

## 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.

**SCREENSHOT ATTACHED BELOW OF THE ATI SCENARIO**



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%

TIME SPENT

33:54

Individual Name: Destiny Bell  
 Student Number: 6667224  
 Institution: Lakeview CON  
 Program Type: BSN

Time Use and Score				
Case	Total # Questions	Date	Time Spent	Score
Video Interaction: Client comfort and end-of-life care		7/17/2021	33:54	100%
+ <a href="#">Stage 1</a>	2			
+ <a href="#">Stage 2</a>	2			
+ <a href="#">Stage 3</a>	2			
+ <a href="#">Stage 4</a>	2			

Show all stages  OFF

## 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 learned that how a nurse responds and reacts to a patient or a patient's family members is crucial to providing good competent care. Nurses should be sure not to let their emotions or thoughts interfere with their responses and the care they provide. It is vital that they use therapeutic communication techniques when responding to the patient and family.

**2. Identify your biggest takeaways.**

- The biggest takeaway I gained from the scenario is to be cautious in how you respond, not to provide judgment or argue with the family or patient's decisions. Also, to encourage the patient to make decisions in their care if they are still able to.
  - a. Explain the factors that influenced this decision.**
- Factors that influenced this decision are that after listening to the wrong responses from Audra's family members and Audra in the scenario questions, you could easily see the frustration it caused and made them feel as if you were dismissing their emotions towards their challenging situation happening.

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

- Some of the main problems expressed in the scenario are mainly rooted in the differing opinions between Audra's daughters. In the first clip in the scenario, Audra's daughters, Karrie and Claire, have differing opinions on whether their mother should be on hospice care or not or should be on a ventilator. Later in the scenario, Karrie and Claire have a disagreement when it comes to their mother receiving pain medication. Karrie believes her mother needs medication to help relieve her pain as Claire states that their mother does not want the medication because it makes her feel drowsy and that her mother is scared of missing out.

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

- Some of the challenging decisions the nurse needed to make were respecting the patient's decisions for care while also including the family involved and reinforming the family of what hospice care is and how they can be involved.
  - a. **Describe the rationale behind these decisions.**
- My rationale behind respecting the patient's decisions while still keeping the family involved is that the patient, Audra, was still fully capable of making her own decisions regarding her care and whether she wanted pain medication or not. It was essential to keep the family involved after selecting the response, "This is about your mother's need for medication. Lets ask her if she wants the medication," Kerrie and Claire soon came together to respect their mother's wishes in care when she stated she wanted the medication.
- The rationale behind Dr. Donovan reinforming the patient's family about hospice care is that they may have forgotten some of the information from when it was last taught and explained.

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

- Factors that influenced my decisions and responses during the scenario are that I took into account are therapeutic communication techniques and how I would want to be treated in that specific situation.
  - a. **Explain your response.**
  - It is important to use therapeutic communication techniques to ensure that communication and encounters between the patient, patient's family, and nursing staff are positive and meet their specific needs.
  - b. **How will you respond if this scenario presents again in the future?**
  - If this scenario presents in the future, I will take into account the same therapeutic communication techniques.

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

- I have not personally experienced a situation like this in a clinical rotation as of now. However, I have experienced situations where I had to do CPR and a person not make it and saw firsthand the trauma it causes and how difficult it is to navigate through this difficult time.
  - a. **How did you or others respond to the situation? Please explain.**
  - Many of us, including myself, were emotional. However, the charge nurse and physician met with the family in a critical care waiting room to notify them, allowed them back to be with their family member for a short period, and arranged for the chaplain to meet with them.
  - b. **Describe successful communication strategies you have used or experienced in the clinical setting.**
  - Successful communication strategies I have used are being an active listener in the conversation and allowing the patient or patient's family to talk to me in a time of need. Sometimes people just want someone to be there to be a listening ear.

**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.**

- One main advantage of discussing treatment options and end-of-life decisions before a loved one becomes ill is that it allows the loved one to state their preferences in the care that they receive later in life. Disadvantages may be that not everyone is ready to cope with the end of life decision making and many go through denial during the dying process.

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                     Destiny Bell                    

**Case Study**

Objective	Unsatisfactory 0 points	Satisfactory 5 points	Points Earned
<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	The student’s answer is well developed. The student fully addresses and develops all aspects of	

	address all aspects of the task	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
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.	
<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
What are some of the main problems or key	The student's answer is inadequate with superficial thought and	The student's answer is well developed. The student fully	

<b>issues expressed in the scenario?</b>	preparation. The student does not address all aspects of the task	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.

<b>Objective</b>	<b>Unsatisfactory 0 points</b>	<b>Satisfactory 5 points</b>	<b>Points Earned</b>
<b>What were some of the challenging decisions the nurse needed to make?</b>  <b>And</b>  <b>Describe the rationale behind these decisions.</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.	

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><b>What factors influenced your decisions and responses during the scenario?</b></p> <p><b>And</b></p> <p><b>Explain your response.</b></p> <p><b>And</b></p> <p><b>How will you respond if this scenario presents again in the future?</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>	

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
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<p><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></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>	

**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><b>Clarity &amp; Mechanics</b></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: \_\_\_\_\_