

## **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.



## Individual Performance Profile

DOWNLOAD REPORT

**Individual Name:** Tuan Nguyen  
**Student Number:** NG9976742  
**Institution:** Lakeview CON  
**Program Type:** BSN

View by Date ▼

Module Activity	Last Date Accessed	Individual Score	Time Spent
<u>Test</u>	11/22/2020	100.0%	01:39
<u>Test</u>	11/22/2020	40.0%	04:06
<u>Case</u>	6/7/2021	Not Reviewed	18:20

### 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?

Nurses can provide their clients physical comfort by assessing them and checking up to see their needs. Clients may need food and water and changing bed positions consistently to promote comfort. Clients may also benefit from receiving nonpharmacological comfort measures, such as oxygen therapy, massages, and music therapy. It would also be an excellent time to provide complementary and alternative care that may benefit people of different cultures. This is important as implementing alternative practices may help people of different cultures cope best. Pharmacological comfort measures should also be implemented to reduce physical and mental pain, as clients must be as comfortable as possible during their final days. Nurses can also listen to their clients when they speak and practice empathy when clients talk about their concerns and fears. Offering to pray with the clients may also help bring them comfort and show that the nurse puts in the effort to participate in a client's beliefs.

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

The family of the dying client will be in distress and will have plenty of questions. It is essential to allow the family members to ask their questions and show empathy. Actively listening to the clients and their concerns will show interest in their time of distress. Offering presence and being physically there with the clients will also help provide comfort. Family members may also be interested in the dying client's condition, so proper client education should also be provided. It is also crucial that nurses also support the decisions and act as advocates to the family to provide the necessary care to the dying client as they see most appropriate.

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?

We will refer to this person as Hank.

As a certified nursing assistant, I had the opportunity to care for Hank, a client in the late phase of ALS, who had lost most of his motor functions. He could not move his arms and legs and required a special motorized wheelchair that he operated with his fingers to take him where he needed to go. The extent of his ALS affected his facial muscles and his ability to talk, which caused him to drool from time to time. I never encountered such

a debilitating disease before, and it was just heartbreaking to see Hank in his condition. I felt sorry for what he had to go through, and I could not even imagine living life paralyzed and not being able to talk or use my arms and legs. Hank was a highly active individual before his condition; he ran marathons, hiked, and traveled the world before slowly being paralyzed. Caring for Hank was emotionally demanding, but it was also physically demanding too as he needed complete help with his activities of daily living. Caring for someone that needed help with everything was exhausting and required a lot of time and patience. Watching over Hank gave me a new outlook on life; it made me tremendously appreciative of my control over my body and the things I can still do.

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

I never anticipated the immense sad feeling that I would experience working with Hank. I was young and naïve about the world and never been exposed to Hank's condition as a possibility, and so it was shocking to see how debilitating and limiting it was to have ALS. The thought of being permanently paralyzed bound to a wheelchair or bed was a reality that never crossed my mind. It was a reality that I did not realize was so horrifying until it was right there in front of me. I also could not understand how a person in Hank's condition could still be at peace. Despite his condition, Hank was still able to smile and laugh on numerous occasions. Seeing Hank smiling and laughing confused me, but it also fascinated me. I could not understand how someone so vulnerable and helpless could still find it within himself to smile and laugh. Being stripped of the ability to use my arms and legs and even talk is a fate that is unimaginably depressing to me, and I do not see any quality in living like that. Yet, as perplexing as it was to see Hank laughing, it also gave me a sense of hope and accomplishment to know that as a caretaker, I could still give people like Hank the opportunity to experience joy and laughter in life despite their conditions and illnesses.

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

Communication between Hank and I was difficult. Hank's condition prevented him from talking, and he could not verbalize a single word. As a result, he had to type out his sentences in software that audibly verbalized what he typed to communicate. This was a great solution in theory, but it only improved his capabilities by a little in. It still was difficult for him to coordinate and control the movement of his fingers well enough to deliver a sentence, and it took up time just to wait for Hank to type out what he needed to say. There were also times when Hank could not use his software during some daily activities, so the only form of feedback was grunts. It was difficult to determine if I was doing things right or wrong based on that, and I never felt like I was

doing things well enough for him since I was inexperienced at the time and there was a lack of effective communication between us.

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

Hank has been experiencing his condition for years. He must feel a sense of familiarity with his current situation already; however, before his condition, Hank was an active individual who enjoyed running marathons, hiking, traveling across the states, and playing in his band. Knowing that he will never be able to do the things he once enjoyed is probably devastating for Hank. A small degree of sadness must be felt when Hank sees the pictures of his adventures and seeing how free the rest of the caretakers and I can move our bodies so freely. It must frustrate and sadden him when he cannot wipe the piece of scrambled egg dangling from his mouth anymore during a feeding session, or how vulnerable he feels when the caretakers are picking him up and placing him on the toilet seat like a toddler. Hank has lost a lot of control in his life, and immense frustration and pain must be felt every day. Despite this, he has not lost his ability to experience joy as he still smiles and laughs from time to time when the other caretakers and I tend to his needs. It is a bittersweet moment that brings him, me, and the other caretakers a little joy in our job.

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

The debilitating and severely limited effects that Hank's condition has had on him meant that it was up to the other caretakers and me to act as his arms and legs. The quality of his care and interactions was up to us to make, and we played a significant role in his interactions. Unfortunately, I was inexperienced at the time, so I was somewhat slow in the care I provided him. Perhaps if I had a bit more experience and time working with Hank, our interaction would have been a bit smoother. The environment at work was also quite busy most of the time, so there was barely enough time to dedicate to each resident and provide them that one-on-one experience. I could have devoted more time to Hank's care to help him feel more relaxed and valued. Time was a big problem, but it would have benefited Hank had I spent some more time getting to know him and talking to him a bit more to get a better idea of what worked best 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
<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, 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
<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	The student's response	The student's response is fully	

		demonstrates superficial thought and minimal preparation. The assignment does not address all aspects of the task.	lacks full development of the concepts. The assignment fully addresses all aspects of the task.	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?**

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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?**

<b>Criteria</b>	<b>0 Points</b>	<b>1.5 Point</b>	<b>2 Points</b>	<b>2.5 Points</b>	<b>Points</b>
<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