

## Reflective Case Study Gerontology Assignment

### ATI: Nurse's Touch 2.0: The Communicator 2.0 Video Interaction: Client Comfort and End of Life Care

<b>Learning Objectives and Outcomes</b>	
<b>Area</b>	<b>Objective</b>
Knowledge	<ul style="list-style-type: none"> <li>• Examine nursing roles in assuring coordination, integration, and continuity of care.</li> <li>• Describe strategies for identifying and managing overlaps in team member roles and accountabilities.</li> <li>• Recognize contributions of other individuals and groups in helping patient/family achieve health goals.</li> <li>• Analyze differences in communication style preferences among patients and families, nurses and other members of the health team.</li> <li>• Recognize that nursing and other health professions students are parts of systems of care and care processes that affect outcomes for patients and families.</li> </ul>
Skills	<ul style="list-style-type: none"> <li>• Remove barriers to presence of families and other designated surrogates based on patient preferences</li> <li>• Communicate observations or concerns related to hazards and errors to patients, families and the health care team</li> <li>• Demonstrate effective use of strategies to reduce risk of harm to self or others</li> <li>• Question rationale for routine approaches to care that result in less-than-desired outcomes or adverse events</li> </ul>
Attitudes	<ul style="list-style-type: none"> <li>• Recognize personally held attitudes about working with patients from different ethnic, cultural and social backgrounds</li> <li>• Value own role in preventing errors</li> <li>• Value continuous improvement of own communication and conflict resolution skills</li> <li>• Respect the centrality of the patient/family as core members of any health care team</li> <li>• Appreciate the value of what individuals and teams can do to improve care</li> </ul>
<b>Course Student Learning Outcome (CSLO's)</b>	
<ul style="list-style-type: none"> <li>• Describe nursing implications related to the developmental tasks of healthy aging.</li> </ul>	
<b>Baccalaureate Essential's</b>	
<ul style="list-style-type: none"> <li>• Domain: Knowledge of Nursing Practice</li> <li>• Domain: Interprofessional Partnerships</li> <li>• Domain: Personal, Professional, and Leadership Development</li> </ul>	

**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 meeting patients' diverse needs (Abdolrahimi et al., 2017).

Students will access the case study through the ATI website. Please watch the screencast within the lesson to help locate the ATI: Nurse's Touch 2.0: The Communicator 2.0 Video Interaction: Client Comfort and End of Life Care in ATI.

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 to 1-minute communication-related scenes. Multiple healthcare professionals are involved in the case study, not limited to significant others, nurses, care providers, student nurses, and the client. The scenario review typically lasts 25 minutes. The 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.

### **Additional Guidelines:**

Each student will complete the test and submit a screenshot or PDF of the completed results into the E360 dropbox. Students should ensure that the screenshot or PDF has the student's name on the results submitted to receive points.

Following the course Grammarly settings listed within the syllabus, the student will complete all questions within the template and rubric.

- Plagiarism will result in a zero on the assignment.
- Follow the directions within each graded section.
- A template is located on the course home page on Edvance360.
- Assignments and discussion forum postings and replies submitted after the due date will receive a 10% grade deduction. Work submitted after two days past the original due date will not be accepted and will receive a zero.
- The student's written reflection portion must be completed in Microsoft Word. PDF and other formats will not be accepted for the written reflection portion.

### **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. doi:10.19082/4968

ATI. (2018). *Educator implementation guide: Nurse's Touch: Professional communication & the communicator*. Retrieved from atitesting.com

## **Step one: Complete Case Study**

Watch and complete the ATI: Nurse's Touch 2.0: The Communicator 2.0 Video Interaction: Client Comfort and End of Life Care for a minimum of 20 minutes. Submit the PDF or screencast of the completed ATI case study into the correct E360 dropbox.

## **Step Two: Answer Reflection Questions**

Each student will individually reflect on the responses and experience with the ATI: Nurse's Touch 2.0: The Communicator 2.0 Video Interaction: Client Comfort and End of Life Care, answer the following questions.

### **1. What was learned from this scenario?**

- a. Many different concepts came about in this case study. The importance of therapeutic communication was prevalent in this case study because the nurse had to navigate between the patient's two daughters, who had varying opinions about their mother's end-of-life care. The nurse in this case study had the challenge of reeducating the family of their mother's condition, and this was difficult for the nurse to do because losing a loved one is very hard on everyone involved. This case study also showed how the nurse could shift the focus back to the patient's needs instead of the family's needs.

### **2. Identify the biggest takeaways.**

#### **a. Explain the factors that influenced this decision.**

- i. The biggest takeaway from this case study would have to be the challenges of navigating end-of-life care for patients whose family members have different viewpoints on how to continue care. All medical professionals need to be able to handle this situation without demeaning the patient or any members of the patient's family. The nurse in this scenario did a great job of gaining and maintaining the patient's trust as well as the patient's family's trust. The nurse in the scenario also asked a more experienced nurse for help when talking to the family, which is very important, especially for new nurses. Asking for help is not a weakness but a strength because new nurses are still learning, and if the new nurse is not confident, then the patient nor the patient's family will have confidence in that nurse.

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

- a. One of the critical issues in this case study was the actions of the patient's family. The patient's daughters were continuously arguing about their mother's course of treatment. Each daughter felt they knew what was best for their mother and what their mother would want more than the other daughter. Some of the issues that the daughters were arguing about included whether to give their mother pain medications. The daughters also fought about whether or not

to put their mother on hospice. These arguments between the daughters are an issue because they do not include their mother in the care plan. The nurse in this scenario tried multiple times throughout the case study to refocus the daughters to ask their mother about what she thought and how she wanted to continue her care. However, the daughters would continue to fight with each other. As a nurse in this situation, the best thing to do is to be an advocate for the patient. However, the nurse needs to be careful about how they go about advocating so that they do not burn any bridges with the family.

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

**a. Describe the rationale behind these decisions.**

- i. There were a lot of difficult decisions that the nurse had to make during this case study. The nurse had to navigate between the patient's two daughters because they have varying opinions about their mothers' care; this is hard because the patient's care should be the patient's choice and not the family's. Another problematic situation that the nurse had to navigate was whether to call a chaplain. The patient's daughter felt like she would be upset by a chaplain, but her sister felt she would benefit from the chaplain. Having the Chaplain talk to the patient should be the patient's choice, not the sister and not the daughter. The patient was alert and oriented. Therefore, she needs to be the primary person involved in her care, but in this case study, she was the least involved, and her family took over her care. As a nurse, the most critical aspect of care is that it is patient-centered, not family-centered, and this is not to say that the family should not be involved because they should, but they should not be the center of care.

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

**a. Explain the response.**

**b. How will a nurse respond if this scenario presents again in the future?**

- i. The patient's needs influenced the nurse's action in this case study. During the case study, the nurse noticed that the patient appeared uncomfortable. Therefore, the nurse asked the patient if she was in any pain, and the patient replied, "no, I am just tired." The nurse then advocated for her patient by standing up to the family. The nurse politely explained that the patient needed to be able to rest throughout the day and that the noise in the patient's room was keeping her from sleeping. If the patient's family continues to be noisy and does not allow the patient to sleep, the nurse should talk to the family again. The nurse could work with the family by creating a visiting schedule so that the patient will not be as tired when they come. Approaching the issue in a way that involves the family will keep the trust between the nurse and the family.

**6. Have similar situations been experienced in current clinical rotations?**

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

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

- i. I have not cared for a patient receiving end-of-life care in my nursing journey. Although I had not cared for a patient receiving palliative or hospice care, my grandmother was put on hospice care before she died a few years ago. In my experience, the nurses and doctors were very caring and explained what was happening well. My mother is a nurse, so everyone in my family was waiting for her to explain the situation. My mom became very overwhelmed very quickly. One of my grandmother's nurses realized what was happening and started explaining the situation to my other family members so that my mom could sit down and process everything. The most critical communication technique is to silence and let the family and patient speak about their feelings; making sure that the patient feels heard and is comfortable should always be the priority.

**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.**

- a. The advantages of having family members present to discuss treatment options would be that the patient may not feel as overwhelmed as they would if they were alone. The family can provide the patient comfort and support in the treatment option. The family can also help the patient in their grief when referring to end-of-life care. The disadvantages that could arise from having family present when discussing treatment options happened in this case study. Different family members may feel like they know what is best for the patient; however, other family members may disagree. When the family members start to argue about what plan of care the patient receives, the patient may feel overwhelmed and not express what they want because they do not want to upset their family further.

STUDENT NAME \_\_\_\_\_

**Rubric for the Reflective Case Study Gerontology Assignment**

**ATI: Nurse's Touch 2.0: The Communicator 2.0 Video Interaction: Client Comfort and End of Life Care**

**Case Study**

<b>Objective</b>	<b>Unsatisfactory 0 points</b>	<b>Satisfactory 10 point</b>	<b>Grade</b>
<b>Time within Case study</b>	Less than 20 minutes	20 minutes or more	

Comments:

Case Study POINTS: \_\_\_\_\_/10

### Reflective Activity

1. What did you learn from this scenario?

<b>Objective</b>	<b>Unsatisfactory 0 points</b>	<b>Satisfactory 5 point</b>	<b>Points</b>
<b>What did you learn from this scenario?</b>	Description adequate with superficial thought and preparation; does not address all aspects of the task	Description well developed assignment that fully addresses and develops all aspects of the task.	
<b>Content Contribution</b>	Information that is off-topic, incorrect, or irrelevant to discussion.	Factually correct, reflective and substantive contribution.	
<b>Clarity &amp; Mechanics</b>	Contributes valuable information to discussion with minor clarity or 1-2 grammatical or spelling errors	Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.	

2) Identify your biggest takeaways.

a. Explain the factors that influenced this decision.

<b>Objective</b>	<b>Unsatisfactory 0 points</b>	<b>Satisfactory 5 point</b>	<b>Points</b>
Identify your biggest	Description adequate with superficial thought and	Description well developed assignment that fully addresses and develops all	

takeaways.  1. Explain the factors that influenced this decision.	preparation; does not address all aspects of the task	aspects of the task.	
<b>Content Contribution</b>	Information that is off-topic, incorrect, or irrelevant to discussion.	Factually correct, reflective and substantive contribution.	
<b>Clarity &amp; Mechanics</b>	Contributes valuable information to discussion with minor clarity or 1-2 grammatical or spelling errors	Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.	

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

<b>Objective</b>	<b>Unsatisfactory 0 points</b>	<b>Satisfactory 5 point</b>	<b>Grade</b>
<b>What are some of the main problems or key issues</b>	Description adequate with superficial thought and preparation; does not address all aspects of the task	Description well developed assignment that fully addresses and develops all aspects of the task.	

<b>expressed in the scenario?</b>			
<b>Content Contribution</b>	Information that is off-topic, incorrect, or irrelevant to discussion.	Factually correct, reflective and substantive contribution.	
<b>Clarity &amp; Mechanics</b>	Contributes valuable information to discussion with minor clarity or 1-2 grammatical or spelling errors	Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.	

- 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 point</b>	<b>Grade</b>
<b>What were some of the challenging</b>	Description adequate with superficial thought and preparation; does not address all aspects of the task	Description well developed assignment that fully addresses and develops all aspects of the task.	

<b>decisions the nurse needed to make?</b>  <b>a) Describe the rationale behind these decisions.</b>			
<b>Content Contribution</b>	Information that is off-topic, incorrect, or irrelevant to discussion.	Factually correct, reflective and substantive contribution.	
<b>Clarity &amp; Mechanics</b>	Contributes valuable information to discussion with minor clarity or 1-2 grammatical or spelling errors	Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.	

- 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?

<b>Objective</b>	<b>Unsatisfactory 0 points</b>	<b>Satisfactory 5 point</b>	<b>Grade</b>
<b>What factors influenced your</b>	Description adequate with superficial thought and	Description well developed assignment that fully addresses and develops all	

<b>decisions and responses during the scenario?</b>  <b>a) Explain your response.</b> <b>b) How will you respond if this scenario presents again in the future?</b>	preparation; does not address all aspects of the task	aspects of the task.	
<b>Content Contribution</b>	Information that is off-topic, incorrect, or irrelevant to discussion.	Factually correct, reflective and substantive contribution.	
<b>Clarity &amp; Mechanics</b>	Contributes valuable information to discussion with minor clarity or 1-2 grammatical or spelling errors	Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.	

- 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 5 point	Grade
<b>Have you experienced similar situations in your</b>	Description adequate with superficial thought	Description well developed assignment that fully addresses and	

<b>clinical rotations?</b>  <b>a) How did you or others respond to the situation? Please explain.</b> <b>b) Describe successful communication strategies you have used or experienced in the clinical setting.</b>	and preparation; does not address all aspects of the task.	develops all aspects of the task.	
<b>Content Contribution</b>	Information that is off-topic, incorrect, or irrelevant to discussion.	Factually correct, reflective and substantive contribution.	
<b>Clarity &amp; Mechanics</b>	Contributes valuable information to discussion with minor clarity or 1-2 grammatical or spelling errors	Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.	

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.

<b>Objective</b>	<b>Unsatisfactory 0 points</b>	<b>Satisfactory 5 point</b>	<b>Grade</b>
<b>Discuss the advantages</b>	Description adequate	Description well developed assignment	

<b>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>	with superficial thought and preparation; does not address all aspects of the task.	that fully addresses and develops all aspects of the task.	
<b>Content Contribution</b>	Information that is off-topic, incorrect, or irrelevant to discussion.	Factually correct, reflective and substantive contribution.	
<b>Clarity &amp; Mechanics</b>	Contributes valuable information to discussion with minor clarity or 1-2 grammatical or spelling errors	Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.	

**Case Study \_\_\_\_/10 points**

**Reflective \_\_\_\_/105 points**

**Total: \_\_\_\_/115 points**

**Instructor Signature: \_\_\_\_\_**

**Date: \_\_\_\_\_**