

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: Video Interaction: Client comfort and end-of-life care
Simulation: The Communicator 2.0

CLOSE

Individual Performance Profile

DOWNLOAD REPORT

INDIVIDUAL SCORE
90.0%

TIME SPENT
33:18

Individual Name: Jennifer Rodrigues
Student Number: 6663552
Institution: Lakeview CON
Program Type: BSN

Time Use and Score Show all stages OFF

Case	Total # Questions	Date	Time Spent	Score
Video Interaction: Client comfort and end-of-life care		7/11/2021	33:18	90%

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?

Working through this scenario provided exciting insight into a family with differing views on how end-of-life care should be addressed. Both sisters had concern for their mother and had their own perspectives of how she should be doing or having things done to her. One sister had the stance of letting the mother continue palliative care, the mother's said wish. The other daughter had the perspective of not wanting to accept the inevitable death of her mother. Having the grandchildren provided an interesting twist, as the choice to include children in end-of-life care could also vastly vary among families.

2. Identify your biggest takeaways.

The biggest takeaway from my perspective was how many different roles a nurse could undertake in dealing with these types of situations. Counselor, liaison, advocator, and caretaker are some words that seem fitting. I like how the nurse spoke with the doctor and nurse manager, developing a plan to have an inclusive discussion with the family.

a. Explain the factors that influenced this decision.

Since both daughters had different views, both needed to be allowed to share where they were coming from, to feel that their thoughts and opinions had value and were heard. In a stressful situation such as hospice care, a family member feeling they are shut out and not a part of the process can have bad results. Anger and frustration may occur both towards the patient and other family members, especially while working through the stages of grief. While the patient may accept their diagnosis and the medical choices they are making, the family may not want to feel as if it is a "lost cause" or the family member or healthcare team is "giving up."

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

The main problem observed was how the two sisters focused on their viewpoint and being against each other instead of focusing on the patient. It became a battle of whose choice would prevail or who could influence the mother, even though she had seemed set in her choices.

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

A significant obstacle for the nurse was navigating with the family to have open communication. The nurse also needed to use therapeutic communication to address both the needs of the patient and family and acknowledge the difficult time at hand. Using statements to refocus the family back to the patient was a key element.

a. Describe the rationale behind these decisions.

Therapeutic communication allowed both sisters to expand on their viewpoints and why they felt strongly about their mother's choices. Using "why" questions could be accusatory, making the family either want to communicate more or become tense and annoyed. Asking questions that could be answered using "yes" or "no" does not allow for expansion of communication.

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

To be honest, having experienced a situation like this personally, I replayed my personal situation in my head as I read over the answer options. Sentences with "why" statements or closed-ended questions I knew I could discard immediately. I then examined what other responses were available, asking if that is something I would like said to me, as I dealt with a dying family member.

a. Explain your response.

I chose responses that I best felt reflected therapeutic communication while allowing open feedback and further communication.

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

If presented with the scenario again, I would like to think I would choose the same type of response. Having been through a similar situation from a personal aspect, I think that gives me some insight into not being so unsure of how to respond. If I had not already had personal experience, my score from the case study would have been quite different. I could see myself asking "why" questions, not knowing how unbeneficial to the situation they could be. I also would likely not be able to empathize with the family as well, either.

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

From clinical and work experience, I have experienced the distress of a family dealing with a loved one dying. It has often come down to two scenarios: the family does not know what their family member would want, or the family disagrees with the choices that the patient has clearly requested.

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

A big struggle for me is working with families that will do anything to keep their loved one alive, even if, in fact, the patient is in a vegetative or non-functioning state. When all quality of life is gone, I have a hard time considering that person "alive." They are no longer able to care for themselves, communicate, or have any say over their existence. To some extent, I find it selfish of the family to think they would rather have the power of medical choices over their loved ones to assure they have not actually passed. I would prefer to remember my loved one in a better state than being kept alive with machines, with the person I loved and knew actually no longer being there. I also experienced family members trying to disregard or over-throw legal documents, such as "do not resuscitate" paperwork. It is also sad to witness the family realize that a signed copy now holds so much power when it is brought into a situation. To watch a spouse or family member recognize that, in fact, the patient is dying, and no one is jumping in to provide care is a surreal

experience. What was once a piece of paper now becomes a "death document," as I once heard a family member call a DNR. This experience is only made worse if family members become angry and try to force medical staff to go against the patient's wishes. It is sad and frustrating that what the patient wanted, if different from the family, now becomes the focus. Instead, the patient should be allowed to have autonomy even in their last moments.

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

In the clinical setting, open, transparent communication has worked in my favor. Too often, I think things are "sugar-coated" to try and spare the feelings of a loved one. I have seen this cause even more confusion or irritation, as the family members felt they were not being told the actual facts or given the severity of the situation. It was also as if they would not grasp the truth since they were not of medical backgrounds. In the nursing field, we are taught not to lie to our patients and should be upheld to family members as much as possible. Preferably, things would be as black and white as possible, even if it was uncomfortable or sad, versus gray areas where nothing is absolute.

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.

Disadvantages of treatment options before they are needed could include having the patient be influenced into decisions by family or creating tension and strife among family members. I see much more advantage to having options and choices discussed before they are needed. Conversation weighing options and levels of care could be discussed versus a hasty decision being made. Parents could inform their children why they are making the choices, how it suits them, and their end-of-life plan. Family members might have preconceived notions or misinformed views of services such as palliative care, hospice, or alternative therapies measures. Discussion taking place before being under a time constraint or backed into a corner to decide would be valuable. Having a basic framework to proceed with when needed would be beneficial.

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.	
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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?	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.	
And			
Describe the rationale behind these 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.	

6. Have you experienced similar situations in your clinical rotations?
- How did you or others respond to the situation? Please explain.
 - 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
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 more errors in clarity, spelling, grammar, or mechanics.	The student's answers includes 2 or less errors in clarity, spelling, grammar, or mechanics.	

Case Study ____/5 points
 Reflective ____/110 points
 Total: ____/115 points

Instructor Signature: _____

Date: _____