

ATI: Video Case Study Palliative and Hospice Care

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How can the nurse ensure that a client receiving palliative/hospice care is kept comfortable? What are some ways that the nurse could provide for the psychosocial and spiritual comfort of the client?

The nurse provides care and comfort in physical, mental, and spiritual aspects. To ensure physical comfort, the nurse assesses pain level. Pain treatment is crucial because intense pain is depleting. The dying patient becomes irritable with severe pain levels. The nurse benefits from managing pain proactively.

The nurse provides comfort psychosocially and spiritually by familiarizing oneself with the patient's religious practices and beliefs. The nurse is present and attentive. By praying and listening to religious music, the nurse supports the patient in finding peace in his or her beliefs. The nurse assists the patient in addressing unresolved conflicts with family and friends to put the patient's mind at ease.

How can the nurse provide support for the family/loved ones of the dying client?

The nurse provides the family and loved ones with moral education covering the client's condition. The family receives education on what occurs during this transition to minimize unpleasant surprises. The nurse responds to the family's inquiries with honesty, attentive listening, and empathy. The nurse understands that the dying process is individualized, resulting in unique family support in each case.

What feelings occurred when interacting with a person with a life-limiting illness?

The student fears saying the wrong thing. The patient with a life-limiting illness feels misunderstood and unheard. The student understands the importance of following the patient's

lead in conversation and avoiding false reassurance. The student takes time to be aware of verbal and non-verbal communication techniques used so that the patient always feels comfortable.

Were the feelings or emotions adequately handled?

The student handles the feelings and emotions appropriately. The student is honest, encouraging, and accepting. The student understands the importance of silence and respect when communicating with a patient with a life-limiting illness.

Was there adequate communication with the ill person?

The student and the ill patient communicate appropriately. The act of communication the student accomplishes includes non-verbal and some verbal communication. The student pays attention to the patient's eyes and body language. The patient can express emotions without necessarily speaking.

How did the person with the life-limiting illness feel during their interactions?

The patient with the life-limiting illness initially feels anxious and unable to express thoughts. The student provides reassurance by not rushing the conversation and letting the patient lead the communication. The patient's distress lessens as the communication goes on. The patient finds comfort in the student's patience and presence.

Could the interactions have been improved in any way? How?

The interaction between the student and patient with the life-limiting illness is sufficient and does not need improvement. The student understands the importance of focusing on the patient's wants and needs. The student demonstrates patience, honesty, and presence. The student reminisces with the patient by sharing memories and listening when the patient wants to talk. The student and ill patient demonstrated adequate communication.