

Reflective Case Study Assignment

With ATI: Apply: The Communicator 2.0: Video Interaction: Client Comfort and End of Life Care

Objectives, Outcomes, Instructions and Rubric

Learning Objectives and Outcomes		
Area	Objective	Course Student Learning Outcome (CSLO's), Baccalaureate Essential's & QSEN
Knowledge	<ul style="list-style-type: none"> • Therapeutic communication during the delivery of nursing care to gerontology patients. • Examine the influence of age on nursing care decisions and actions for patients. • Understand the roles and responsibilities of individuals in a working group. 	CSLO 1 & 2 Baccalaureate Essential VIII QSEN Patient-Centered Care
Skills	<ul style="list-style-type: none"> • Apply therapeutic communication concepts such as active listening, silence, focusing, open ended questions, clarification, exploring, paraphrasing, reflecting, restating, providing leads, acknowledgement, and offer of self. • Engage in conflict negotiation using conflict resolution skills. • Use appropriate communication techniques when communicating with clients who have a barrier to effective communication. • Provide client education that is appropriate in relation to age, culture, learning style, readiness to learn, etc • Communicate with various members of the interprofessional team. 	CSLO 1 Baccalaureate Essential VIII QSEN Patient-Centered Care
Attitudes	<ul style="list-style-type: none"> • Value the role of therapeutic communication in nursing care decisions and actions. • Appreciate the various factors that can impact effective communication • Increase their own self-awareness of judgments and pre-conceived notions that may affect their advocacy for older adults. • Recognize personally held attitudes about working with patients from different age, ethnic, cultural and social backgrounds. 	CSLO 2, 3, & 4 Baccalaureate Essential VIII QSEN Patient-Centered Care

Instructions

Therapeutic communication is a fundamental component of nursing and is a complex concept. Ensuring positive encounters between nurses and patients is important for improving the quality of nursing interactions, the performance of various nursing duties, and meet patients' diverse needs (Abdolrahim et al., 2017).

Students will access the case study through the ATI website. Students will complete the ATI assignment under the "Apply" tab labeled "The Communicator 2.0: Video Interaction: Client Comfort and End of Life Care". If you have difficulty locating this assignment, please refer to the screencast embedded in Edvance 360 to assist you.

The case study provides a 5-minute overview including character background (for example role, age perspective) on each person within the case study. The case study will unfold into various stages with video scenarios. The videos are presented in 30 second to 1-minute communication-related scenes. Multiple healthcare professionals are involved in the case study including significant others, nurses, care providers, student nurses, and the client. The scenario review typically lasts 25 minutes. Average time in the case study is 30 minutes. The student will receive text-based rationale for selected options and will receive a percent correct in relation to the first selected option, and time within the product.

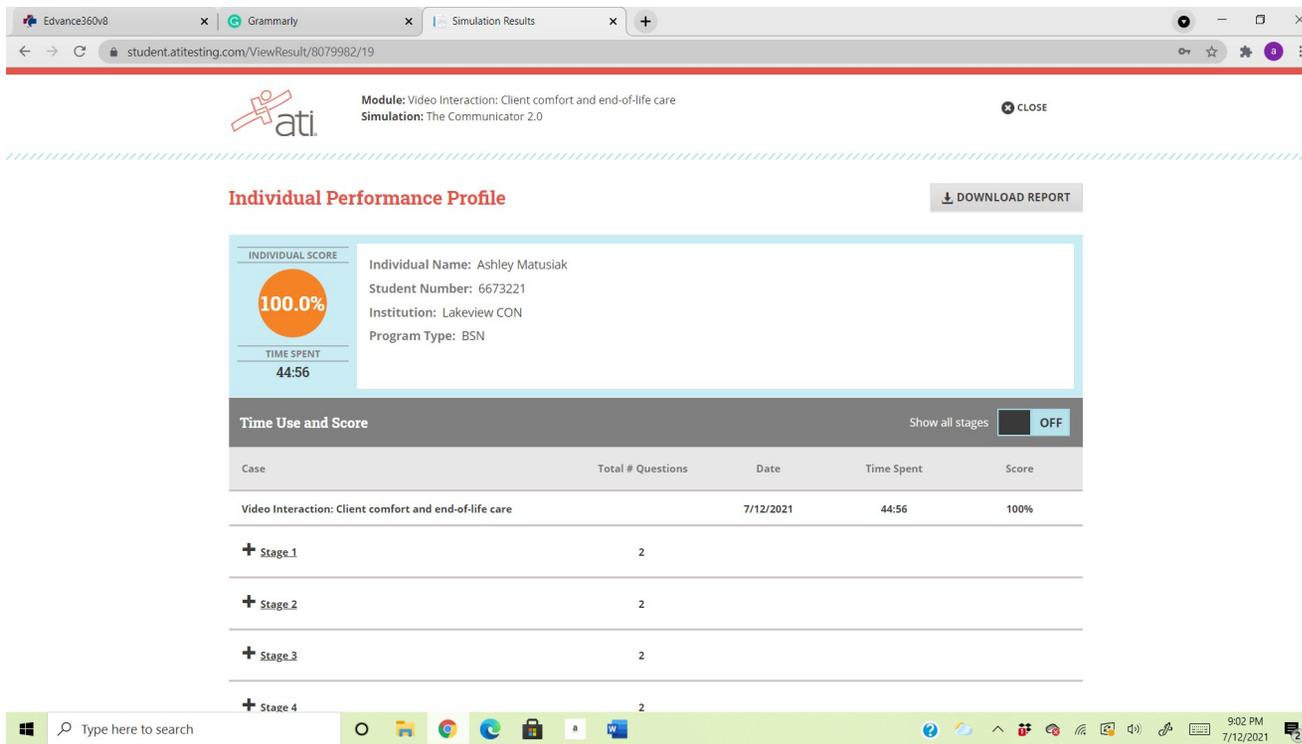
References

Abdolrahimi, M., Ghiyasvandian, S., Zakerimoghadam, M., & Ebadi, A. (2017). Therapeutic communication in nursing students: A Walker & Avant concept analysis. *Electronic physician*, 9(8), 4968-4977. <https://dx.doi.org/10.19082/4968>

Step 1: Access and complete the case study.

ATI: Apply: The Communicator 2.0: Video Interaction: Client Comfort and End of Life Care

The assignment requires that the student participate in the case for a minimum of 30 minutes. The student should refer to the rubric, as they will not receive any points for this portion of the assignment if the full 30-minute requirement is not met. Insert a screen shot within this document (directly below this text) that shows this requirement has been met. The best option for accessing this information is by clicking the blue “Results” tab that is located on the right-hand side of the screen under The Communicator 2.0, prior to entering the Video Interaction. The student’s name and time spent must be included in the screenshot.



The screenshot displays the ATI simulation results for 'The Communicator 2.0'. The page features the ATI logo and a 'CLOSE' button. The main heading is 'Individual Performance Profile', with a 'DOWNLOAD REPORT' button. The individual score is 100.0%, and the time spent is 44:56. The student's name is Ashley Matusiak, with student number 6673221, from Lakeview CON, BSN program. A table titled 'Time Use and Score' shows the following data:

Case	Total # Questions	Date	Time Spent	Score
Video Interaction: Client comfort and end-of-life care		7/12/2021	44:56	100%
+ Stage 1	2			
+ Stage 2	2			
+ Stage 3	2			
+ Stage 4	2			

Step 2: Self - Reflection

Reflecting on your responses and experience with the case study (ATI: Apply: The Communicator 2.0: Video Interaction: Client Comfort and End of Life Care), answer the following questions.

1. What did you learn from this scenario?

The most important lesson I took from this scenario is that understanding a person's thought process during decision-making makes it simpler to put a family's worries at ease. Often the family members of a passing individual have sincere reasons behind their actions that just require clarification to be understood. An example of this was the daughter, who was heavily against pain medication for her mother. However, later in the case study, the daughter explains that she fears that her mother would be too exhausted or not wake up if she was put on pain medication. The daughter's fears of losing valuable time with her mother coupled with the fear she would somehow be responsible for her mother's death endorsed her viewpoints on the topic. As nurses, if we ask the right questions, we can address these fears with the correct information.

2. Identify your biggest takeaways.
 - a. Explain the factors that influenced this decision.

One takeaway I gained from this case study was utilizing silence as a therapeutic communication technique. Silence can be effective when a family is in a disagreement because if a nurse supports one member's opinion of care over another, this can create more conflict. The factor that influenced this takeaway was the indecision on allowing a chaplain to see the mother. This opinionated issue does not require nurse intervention, and it is ultimately up to the patient and family to decide, so silence was the correct option. Another takeaway I learned was not allowing a family to make decisions for a patient who is still capable of making those decisions themselves. The factor influencing this takeaway was the first part of the case study where the daughters disagreed over pain medication use. This disagreement could have been avoided simply by asking the mother if she wanted pain management.

3. What are some of the main problems or key issues expressed in the scenario?

Some main problems addressed in this case study are whether hospice is the right option, family member conflict over treatment options, spirituality differences, disturbances to the environment, and the problem of patient's families speaking for them even if the patient is capable of this themselves.

4. What were some of the challenging decisions the nurse needed to make?
 - a. Describe the rationale behind these decisions.

Removing the patient's family from the room so the patient could rest was a challenging decision, in my opinion. I saw this as a challenge because the family may have limited time left with their mother and grandmother. The rationale behind this decision was to quiet the environment and allow the patient to rest. Another hard decision the nurse had to make was not allowing the family to decide if the mother needed pain medication. The rationale behind this was to advocate for what the patient wanted and not the family.

5. What factors influenced your decisions and responses during the scenario?
 - a. Explain your response.
 - b. How will you respond if this scenario presents again in the future?

One factor that influenced my response to the question about allowing for a peaceful environment for the patient was how to imply the family needed to leave without offending the grandchildren's mother. The answer "your mother needs to take rest periods during the day" was a response I had never thought of saying. I plan to use this response in the future if I am ever under these circumstances and do not want to offend the patient's family. Saying a patient needs rest is much kinder, in my opinion, than requesting children to leave.

6. Have you experienced similar situations in your clinical rotations?
 - a. How did you or others respond to the situation? Please explain.
 - b. Describe successful communication strategies you have used or experienced in the clinical setting.

The only similar situation I have experienced in the clinical setting thus far to this case study is asking patient guests to leave because they disturb the patient. I had answered a call light once and immediately walked into a room full of arguing. I used active listening as the patient was venting to me the problem, then once he was content, I left to inform his actual nurse because I was unsure what to do. She removed the guest from his room, and I continued to talk to the patient using the therapeutic communication technique of restating, so he felt heard and knew I was paying attention to his problems.

7. Discuss the advantages and disadvantages of having families discuss treatment options, including end-of-life decisions before a loved one becomes ill or early in a terminal illness.

The advantages of families making end-of-life decisions before a patient becomes terminally ill significantly outweigh not having any arranged plans. Allowing everyone in a family to be on the same page regarding treatment leads to fewer disagreements later, when time is precious. Prearranged plans also allow for the patient's wants to be established while they are still mentally coherent. However, advanced care planning does not permit thought changes over time, leading to the oversimplification of the decision-making process for care.

Step 3: Submission

The student should insert their screenshot with proof of time into this document under step 1. The student should then type all of their answers into this document under step two. It is recommended that the student utilize Grammarly to check for errors in spelling, grammar, clarity, and mechanics. Upon completion of the assignment, the student should review the rubric below to ensure all components are completed and submit to the drop box in Edvance 360 prior to the due date.

**Reflective Case Study Assignment
Rubric**

STUDENT NAME _____

Case Study

Objective	Unsatisfactory 0 points	Satisfactory 5 points	Points Earned
Time within Case study	Less than 30 minutes	30 minutes or more	

Comments:

Reflective Activity

1. What did you learn from this scenario?

Objective	Unsatisfactory 0 points	Satisfactory 5 points	Points Earned
What did you learn from this scenario?	The student's answer is inadequate with superficial thought and preparation. The student does not address all aspects of the task	The student's answer is well developed. The student fully addresses and develops all aspects of the task.	

Content Contribution	The information provided is off-topic, incorrect, or irrelevant to discussion.	The information provided is factually correct, reflective, and substantial.	

2. Identify your biggest takeaways.
 a. Explain the factors that influenced this decision.

Objective	Unsatisfactory 0 points	Satisfactory 5 points	Points Earned
Identify your biggest takeaways. And Explain the factors that influenced this decision.	The student's answer is inadequate with superficial thought and preparation. The student does not address all aspects of the task	The student's answer is well developed. The student fully addresses and develops all aspects of the task.	
Content Contribution	The information provided is off-topic, incorrect, or irrelevant to discussion.	The information provided is factually correct, reflective, and substantial.	

3. What are some of the main problems or key issues expressed in the scenario?

Objective	Unsatisfactory 0 points	Satisfactory 5 points	Points Earned
What are some of the main problems or key issues expressed in the	The student's answer is inadequate with superficial thought and preparation. The student does not	The student's answer is well developed. The student fully addresses and develops all aspects of	

scenario?	address all aspects of the task	the task.	
Content Contribution	The information provided is off-topic, incorrect, or irrelevant to discussion.	The information provided is factually correct, reflective, and substantial.	

4. What were some of the challenging decisions the nurse needed to make?

a. Describe the rationale behind these decisions.

Objective	Unsatisfactory 0 points	Satisfactory 5 points	Points Earned
<p>What were some of the challenging decisions the nurse needed to make?</p> <p>And</p> <p>Describe the rationale behind these decisions.</p>	<p>The student's answer is inadequate with superficial thought and preparation. The student does not address all aspects of the task</p>	<p>The student's answer is well developed. The student fully addresses and develops all aspects of the task.</p>	
Content Contribution	The information provided is off-topic, incorrect, or irrelevant to discussion.	The information provided is factually correct, reflective, and substantial.	

5. What factors influenced your decisions and responses during the scenario?

a. Explain your response.

b. How will you respond if this scenario presents again in the future?

Objective	Unsatisfactory 0 points	Satisfactory 10 points	Points Earned
<p>What factors influenced your decisions and responses during the scenario?</p> <p>And</p> <p>Explain your response.</p> <p>And</p> <p>How will you respond if this scenario presents again in the future?</p>	<p>The student's answer is inadequate with superficial thought and preparation. The student does not address all aspects of the task</p>	<p>The student's answer is well developed. The student fully addresses and develops all aspects of the task.</p>	
<p>Content Contribution</p>	<p>The information provided is off-topic, incorrect, or irrelevant to discussion.</p>	<p>The information provided is factually correct, reflective, and substantial.</p>	

6. Have you experienced similar situations in your clinical rotations?
 - a. How did you or others respond to the situation? Please explain.
 - b. Describe successful communication strategies you have used or experienced in the clinical setting.

Objective	Unsatisfactory 0 points	Satisfactory 10 points	Points Earned
<p>Have you experienced similar situations in your clinical rotations?</p> <p>And</p> <p>How did you or others respond to the situation? Please explain.</p> <p>And</p> <p>Describe successful communication strategies you have used or experienced in the clinical setting.</p>	<p>The student's answer is inadequate with superficial thought and preparation. The student does not address all aspects of the task</p>	<p>The student's answer is well developed. The student fully addresses and develops all aspects of the task.</p>	
<p>Content Contribution</p>	<p>The information provided is off-topic, incorrect, or irrelevant to discussion.</p>	<p>The information provided is factually correct, reflective, and substantial.</p>	

7. Discuss the advantages and disadvantages of having families discuss treatment options, including end-of-life decisions before a loved one becomes ill or early in a terminal illness.

Objective	Unsatisfactory 0 points	Satisfactory 5 points	Points Earned
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<p>Discuss the advantages and disadvantages of having families discuss treatment options, including end-of-life decisions before a loved one becomes ill or early in a terminal illness.</p>	<p>The student's answer is inadequate with superficial thought and preparation. The student does not address all aspects of the task</p>	<p>The student's answer is well developed. The student fully addresses and develops all aspects of the task.</p>	
<p>Content Contribution</p>	<p>The information provided is off-topic, incorrect, or irrelevant to discussion.</p>	<p>The information provided is factually correct, reflective, and substantial.</p>	

8. Overall Assignment: Clarity and mechanics is graded for all of the above questions – worth a total of 20 points.

Objective	Unsatisfactory 0 points	Satisfactory 20 points	Points Earned
<p>Clarity & Mechanics</p>	<p>The student's answers included 3 or more errors in clarity, spelling, grammar, or mechanics.</p>	<p>The student's answers includes 2 or less errors in clarity, spelling, grammar, or mechanics.</p>	

Case Study ____/5 points

Reflective ____/110 points

Total: ____/115 points

Instructor Signature: _____

Date: _____