dearly.

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

I do not think that there could have been improved interactions with my best friend's father. We talked about everything. I listened, held his hand, let him express how he was feeling, and let him know how much I cared by being there for 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
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?

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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
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.	

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
Response	No response completed	The student's submission demonstrates superficial thought and minimal	The student's response lacks full development of the concepts. The assignment	The student's response is fully developed. The assignment fully addresses all aspects of	

		preparation. The assignment does not address all aspects of the task.	fully addresses all aspects of the task.	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.	

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
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.	
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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