

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 100.0%	INDIVIDUAL NAME: Richard Kumpi STUDENT NUMBER: KU669507 INSTITUTION: Lakeview CON PROGRAM TYPE: BSN
TIME SPENT 59:36	

Time Use and Score Show all stages OFF

Case	Total # Questions	Date	Time Spent	Score
Video Interaction: Client comfort and end-of-life care		7/14/2021	59:36	100%
+ Stage 1	2			
+ Stage 2	2			
+ Stage 3	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?

After completing the case study, I learned that nurses encounter challenges when caring for clients at the end of life, especially when different viewpoints arise about the disease and the treatment between the patient and the family members. In this case study, the patient, Ms. Audra, with advanced COPD and lung cancer, has decided to stop the aggressive treatment and get palliative treatment; however, her daughters Claire and Karrie have divergent thinking about their mother's decision. This teaches me that while patients may accept their medical condition and are ready for hospice care, family members can oppose that decision to fear losing their loved ones. When Ms. Audra's daughter, Claire, refuses to hear about hospice, it is about her fear of seeing her mother die; she is not ready yet to separate from her mother. In addition, I also learned that when a patient and family members have a disagreement about the patient's care, the nurse must talk with them and confront those divergent thinking to converge them and meet the patient's wishes. In this video, the nurse asked to talk about the daughters' differences of opinion.

Furthermore, I learned that the nurse has to pay attention to the patient's nonverbal language, assess the client, and promote comfort to a client even at the end of care. Once she stepped into the patient's room, the nurse asked if the patient was in pain because she seemed uncomfortable. Additionally, I learned that the nurse must ask for assistance from the staff or team members such as Dr or nurse manager to handle certain situations regarding patient' care and decisions.

2. Identify your biggest takeaways. My biggest takeaways are:

- Respecting patient's autonomy.
- Using therapeutic communication with patients and family members.
- Being closer and available to the patients.
- Being sensitive to patient's needs
- Teamworking
 - a. Explain the factors that influenced this decision.

After watching this video, the main takeaways for me include respecting patient's autonomy because patients have the right to decide whether to continue treatment or not. Clients have autonomy about taking the medication. So, the nurse must ask first before administering the drug. In this video, the nurse said, "let's ask her if she wants the medication." In addition, using therapeutic communication, such as active listening and open-ended questions when interacting with patients and family members. Therapeutic communication helps a nurse provide holistic and patient-centered care; it allows patients and family members to cope with situations and unchangeable medical conditions. Nurse Morgan used therapeutic communication when caring for Ms. Audra and her family members. Furthermore, being closer and making myself available to my patients. The closer I will be to the patients, the more care and comfort I will provide them. Nurse Morgan frequently visited Ms. Audra and said, "I just stopped in to see if there's anything I can do for you at this time." I will also be sensitive to patients' needs because some patients may not always express their concerns verbally. For example, Ms. Audra was tired and wanted to sleep, but the room was noisy, and she could not ask her family members to leave. Fortunately, the nurse noticed that she was uncomfortable and found out that she was tired and needed rest time. Finally, involving other healthcare members to assist in solving some complex situations is crucial. Nurse Morgan asked for help from the Doctor and the nurse manager to solve the disagreement between family members about the patient's care and decision.

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

- Family disagrees about calling the hospital chaplain
- Ms. Audra's daughter is scared and not ready to lose her mother
- A daughter disagrees with the mother's care and decisions; she said, "She's not ready to let go yet. I'm not ready to let go yet."
- Disagreement between both patient's daughters on their mother's treatment.

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

- Asking family members to leave the room so the patient could sleep
- Respecting the patient's autonomy and asking the patient first before administering pain medication
- Asking the family to talk and discuss their divergences
 - a. Describe the rationale behind these decisions.

The nurse decided to ask all the family members to leave the room, so the patient could rest because the nurse observed her patient and noticed that she was uncomfortable due to a noisy environment. Even though the nurse knew that the family members are experiencing the grief of the impending loss of their loved one and would like to stay longer in the room, the nurse decided to ask them to leave the room for the patient to sleep. The nurse is promoting comfort to the patient by applying the patient-centered care principle. In addition, the nurse was challenged whether or not to give her patient pain medicine as requested by one of the patient's daughters. To respect her patient's autonomy, the nurse had to ask the client's wish about taking pain medicine since she could decide rather than relying on what a family member said. Furthermore, asking family members to sit and discuss their divergent thinking regarding Ms. Audra's care and decisions was challenging for the nurse Morgan because she has to resolve the family's disagreement while respecting the patient's autonomy.

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

- Ethical principles and advocacy
- Proficiency and critical thinking

a. Explain your response.

Nurses have to apply ethical principles, such as beneficence and autonomy, which allow nurses to act in favor of the patient. Additionally, nurses must advocate for their patients to protect patients' rights and maintain quality care by intervening when there are care issues. The nurse must solve the problem or disagreement while preserving the patient's rights. Furthermore, as we provide patient-centered care to our clients, nurses have to be skilled and utilize critical thinking when deciding about patient care. Assertive communication and therapeutic communication techniques are part of the critical thinking ability that guided my choices and responses. Critically thinking helps nurses in decision-making.

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

If this situation reappears again in the future, I will first make sure that my client has an advance directive filled out and signed. If not, I would like to encourage my patient to get an advance directive in the patient's record. The advance directive refers to a legal document containing detailed patient wishes and decisions regarding terminal care and end of care. In addition, I would suggest meeting with all the healthcare team members and family members to discuss and talk about the patient's care. Furthermore, I would always use therapeutic communication techniques when interacting with a family with divergent thinking. Also, I will avoid family members discussing or disagreeing with my patient's care and decisions in the client's presence. I would also provide some supportive resources to the client's family members.

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

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

Before the COVID-19 pandemic, we had a 55-year-old female resident with advanced cervical cancer in our assisted living facility where I work as a CNA. The resident enormously suffered from pain that kept her awake and uncomfortable almost all day long. Her pain medication could not alleviate her suffering; her physician suggested the family members increase the medication dosage and make her sleepy and more comfortable, but the family had diverging ideas. While some agreed with the physician, others refused the treatment option; they claimed losing interaction with their loved one when they will visit her because she will not be awake; pain medication will make her sleepy. Our nurse coordinator and the director held a meeting with the family to explain the benefits of implementing the physician's treatment option, which would alleviate the pain and make the client comfortable while nearing death.

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

Some successful communication strategies that I have used include nonverbal communication techniques. One of them is active listening, a therapeutic communication technique that consists of paying attention and showing interest in what a client says. Additionally, I have used touching therapeutic to express empathy to my patients. Also, I have used an exploration approach when communicating with my clients. Explorative communication encourages the patient to dig deeper into a topic of concern. I have also used open-ended questions with my patients. This approach allows the client to take the conversation deeper and introduce pertinent information about the subject.

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 having families discuss patient treatment include helping everyone develop a stress-coping mechanism. In addition, it allows family members to learn the benefits and disadvantages of the treatment options and helps family members make decisions that can benefit the patient. Furthermore, having families discuss treatment options can minimize pain and suffering, fears can be alleviated, issues due to end-of-life will be resolved comfortably, and conflict prevented. The disadvantages include family members refraining from accepting palliative care options because they want to hold on to life. Some family members may be too hopeful and refusing the choice of hospice care. They may also make decisions that benefit themselves but not the patient by refusing specific treatment options.

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 _____ **Richard Kumpi** _____

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 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.

5. What factors influenced your decisions and responses during the scenario?
- Explain your response.
 - 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?
- 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
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:_____