

# defining hope

## Study Guide



**CAROLYN JONES FILM • PRODUCED BY LISA FRANK**

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*Educational material created by Diana Mager, DNP, RN-BC, Associate Professor of Nursing, Fairfield University, for the American Nurses Foundation*

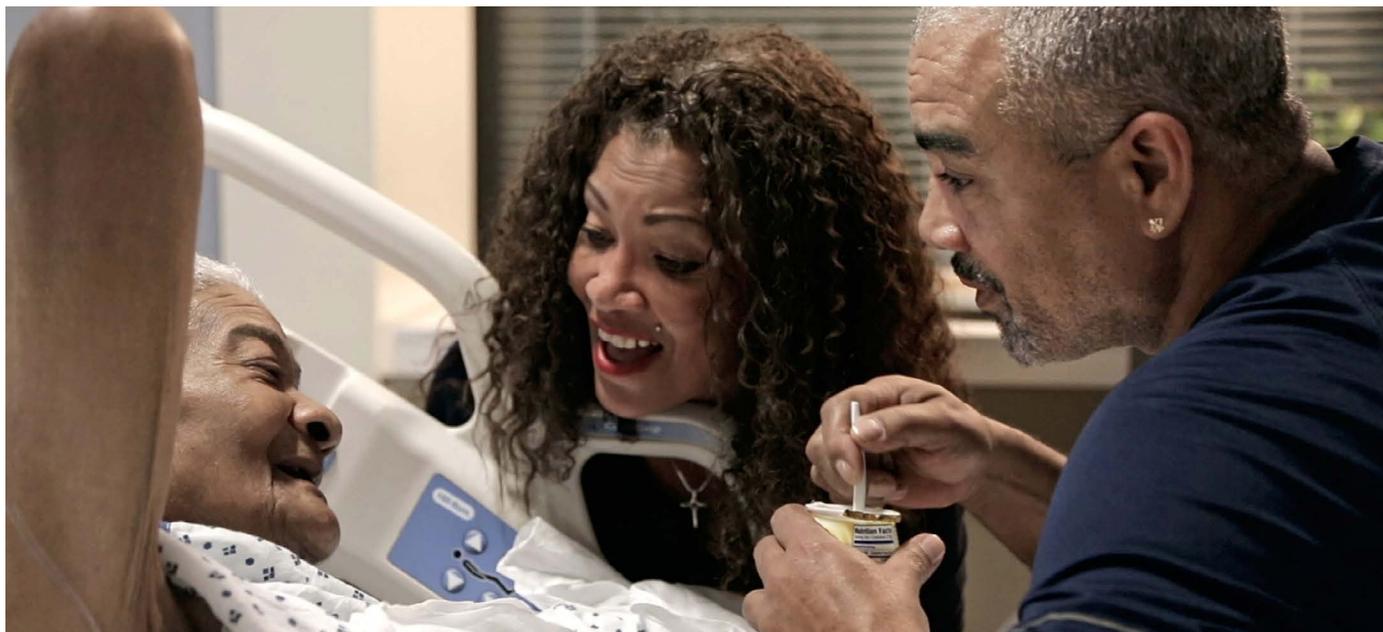


## Video Segment #2

### Remember this Song? (6:10 min.)

[www.hope.film/study-guide-videos](http://www.hope.film/study-guide-videos)

For CNE credits <https://waldenuniversitycne.rievvent.com/a/TRTAOD>



#### Objective

By the end of this video segment, viewers will be able to discuss examples of non-medical comfort measures that can bring peace and joy to patients.

#### Summary

This scene takes place in the hospital where Mrs. Marrero is in bed with her two adult children present. They are singing together.

#### Patients Highlighted

Nina Marrero, diagnosed with Alzheimer's disease six years ago, and her husband Raoul, diagnosed with end-stage cancer.

#### Discussion Points

Mrs. Marrero appears to be rather despondent. Her daughter mentions that she has had Alzheimer's disease for six years and that one day she just stopped talking. She says she wishes she could just have her mom back. Then she starts singing to her mother, and suddenly Mrs. Marrero starts singing along in Spanish. It is so touching that all the medications we have available to us cannot restore memory to Mrs. Marrero, and yet a beautiful song in her native tongue rolls out like she is a young woman again.

#### Discussion Question 1

What are some ways that we can ensure people are treated like people, first, and not just as patients?

#### Further Discussion/Points as Needed to Prompt Audience Interaction

What are some examples of non-medical comfort measures that may be used to help persons feel safe, connected, or secure in their physical setting, but also in their emotional and spiritual place in time? (examples may include particular songs/music, pictures, mementos, religious artifacts, paintings, an article of clothing, a blanket or pillow, a tape of birds singing, a scent). How can a nurse support family involvement so they can have meaningful, mutually enriching and comforting interactions?

## **Discussion Question 2**

Reflect upon a situation where you may have thought that a patient could not see, hear, or perhaps understand you, and then suddenly they said or did something that surprised you. Can you share that situation and how it made you feel? What did you learn as a result of that encounter?

## **Further Discussion/Points as Needed to Prompt Audience Interaction**

What did you learn as a result of watching the encounter between Mrs. Marrero and her family? What effect do you think this encounter may have had on the family?

## **Suggested Applicability to Nursing Courses and/or to Care Settings**

**Courses:** Palliative/Hospice Care; Introduction to Nursing; Geriatric Nursing; Medical/Surgical Nursing; Mental Health Nursing; and any courses focused on culture, communication, spirituality. **Care Settings:** Orientation and/or in-service programs for health care providers in primary, acute, long term, hospice/palliative care, and/or home care settings.

## **Suggested Congruence with ELNEC® Modules**

Palliative Care Nursing; Cultural/Spiritual Considerations in End-of-Life Care; Communication.

## USING THIS GUIDE

*Defining Hope* is a one-hour, eighteen-minute film. This guide was developed to stimulate audience reflection, conversation, and interaction. This guide highlights 14 brief video segments so that viewers may watch single segments of the film focused on particular topics.

The individual video segments can be viewed for free at [www.hope.film/study-guide-videos](http://www.hope.film/study-guide-videos)

Nurses can receive free contact hours for watching each video segment and completing the evaluation thanks to the generous support of Walden University. Walden University is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation. For more information visit [www.hope.film/study-guide-videos](http://www.hope.film/study-guide-videos)

Each of the 14 segments is based on the following template:

Segment #1-14, Title, Length: Each segment is numbered, titled, and followed by the approximate length of run time in minutes for that segment.

### Objective/s

A minimum of one learning objective is included for each video segment.

### Summary

There is a brief overview of the segment followed by a description of the patient or nurse highlighted therein.

### Discussion Points

Each summary is followed by a suggested "discussion point" that the speaker/educator may use to initiate conversation or to present more insight into that segment.

### Discussion Question/s

Discussion points are followed by a minimum of two discussion questions designed to encourage reflection and discussion among audience members. Questions were developed to stimulate interaction; there are no "right" or "wrong" answers.

### Further Discussion/Points as Needed to Prompt Audience Interaction

Discussion questions are followed by further discussion points in the event that the audience

requires more prompting or encouragement to share ideas.

### Suggested Applicability to Nursing Courses and/or to Care Settings

This section provides suggested courses (nursing or other), as well as other care settings where educators may find value by embedding particular video segments into curriculum to highlight a point.

### Suggested Congruence with ELNEC® Modules

This section provides suggested End-of-Life Nursing Education Consortium (ELNEC)® modules where ELNEC® educators may find value by embedding particular segments into their curriculum. ELNEC® is a national education initiative to improve nursing education on end-of-life care. The project is administered by the American Association of Colleges of Nursing and City of Hope.

### Related Segments

Some segments are related to others presented elsewhere in the film. This section provides the titles of any related video segments.

### References

If materials or other sources were used within a section, a reference list is provided.

## OBJECTIVES

**By the end of this film, viewers will be able to:**

1. Discuss key factors that affect patient and family decision making about end-of-life care.
2. Differentiate between hospice and palliative care.
3. Compare and contrast the terms sympathy and empathy.
4. Discuss internal conflicts that people may encounter when making decisions about whether to pursue aggressive treatment for life threatening illnesses.
5. Describe the role of the nurse in palliative care/hospice settings.
6. Discuss how family members play a significant role in decision making surrounding care choices.

## ABOUT THIS GUIDE

Guide created by Diana Mager, DNP, RN-BC, Associate Professor and Director of Continuing Education, Kanarek Center for Palliative Care for Nursing Education, Marion Peckham Egan School of Nursing and Health Studies.

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### The American Nurses Foundation

The American Nurses Foundation is dedicated to transforming the nation's health through the power of nursing. It helps nurses help people by supporting, recognizing and investing in the 4 million nurses across the United States. Learn more about the American Nurses Foundation and recognize nursing excellence at [www.givetonursing.org](http://www.givetonursing.org)

### The Rita & Alex Hillman Foundation

The Rita & Alex Hillman Foundation cultivates nurse leaders, supports nursing research and innovations, and disseminates new models of care—all critical to transforming our health-care system into one that is more patient-centered, accessible, equitable, and affordable; one that delivers the high-quality care patients need and deserve. Learn more about the Rita & Alex Hillman Foundation and our approach to nursing-driven innovation at [www.rahf.org](http://www.rahf.org)

## OTHER RESOURCES BY CAROLYN JONES

From the creators of *Defining Hope*, further film and narrative resources about nurses and nurses' care for the seriously ill can be found at:

[www.DyingInAmerica.org](http://www.DyingInAmerica.org), an interview project that examines the dying experience through the eyes of nurses.

[www.AmericanNurseProject.com](http://www.AmericanNurseProject.com), a multimedia initiative to elevate the voice of nurses in this country by capturing their personal stories through photography and film. A portion of all proceeds benefit a scholarship fund for nurse education through the **American Nurses Foundation**.

## THE FILM

The full film is available at [www.hope.film](http://www.hope.film). A portion of the proceeds from this documentary support programs that advance expertise in palliative nursing practice at the American Nurses Foundation and Jonas Nursing and Veterans Healthcare.

For more information visit [www.hope.film](http://www.hope.film)