

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%	INDIVIDUAL INFORMATION Individual Name: Angelina Thomas Student Number: TH4119011 Institution: Lakeview CON Program Type: BSN
TIME SPENT 04:17:00	

Time Use and Score Show all stages OFF

Case	Total # Questions	Date	Time Spent	Score
Video Interaction: Client comfort and end-of-life care		7/13/2021	04:17:00	90%
+ 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?
 1. I learned that it is vital to give the patient full autonomy until they can no longer speak for themselves and then resort to advance directives for decisions. I learned how easy it is to get caught in emotions during the dying process, so it is essential to maintain thoughts on what is best for the client. As the nurse, it will be my duty to not only care for the client. But to care for the family as well. It will be my job to aid in their comfort and ease their distress. It will also be my responsibility to say when my client needs rest and ask the family to please respect that. I learned that the best course of action in the dying time is to provide safety, care, and comfort to the client.
2. Identify your biggest takeaways.
 1. My takeaways are that family can be increasingly involved. I need to know how to speak to grieving families as they are about to experience a loss. Also, it does not matter what I feel about the decisions a family needs to make concerning their loved one. I must remain neutral and think about what's best for the client.
3. Explain the factors that influenced this decision.
 1. Watching the two daughters argue over their mother's bedside about hospice care and the decision to provide pain medication. The client could still speak for herself, and the daughters were talking over her as if she were already dead. I find that to be disrespectful and inconsiderate.
4. What are some of the main problems or critical issues expressed in the scenario?
 1. The patient needed help deciding to have pain medication and whether she should attend hospice care. Another issue was that the client was exhausted and being disturbed by her daughters' children. The client's condition was not improving.
5. What were some of the challenging decisions the nurse needed to make?

1. She needed to express to the daughters that they need to consult their mom about her decision to take pain medications. She needed to inform the daughters that their mom is having trouble resting. So, she had to decide if she would tell the daughters to remove their children. She needed to discuss hospice care with the daughters, too.
6. Describe the rationale behind these decisions.
 1. It's essential to decide hospice and pain medications with the client rather than with the family because of the client's rights and independence. The client is having a hard time being in pain. They don't need to add on any stressor of people trying to take away their freedom. The nurse did not want to be disrespectful in asking the family to quiet down their children. So, she directed her question to the client, asking her about her rest.
7. What factors influenced your decisions and responses during the scenario?
 1. I thought about how the family or client would respond to what I would say, relatively positive or negative. Using the therapeutic technique, restating, allows the family to know that I am trying to hear and understand them. I decided to use this technique because families are usually hypersensitive and vulnerable in times of sadness. It's essential for them to feel cared for, listened to, and understood, if nothing else.
8. How will you respond if this scenario presents again in the future?
 1. I will respond in the same way with honesty, empathy, and integrity. I would encourage the family to discuss how they truly feel about their loved ones dying state. I would offer a listening ear and be there to answer any questions within my scope of practice.
9. Have you experienced similar situations in your clinical rotations? I have not experienced this in my clinical rotation yet.
 1. How did you or others respond to the situation? Please explain.
 1. I have not had this experience during clinical rotation. However, if I had experienced this, I would have responded similarly to the case study. I would have shown empathy and answered any questions within my scope of practice.
10. Describe successful communication strategies you have used or experienced in the clinical setting.
 1. When discussing ways to reduce flare-ups for different chronic illnesses, such as COPD, I have used a direct approach with honesty and compassion. I listened to the client's concerns and identified teaching moments. I had a client who had COPD exacerbations and was unaware of what caused them. Not to mention, her condition was so severe the doctor introduced Hospice to her as an option. The client and I identified that because she continuously smoked, it caused her symptoms to return. We put together teaching tools such as hand-outs on COPD exacerbations to increase her knowledge and reduce her risk of early Hospice admission.
11. 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.

1. The advantage is that the family would know the wishes of their loved one most times, and the family has insight that the providers may not know. This may include wishes told during private family meetings. The disadvantage is that there may be advanced directives put into place, and the family cannot change those. Only the loved one who is ill can.

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.	
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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.

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
What factors	The student's answer is inadequate	The student's answer is well	

<p>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>with superficial thought and preparation. The student does not address all aspects of the task</p>	<p>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</p>	<p>The student's answer is inadequate with superficial thought and</p>	<p>The student's answer is well developed. The student fully addresses</p>	

<p>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>preparation. The student does not address all aspects of the task</p>	<p>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
<p>Discuss the advantages and disadvantages of</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>having families discuss treatment options, including end-of-life decisions before a loved one becomes ill or early in a terminal illness.</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: _____