

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.

Module Report

Tutorial: The Communicator 2.0

Module: Video Interaction: Client comfort and end-of-life care



Individual Name: **Happy Kalavadia**

Institution: **Lakeview CON**

Program Type: **BSN**

Time Use and Score

	Date/Time	Time	Score
Video Interaction: Client comfort and end-of-life care	7/7/2021 8:42:51 AM	41 min	60%

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 primary thing I learned from this scenario is how to use therapeutic communication techniques in nursing practice to provide quality patient care. The family might indeed have differences in opinion. The patient has a right to choose her own treatment if they are cognitively competent. Mrs. Longly is suffering from advanced COPD and lung cancer. She wants palliative and hospice care, but their daughters have differences in opinions. The patient has the right to choose for their treatment if cognitively competent, and the nurse should provide the best quality care adhering to the patient's decisions. I learned that listening is an essential skill that nurses should master because it allows them to interpret the situation more clearly. Hence, I realized that therapeutic communication techniques are an indispensable tool for nurses to incorporate into their practice.

2. Identify your biggest takeaways.

The scenario describes the conflict between patients and their family member's decisions regarding end-of-life care. The nurse should know how to handle family members who are emotionally biased and sometimes have unrealistic thoughts for the patient. The major takeaway from the scenario is how well the nurse holds the situation by using therapeutic communication techniques. The nurse must know how to handle the conflict between family members regarding the treatment and how to convince them. Therapeutic communication techniques and critical thinking skills of nurses are essential to resolve differences of opinion between family members and patients.

a. Explain the factors that influenced this decision.

Mrs. Longly is suffering from lung cancer and is interested in hospice care. Claire, her daughter, is not in agreement with her mom, and she wants her mom to not refuse medical treatment such as a ventilator which improves her breathing problems. Mrs. Longly's other daughter Karrie favors her mother's decision and respects her mother's decision. The main factor that influenced this decision is analyzing the situation emotionally, resulting in the differences of opinion of both sisters. Naturally, children don't want their parents to suffer and become emotional when it comes to end-of-life care. It is imperative to brainstorm the situation so that emotional bias does not occur when it comes to end-of-life care. It is natural that family has differences of opinion and personally nobody is right or wrong. In health care, the patient decides for their treatment if they are incapacitated to make the decision. Claire cannot see her mother in pain and wants her to take pain medication, but Mrs. Longly does not wish to continue medical treatment. Pharmacological treatment and other interventions have significant side effects, and hence sometimes the patient does not want to take it because they cannot tolerate the pain associated with it. The main factors are emotional bias and lack of understanding about patient's rights which influenced this decision.

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

The main problem in this scenario is the differences of opinion of Mrs. Longly's daughters. Both daughters should understand that they should respect their mother's wishes and be supportive instead of arguing with her. Family members need to understand Mrs. Longly's condition and respect her wishes. The main problem is the difference of opinion of both the sisters, causing Mrs. Longly's anxiety and distress. It seems like Claire does not clearly understand the meaning of palliative and hospice care, and that is why she does not support her mother's decision. Family differences in opinions negatively affect Mrs. Longly's condition and are making it worse. Another problem is Karrie's children, who make noise in the hospital room, negatively impacting Mrs. Longly's situation. Mrs. Longly's nurse should explain to Karrie not to bring her children to the hospital because her mother can't sleep in the noise.

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

The main challenge for the nurse was to explain to her daughters about hospice care. Claire is very adamant about her difference in opinion regarding hospice care. It would be very challenging to convince both daughters that the priority is to fulfill Mrs. Longly's wishes and implement hospice care. Another challenge for nurse Morgan is to speak in clear language about what hospice care is and why the patient's decision is the top priority in healthcare settings. It was challenging for Nurse Morgan to clarify because Claire is adamant that her mother should not stop medical care. The decisions made by nurse Morgan are described in detail in part b, along with their rationales.

a. Describe the rationale behind these decisions.

Morgan used many therapeutic communication techniques to deal with the conflict between daughters for their mother's treatment, Mrs. Longly. The first response by Morgan was a clarifying statement. The nurse did that to understand Claire's idea more clearly to deeply analyze her mother's condition. The second response made by Morgan was to use refocusing to guide a conversation back to the topic. Claire agreed to sit and talk about her mother's best plan of care which was a positive outcome after using the refocusing technique. The third response Morgan made was to explore her options to use Chaplain services suggested by Marge, Mrs. Longly's sister. The rationale behind using exploration as a therapeutic communication technique is to discuss the other options available to use chaplain services without creating conflict between Marge and her nieces. The fourth response by Morgan is through using active listening, which is a principle of therapeutic communication. It is a practical approach because it allows nurses to clearly understand the entire conflict while displaying an open attitude towards the client. The fifth response made by Morgan was by using the therapeutic communication technique of paraphrasing. It allows the nurse to truly understand whether Mrs. Longly has a problem with the loud noise made by their grandchildren. Mrs. Longly replied that she does not like the loud noise made by their family and leave because she wanted to sleep. The sixth response by Morgan was to let Karrie know that her mother needs rest during the daytime by using refocusing, an effective therapeutic communication technique. It guides the conversation straight to the point so that Karrie is aware of her mistake. Karrie admitted that her husband bought the kids and decided that they will step out so that her mother can rest. The seventh response made by Morgan was using open-ended questions when Claire mentioned that her mother should not receive pain medications. Open-ended questions allow the client to directly address their feelings and concerns. Claire mentioned that her mother might feel too sleepy after taking pain medications and she is scared that she will not wake up again. Morgan's eighth response was using the refocusing technique so that Karrie understands that her mother will make her treatment decision and not the family because she is cognitively incapacitated. Refocusing is an important method of communication in this scenario because it reinforces Mrs. Longly's daughters that her mother is the prime decision holder for her treatment. The last two response made by Morgan was to use assertive communication techniques to display honesty and ask for the help of the other members of the interdisciplinary team. Morgan was having difficulty convincing family members due to differences in their opinions and hence asked for the help of Debra, the nurse manager, and Dr. Donovan to resolve the matter. They agreed that they will step in and talk with them to reinforce the family member's thoughts to initiate hospice care for Mrs. Longly.

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

The main factor that influenced my decision and responses during the scenario was the patient, Mrs. Longly. The patient should be the top priority in nursing practice, and my answers were based on Mrs. Longly's decision to initiate palliative care. My responses were based on therapeutic communication principles. Patient's decisions should be the top priority of nurses if the patient is cognitively competent. Hence, my answers were focused on giving quality patient care during Mrs. Longly's end-stage of life.

a. Explain your response.

My response was focused on using the therapeutic communication principles. I used this because it is an effective method of understanding Mrs. Longly's desires and help in convincing family members who had differences of opinion. The main factor influencing my decision to use therapeutic communication techniques is because I was in a similar situation when I was caring for my grandfather and witnessed that his nurse used therapeutic communication techniques. In addition, I learned about therapeutic communication in detail during my mental health clinical rotations.

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

I will use therapeutic communication principles again if this scenario occurs in the future. I must master the skill of using various variants of therapeutic communication because I will use it extensively in my future nursing practice. I will also use critical thinking skills when dealing with this situation. It will allow me to gain confidence from client and provide the best nursing care for my patients. Nursing practice can be difficult because of this type of ethical dilemma. A nurse can resolve it effectively by using a combination of critical thinking skills and therapeutic communication techniques.

6. Have you experienced similar situations in your clinical rotations?

Yes, I got an opportunity to experience therapeutic communication techniques during my mental health clinical rotations when the Psychiatrist conducted my patient's detailed interview. In addition, I also witnessed the use of therapeutic communication techniques by the physician during the care of a patient suffering from metastatic bone pain.

a. How did you or others respond to the situation? Please explain.

I have experienced a similar situation of a client who did not want to end his life because he was suffering from severe back pain due to metastasis from bone cancer. Their family members wanted him to undergo surgery, but he wanted to initiate hospice care. The situation is very similar to this case I witnessed during my clinical rotations. He had a son and wife who wanted him to undergo surgery because they believed that her back pain from metastatic cancer would be better. The health care team of that client resolved the situation with the help of her physician, nurse, and nurse manager. The patient was very angry with their family members, and they started to talk loudly in the room. At that time, the nurse explained the situation to the nurse manager, who called the physician. They came into the room and used therapeutic communication techniques to help client family members understand that their thoughts are emotionally driven and unrealistic. Upon several attempts of conversing back and forth, the family members agreed to undergo treatment in favor of the patient and respect his wishes.

b. Describe successful communication strategies you have used or experienced in the clinical setting.

I had a fantastic opportunity of experiencing using therapeutic communication techniques during my mental health clinical rotations. My client had symptoms of bipolar disorder, and her psychiatrist has scheduled one interview, which was about two hours, to understand more about her mental state. I asked the psychiatrist if I can join the interview, and she agreed. I experienced a wide variety of therapeutic communication questions by the psychiatrist as soon as the interview was initiated. The patient was very competent and remembered events with exact dates, and she was very cooperative. But the discussion was intense because of about 200 questions, and the psychiatrist made notes while the client was answering. Her psychiatric used a lot of open-ended questions so that the client could elaborate on her symptoms effectively. The client mentioned that she was using money recklessly. One way to ask the patient would be to tell me more about it, which is an open-ended question. The psychiatrist was also using paraphrasing and restating. For example, she mentioned she spend 500 dollars shopping in a single day. Her psychiatrist asked you mean that you spend 500 dollars on shopping? Hence it was a great experience to witness various questions that focused on therapeutic communication techniques.

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.

Advantages: There are many advantages of having families helping to make a treatment decision for the client. They are listed below:

- Emotional support for the patient because they are emotionally, mentally, and physically broken when fighting a debilitating illness.

- Family members can help choose the best treatment option and offer their honest opinion. For example, they can decide whether to undergo the procedure or not based on their prior experiences.
- They can provide financial support for the client and can become the primary caregiver. For example, my dad was the primary caregiver of my grandfather and paid his bills.
- Family members can also help the client suggest therapy options. For example, one of my family members suggested using chamomile extract to help treat cancer symptoms.
- Family members can also spend time with the client, which helps them not to feel lonely. For example, my dad used to spend time with my grandfather after he returned from work.

Disadvantages:

- Different family members can have different opinions and create chaos, like in the case of Mrs. Longly.
- Family members think that the client cannot make her own decision because they are fighting cancer. This creates an issue, so family members force decisions on clients fighting with end of life.
- Family members can sometimes cause unnecessary disturbances, which makes the patient anxious and uncomfortable. Mrs. Longly was not happy with the conflict of both her daughters, and she was not happy that her grandkids were making noise.
- Family members think that they should offer opinions and decide on behalf of the client, which is not correct.
- Sometimes, family members, expectations are unrealistic and might cause distress for patients. For example, my grandfather's brother had decided to chant prayers in front of my grandfather, which made him more worried about her condition.

Family members need to realize that clients' wishes should be respected, and they should be allowed to make their own decisions regarding end-of-life 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
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Time within Case study	Less than 30 minutes	30 minutes or more	
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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.	
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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 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.	

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

decisions.			
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>	

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

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

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
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 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.	

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
Clarity & Mechanics	The student's answers included 3 or	The student's answers includes 2 or	

	more errors in clarity, spelling, grammar, or mechanics.	less errors in clarity, spelling, grammar, or mechanics.	
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Case Study ____/5 points

Reflective_____/110 points

Total: ____/115 points

Instructor Signature:_____

Date:_____