

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.



Individual Performance Profile

↓ DOWNLOAD REPORT

INDIVIDUAL SCORE



TIME SPENT

37:45

Individual Name: conor deering
Student Number: cdeering
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		7/16/2021	37:45	90%
+ Stage 1	2			
+ Stage 2	2			
+ Stage 3	2			
+ Stage 4	2			
+ Stage 5	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?
 - i. I learned that family struggles could affect end-of-life care, and the nurse must encourage feelings to be shared while being as positive and empathetic as possible.
2. Identify your biggest takeaways.
 - i. Family members tend to disagree, and tension builds during end-of-life care.
 - ii. Family members can disrupt the comfort of the client.
 - iii. Family members will try to thrust their wishes on the client, but the nurse must prioritize the client's wishes unless they yield to the family member out of respect.
- b. Explain the factors that influenced this decision.
 - i. Most of the case study is concerned with handling the family members and trying to direct the flow of the conversation.
 - ii. At one point, the grandchildren were disrupting the client.
 - iii. The sisters had opposing views almost always; the situation included the aunt, who had differing opinions from the sisters.
3. What are some of the main problems or key issues expressed in the scenario?
 - i. The sisters cannot agree upon how their mother should receive treatment.
 - ii. The mother has a terminal illness.
4. What were some of the challenging decisions the nurse needed to make?
 - i. The nurse should be concerned about directing the conversation to the client's wellbeing when one of the sisters wanted to give her mother medication.
 - ii. The nurse was pointing out that the client needed to rest when the children were present.

- b. Describe the rationale behind these decisions.
 - i. The patient has the right to decide what medications receive; the nurse should reinforce autonomy here.
 - ii. The client's wellbeing needs consideration, so if family members are causing more harm than good, it may be best that they leave temporarily.
- 5. What factors influenced your decisions and responses during the scenario?
 - i. The decisions involve me as a nurse forgoing my thoughts and feelings for the patient's sake.
 - ii. The patient loves her family but has separate wishes; it makes sense to respect the family but act based upon the client's final say.
- b. Explain your response.
 - i. The patient is autonomous and is the center of her care.
 - ii. The patient has the right to make personal decisions about her care and to know the risks versus the benefits.
- c. How will you respond if this scenario presents again in the future?
 - i. If I have a scenario like this, I will have to encourage the family to talk about their feelings while focusing on the patient as the highest priority. Setting a positive tone for the conversation and using empathy will make the conversations more therapeutic and better for everyone.
- 6. Have you experienced similar situations in your clinical rotations?
 - i. I have experienced one similar case in which the mother and daughter were arguing a little.
- b. How did you or others respond to the situation? Please explain.
 - i. I responded by trying to keep the patient at the center while legitimizing the thoughts and feelings of the daughter.
- c. Describe successful communication strategies you have used or experienced in the clinical setting.
 - i. Some strategies I have used that work well are: reflect what the patient said by clarifying, restating what a patient said in a different way to stimulate thought, and making observations of the client's state to present them to reality and see what they think.
- 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.
 - i. The advantage of having family members discuss treatment options is that the patient may be in a negative mood when making treatment decisions. The family member can make observations that may be logical to the

patient and help them better conclude their medical decisions. Family members can also provide comfort in making decisions instead of making them along.

- ii. The disadvantage of having family members discuss treatment is that they can disregard the patient's good for selfish reasons (depending on the family member). Family members can force themselves on the patient, exacerbating patient stress. Family members can bully patients into making decisions due to stress presented by family members.

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

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: _____