

## **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

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## Individual Performance Profile

DOWNLOAD REPORT

Individual Name: Kaitlyn Holycross  
 Student Number: HO3570275  
 Institution: Lakeview CON  
 Program Type: BSN

View by Date

Module Activity	Last Date Accessed	Individual Score	Time Spent
<u>Test</u>	6/12/2021	100.0%	01:54
<b>+</b> <u>Case</u>	6/12/2021	Not Reviewed	21:12

## 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?

Providing both pharmacological and nonpharmacological care is essential when caring for a patient. Nonpharmacological care could be massage or music therapy. Pharmacological comfort could be morphine or another type of medication to ease the pain. Oxygen therapy could be beneficial to ensure there is no dyspnea. Psychosocial comfort could come from taking an antianxiety medication such as lorazepam. Overall, feeling comfortable in the environment the patient is in could be more peaceful. Relaying this information to the family so they are aware that the environment should remain calm and positive. Spiritual comfort could come from praying or having spiritual support personnel come talk to the patient. It can be very comforting and reassuring to focus on their faith during these challenging times.

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

It is essential for healthcare providers, nurses, or anyone involved to provide the best care for the family. The family is most likely feeling sad, vulnerable, devastated, and maybe even angry. Understanding that the family might be more sensitive is essential. They are going through the terrible anticipation involving the passing of their loved one. If a patient is unconscious, it is critical to still talk to the patient and explain what is being done. This can provide comfort for the family and keep both the patient and family informed. Another way to show the family support is to ask them if they need anything before leaving the room. It could be getting them anything such as coffee, water, another blanket or pillow, etc. Most likely, the family would be staying with the loved one all day/night. Therefore, it would be a great way to support them in that. Overall, the most important way to show support to the patient's loved ones is to be kind, supportive, understanding, and show compassion.

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?

The experience I will be referring to involves my grandma, who passed away. It was a truly traumatic and emotionally draining experience. The interactions I had with her the last month before she passed were challenging. Every moment with her felt like it could be the last. Therefore, I made each moment count. She was unconscious, so I just made sure to rub her arm, hold her hand, and talk to her. I always felt like she could hear me, so I made sure to speak to her as if she was awake. My interactions with her towards the end were memorable because it was some of the last moments with her.

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

I was not equipped to handle the situation we were given. My grandma was like a second mother to me. My mom, grandma, and I were very close. Watching my mom, uncle, and grandpa lose their wife and mother was the hardest part. Her stroke happened all at once, and she never woke up after surgery. Because of this, it was a shock to all of us. She was perfectly healthy prior. We prayed, but ultimately God knew it was her time. I believe death is very hard. It is hard to wrap your brain around losing someone you grew up with. I still struggle with the loss of my grandma. Emotionally it was tough to lose her, and I don't think there is any way to prepare someone for that kind of hurt.

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

I don't think I knew the right words to say. When my grandma was awake, we would tell her she was going to be okay. We would ask her about things that we talked about all the time. It was essential to making her feel like she was alright. Whenever we would communicate with her, it was comforting and with love. When she could no longer communicate with us, we would still play her favorite music and conversate with her as if she could hear us. I also told her how I felt and how much I loved her even though she couldn't respond. I know she felt the love. Her vital signs would get better when we were there and talked to her. She would give us minor signs that let us know she could've been listening. My experience allowed me to understand how to communicate with a person during this circumstance.

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

I believe my grandma felt sad to leave us. She fought for a month and a half until her body could no support her. She loved her family and did not want to leave right away. I believe if a person's spirit wants to stay, then they can hold on. Once the person lets go, their body goes. I am only speaking from my point of view, given she couldn't communicate.

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

Overall our experience was very good with the nurses. The only improvement that could have been made was involving the physicians. They wanted to give up on her a lot sooner than we wanted. We wanted to give her time to see if her body could recover from the major surgery she had. If it was her time, then we wanted it to happen peacefully and on her own. The physicians expressed some very harsh opinions. One physician stated that if it were his mother, he would let her go. This also affected how they would speak to her when they would do their daily evaluation. It is essential to be aware of and respect the family's wishes while being careful not to judge the family's reaction based on personal beliefs (Eliopoulos, 2022). The nurses did a great job of being aware of our emotional needs. The experience we had with our nurses was a big blessing. The only interactions that could've been improved were the physicians. Overall, this showed me how I want to treat my future patients and their family. I understand fully the importance of the care nurses provide.

Reference:

Eliopoulos, C. (2022). Gerontological nursing (10<sup>th</sup> ed.). Wolters Kluwer.

### **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?**

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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	spelling.		spelling.	
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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?**

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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