

defining hope

Study Guide



CAROLYN JONES FILM • PRODUCED BY LISA FRANK

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Video Segment #9

I'd Rather Be Running (5:37 min.)

www.hope.film/study-guide-videos

For CNE credits: <https://waldenuniversitycne.rievent.com/a/HLKPEA>



Objective

By the end of this video segment, viewers will be able to reflect on how personal experiences, illnesses, or events may affect health care providers in different ways than lay people.

Summary

Diane Ryan, an RN working on the hospice units of Calvary Hospital, reports that her ovarian cancer, first diagnosed in 2013, has returned. She is asking questions about hair loss, and is discussing her current situation and the potential outcomes with her sister as she receives chemotherapy.

Patient Highlighted

Diane, young mother, wife, and hospice nurse. First diagnosed with ovarian cancer in 2013, she was told during the filming of *Defining Hope* that cancer has returned.

Discussion Points

Diane seems to have a realistic view of her possible death related to the recurrence of ovarian cancer. She states, “ ... being a nurse and working with all these cancer patients ... and knowing what can happen, is my disadvantage.” She talks about not being afraid to die, but rather caring more about how she dies, and her desire for comfort and quality of life versus quantity.

Discussion Question 1

How do you think Diane has come to such a clear vision of her future end-of-life care decisions?

Further Discussion/Points as Needed to Prompt Audience Interaction

What kinds of experiences (personal and professional) may have either helped or hindered Diane in reaching decisions regarding end-of-life care choices? (Points to discuss: she has witnessed many patients die after recurrent cancer diagnoses; is she realistic? Idealistic? Has she gained strength or lost hope?) Additionally, Diane states that she has seen peaceful and beautiful deaths, yet we may assume she has also seen the opposite. Discuss how her role as a nurse and also as a patient may influence her choices.

Discussion Question 2

Often we hear nurses say, “I know too much” when it comes to personal medical concerns. How do you deal with the vast knowledge that you have, and how it may sometimes affect your life?

Further Discussion/Points as Needed to Prompt Audience Interaction

Do you diagnose yourself with the worst case scenario each time you don't feel well? Do you ignore symptoms? Or do you frequent your provider's office with many concerns? How do you cope with having all the knowledge and yet not let it hamper your life?

Suggested Applicability to Nursing Courses and/or to Care Settings

Courses: Palliative/Hospice Care; Introduction to Nursing; Nursing Roles; Home Health/Community Nursing; Mental Health Nursing; Medical/Surgical Nursing; and any course focused on communication, quality of life.

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 Nursing Care; Pain Management; Symptom Management; Ethical Issues in Palliative Care Nursing; Cultural/Spiritual Considerations in End-of-Life Care; Communication; Loss, Grief, Bereavement.

Related Video Segments

#4: I'm Here Now; #14: Every Day Is a Special Day.

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

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

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

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

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, an interview project that examines the dying experience through the eyes of nurses.

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. 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