

## 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
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Therapeutic communication during the delivery of nursing care to gerontology patients.</li> <li>• Examine the influence of age on nursing care decisions and actions for patients.</li> <li>• Understand the roles and responsibilities of individuals in a working group.</li> </ul>	CSLO 1 & 2 Baccalaureate Essential VIII QSEN Patient-Centered Care
<b>Skills</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Engage in conflict negotiation using conflict resolution skills.</li> <li>• Use appropriate communication techniques when communicating with clients who have a barrier to effective communication.</li> <li>• Provide client education that is appropriate in relation to age, culture, learning style, readiness to learn, etc</li> <li>• Communicate with various members of the interprofessional team.</li> </ul>	CSLO 1 Baccalaureate Essential VIII QSEN Patient-Centered Care
<b>Attitudes</b>	<ul style="list-style-type: none"> <li>• Value the role of therapeutic communication in nursing care decisions and actions.</li> <li>• Appreciate the various factors that can impact effective communication</li> <li>• Increase their own self-awareness of judgments and pre-conceived notions that may affect their advocacy for older adults.</li> <li>• Recognize personally held attitudes about working with patients from different age, ethnic, cultural and social backgrounds.</li> </ul>	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:** Kaitlyn Holycross  
**Institution:** Lakeview CON  
**Program Type:** BSN

#### Time Use and Score

	Date/Time	Time	Score
Video Interaction: Client comfort and end-of-life care	7/15/2021 2:37:30 PM	32 min	100%

#### Stage 1 (2 of 2 Correct)

<b>Scenario</b>	Nurse Morgan is assigned to care for the client, Mrs. Longly, who is nearing the end of life. Mrs. Longly's family is at the bedside.		
<b>Character</b>	Claire Fogel		
<b>Selected Option/ Result</b>	"I hear you saying that you are not ready for your mother to give up."	<b>Result:</b>	Correct
<b>Rationale</b>	Clarifying is a therapeutic communication technique because it allows the nurse to validate the message received to ensure that both the nurse and client have a mutual interpretation of the message.		
<b>Character</b>	Karrie Perlman		
<b>Selected Option/ Result</b>	"Let's talk about your difference of opinion."	<b>Result:</b>	Correct
<b>Rationale</b>	Refocusing is a therapeutic communication technique because it allows the nurse to guide the conversation back to a previously discussed topic.		

## 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?

This scenario allowed me to see the perspectives of multiple parties that went into the patient's care. The daughters had differing views on most things; therefore, it helped my understanding of handling those types of situations. Family members play an essential role in the care of a patient. Therefore, their opinions and concerns should be respected.

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

My biggest takeaway from the case study was that the stress of the environment really affected how the patient felt. When her two grandchildren were making noise, she was uncomfortable. I think this was important to understand because the patient's overall care is the number one priority. A lot of the case study was determining how to handle a situation involving the family members. The aspect of the patient not feeling comfortable due to the noise put things into perspective that the patient comes first. Most likely, the family members would want what is best for their loved one and step out to allow for her to properly rest.

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

The first issue involved one of the daughters disagreeing with her sister on whether or not their mother should continue receiving treatments or start palliative care. The one daughter wanted to respect that her mother was ready, but the other did not want to choose this route. The best way to handle this situation as a nurse would be to utilize therapeutic communication to allow the daughter to express her feelings. Allowing the daughter to say how she feels is essential, as well as validating them. The next concern was that the aunt wanted a chaplain to come in because her sister refused further treatment. The daughter mentioned that her mother stopped going to church after her husband died, so she would not want to see a chaplain. Discussing their opinions and feelings with each other could allow for some clarity. Next, the grandchildren were being noisy, which caused the patient to be uncomfortable since she could not rest. The best solution was for everyone to leave the room to give her the space she needed. The next problem involved the patient dealing with pain, and the daughters disagreed on whether or not she should have pain medication. The solution was to ask the patient what she wanted to do for her pain since she could still speak for herself. The daughter who did not want her to take the pain medication also needed support from the nurse to know that she could express her feelings and concerns. Lastly, the nurse needed help from the nurse manager with talking to the family about the topics they were struggling with and the care the patient was going to receive. The nurse also wanted the physician to further explain topics he had previously discussed to hopefully allow them to better understand.

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

a. Describe the rationale behind these decisions.

The nurse had some uncomfortable situations involving the disagreement and tension of the family members. Most of the concerns could be resolved once everyone was able to talk through their feelings and consider what was in the best interest of their loved one. An example was when the daughters disagreed on whether or not their mother should receive pain medications for the pain she was experiencing. The nurse intervened and allowed the sister who disagreed

with the medication to express her concerns and feelings towards why she did not want her mother to take them. Also, the patient was able to communicate, allowing the sisters to no longer make the decision.

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?

Many of the options in the case study would blame a particular person, make it personal to the nurse when it shouldn't, or involve negative opinions. The possibility that was usually best allowed the problem to be diffused by understanding and allowing the family to express their feelings. Harsh statements only would make the situation worse when the family is already experiencing many emotions. If having two family members disagree on whether or not their loved one should take pain medications presents, I would ask the person who does not want them to have pain medications to explain their feelings and concerns with them taking the drug. This allows the nurse to possibly ease some of the problems of the family members who are upset. The nurse needs to be compassionate towards how the family members feel.

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.

I have experienced similar situations in my clinical experience. Some of the families I interacted with were dealing with a declining loved one. Therefore, the tension was higher when caring for those patients. I had a patient who had their son in the room with them. The son wanted the TV to help his father stay stimulated and probably provide some entertainment while they were both in a small room all day. When I took the patient's vitals and the son was in the bathroom, the patient expressed that they were tired and wanted the TV off. They went on to tell me that their son always wanted it on, but they were exhausted. I let the patient know that I understood how they felt. When the son came back, I expressed to him that his father needed to rest and maybe the noise from the TV would be a bit much for proper rest. The son understood and turned the TV off and played on his phone instead, allowing the patient to get adequate rest. I was able to validate my patient's feelings and put him first. Then expressing to the son that it was important for his father to rest peacefully allowed him to understand that maybe the TV was too distracting.

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 advantage to having families discuss with their loved one the kind of end-of-life treatment they would like is that they are being proactive. Being proactive with how a loved one would want their treatment or end-of-life care to be is critical. Sometimes people get to a point where they no longer can advocate for themselves. Therefore, then the decision-making is placed on the family. Decision-making in a stressful and sometimes sudden situation can be a significant burden for families to try to do what is suitable for their loved one who cannot communicate. A disadvantage could be that discussing end-of-life care early on could cause some family disagreements. Overall, a person should discuss what they want when it comes to the end of their life before anything significant happens. It is essential to have everyone on the same page and be prepared before something unfortunate happens. If the decisions have not already been made, the stress of a situation could cloud decision-making and add additional stress.

### 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**

<b>Objective</b>	<b>Unsatisfactory 0 points</b>	<b>Satisfactory 5 points</b>	<b>Points Earned</b>
<b>Time within Case study</b>	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
<b>What did you learn from this scenario?</b>	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.	
<b>Content Contribution</b>	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
<b>Identify your biggest takeaways.</b>  <b>And</b> <b>Explain the factors that influenced this decision.</b>	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.	
<b>Content Contribution</b>	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
<b>What are some of the main problems or key issues expressed in the scenario?</b>	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.	
<b>Content Contribution</b>	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.

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><b>Have you experienced similar situations in your clinical rotations?</b></p> <p><b>And</b></p> <p><b>How did you or others respond to the situation? Please explain.</b></p> <p><b>And</b></p> <p><b>Describe successful communication strategies you have used or experienced in the clinical setting.</b></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><b>Content Contribution</b></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
<b>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.</b>	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.	
<b>Content Contribution</b>	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
<b>Clarity &amp; Mechanics</b>	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:\_\_\_\_\_