Simulation Design Template

Jayla Wright Simulation #1

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| **Date:** **Discipline:** Nursing**Expected Simulation Run Time:** 20 minutes**Location:** Emergency department**Today’s Date:** | **File Name:****Student Level:** **Guided Reflection Time:** Twice the amount of time that the simulation runs.**Location for Reflection:**  |

Brief Description of Patient

**Name:** Jayla Wright **Pronouns:** she/her/hers

**Date of Birth**: 4/18/YYYY (reflect age 24) **Age**: 24

**Sex Assigned at Birth:** Male **Gender Identity**: Female

**Sexual Orientation:** Heterosexual **Marital Status:** N/A

**Weight:** 135lbs **Height:** 5’10”

**Racial Group:** Black/African American **Language:** English **Religion:** Faculty can select

**Employment Status:** self-employed **Insurance Status:** None **Veteran Status:** N/A

**Support Person:** Stasha Collins **Support Phone:** 440-563-5741

**Allergies:** None **Immunizations:** Unknown

**Attending Provider/Team:** P. Jablonski, MD

**Past Medical History:** Healthy 24 year old

**History of Present Illness:** Fell five days ago; unknown tetanus vaccine status; wound left upper thigh.

**Social History:** Jayla is woman of color living with friends in an urban apartment.

**Primary Medical Diagnosis:** Possible wound infection

**Surgeries/Procedures & Dates:** none

Psychomotor Skills Required of Participants Prior to Simulation

* IM Injection
* Vital Signs

Cognitive Activities Required of Participants Prior to Simulation

This simulation involves caring for a patient who self-identifies as transgender. Transgender (or trans) is a term for individuals whose gender identity and/or expression differs from the sex they were assigned at birth. One can also be gender fluid and/or non-binary, in addition to self-identifying as male or female. A person can be transgender and not be “transitioning” i.e. taking medications and/or actively seeking surgical options.

Please note, gender identity is different than sexual orientation.

* Resources Transgender/Non-Binary: <https://www.hrc.org/resources/transgender>
* LGBTQ+ Equality by State: <https://transgenderlawcenter.org/equalitymap>
* Tetanus Dosage: <https://www.drugs.com/dosage/tetanus-toxoid.html>
* Tetanus Vaccination: <https://www.cdc.gov/vaccines/vpd/tetanus/index.html>
* Administering Diptheria, Tetanus, and Pertussis Vaccines: <https://www.cdc.gov/vaccines/vpd/dtap-tdap-td/hcp/administering-vaccine.html>
* LGBTQIA+ Glossary of Terms for Health Care Teams created by the National LGBTQIA+ Health Education Center, a program of the Fenway Institute: <https://www.lgbtqiahealtheducation.org/publication/lgbtqia-glossary-of-terms-for-health-care-teams/>
* Nursing Care for LGBTQ+ Patients: Tips and Resources by NurseJournal – <https://nursejournal.org/articles/nursing-care-lgbtq-patients/>

Simulation Learning Objectives

General Objectives (Note: The objectives listed below are general in nature and once learners have been exposed to the content, they are expected to maintain competency in these areas. Not every simulation will include all of the objectives listed.)

1. Practice standard precautions.
2. Employ strategies to reduce risk of harm to the patient.
3. Conduct assessments appropriate for care of patient in an organized and systematic manner.
4. Perform priority nursing actions based on assessment and clinical data*.*
5. Reassess/monitor patient status following nursing interventions.
6. Communicate with patient and family in a manner that illustrates caring, reflects cultural awareness, and addresses psychosocial needs.
7. Communicate appropriately with other health care team members in a timely, organized, patient-specific manner.
8. Make clinical judgments and decisions that are evidence-based.
9. Practice within nursing scope of practice.
10. Demonstrate knowledge of legal and ethical obligations.

Simulation Scenario Objectives

1. Demonstrate therapeutic communication and inclusive care.
2. Demonstrate safe medication administration.
3. Provide dignity and care of the patient.

Faculty Reference

This simulation involves caring for a patient who self-identifies as transgender. Transgender (or trans) is a term for individuals whose gender identity and/or expression differs from the sex they were assigned at birth. One can also be gender fluid and/or non-binary, in addition to self-identifying as male or female. A person can be transgender and not be “transitioning” i.e. taking medications and/or actively seeking surgical options.

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* Nursing Care for LGBTQ+ Patients: Tips and Resources by NurseJournal – <https://nursejournal.org/articles/nursing-care-lgbtq-patients/>

The Healthcare Simulation Standards of Best Practice™

<https://www.inacsl.org/healthcare-simulation-standards>

Setting/Environment

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| --- | --- |
| [x]  Emergency Department[ ]  Medical-Surgical Unit[ ]  Pediatric Unit[ ]  Maternity Unit[ ]  Behavioral Health Unit | [ ]  ICU[ ]  OR / PACU[ ]  Rehabilitation Unit[ ]  Home [ ]  Outpatient Clinic[ ]  Other:  |

Equipment/Supplies

**Simulated Patient/Manikin(s) Needed:** Use of a SP who is trans and a woman of color is ideal for authenticity of the experience. View the [Guidance for finding Standardized Participants for ACE+ unfolding cases document](https://www.nln.org/docs/default-source/uploadedfiles/professional-development-programs/ace-series/aceplus-guidance-for-finding-standardized-participants-for-ace-unfolding-cases.pdf?sfvrsn=8934831_7) for ideas on how to recruit appropriate SPs for use in the ACE+ cases.

**Recommended Mode for Simulator:** N/A

**Other Props & Moulage:** N/A

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| **Equipment Attached to Manikin/Simulated Patient:**[x]  ID band \*Jamal Wright and male[ ]  IV tubing with primary line fluids running at \_\_mL/hr[ ]  Secondary IV line running at \_\_ mL/hr[ ]  IVPB with \_\_ running at \_\_ mL/hr[ ]  IV pump[ ]  PCA pump [ ]  Foley catheter with \_\_ mL output[ ]  02 [ ]  Monitor attached[ ]  Other: **Other Essential Equipment:** **Medications and Fluids:**[ ]  Oral Meds: [ ]  IV Fluids: [ ]  IVPB: [ ]  IV Push: [x]  IM or SC: Tdap 0.5 mL IM | **Equipment Available in Room:**[ ]  Bedpan/urinal[ ]  02 delivery device (type) [ ]  Foley kit[ ]  Straight catheter kit[ ]  Incentive spirometer[ ]  Fluids[ ]  IV start kit[ ]  IV tubing[ ]  IVPB tubing[ ]  IV pump[ ]  Feeding pump[ ]  Crash cart with airway devices and emergency medications[ ]  Defibrillator/pacer[ ]  Suction [ ]  Other:  |

Roles

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| [x]  Nurse 1[ ]  Nurse 2[ ]  Nurse 3[ ]  Provider (physician/advanced practice nurse)[ ]  Other healthcare professionals:  (pharmacist, respiratory therapist, etc.) | [ ]  Observer(s)[ ]  Recorder(s)[ ]  Family member #1[ ]  Family member #2[ ]  Clergy[ ]  Unlicensed assistive personnel [ ]  Other: |

Guidelines/Information Related to Roles

Learners in role of nurse should determine which assessments and interventions each will be responsible for, or facilitator can assign nurse 1 and nurse 2 roles with related responsibilities.

Information on behaviors, emotional tone, and what cues are permitted should be clearly communicated for each role. A script may be created from Scenario Progression Outline.

Pre-briefing/Briefing

Prior to report, participants will need pre-briefing/briefing. During this time, faculty/facilitators should establish a safe container for learning, discuss the fiction contract and confidentiality, and orient participants to the environment, roles, time allotment, and objectives.

For a comprehensive checklist and information on its development, go to <https://www.nln.org/education/education/sirc/sirc/sirc-resources/sirc-tools-and-tips#simtemplate>.

Report Students Will Receive Before Simulation

**Time**: 0400

**Person providing report:** Triage Nurse

**Situation:** Jayla Wright is a 24-year-old woman of color. She fell exiting public transportation five days ago.

**Background:** Jayla fell five days ago exiting public transportation. She presents to the Emergency Department with a wound on her left upper thigh. She denies hitting her head or losing consciousness. She has been trying to care for her wound as she is reluctant to seek care. Her friends were insistent she seek medical attention when her wound started draining.

**Assessment:** Jayla is alert and oriented. She has a wound present on her left upper thigh with purulent drainage. She cannot recall her last tetanus vaccine and does not have a primary care provider. Jayla denies taking medications.

**Recommendation:** Obtain vital signs. Administer Jayla a tetanus vaccine. Talk to Jayla regarding her reluctance to seek medical attention. \*\* Faculty note\*\* may also want students to perform an assessment. Would consider the time students would be able to complete.

Scenario Progression Outline

**Patient Name:** Jayla Wright **Date of Birth:** 4/18/YYYY (reflect age 24)

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| **Timing (approx.)** | **Manikin/SP Actions** | **Expected Interventions** | **May Use the Following Cues** |
| **0-5 min** | Jayla is sitting in bed, maybe looking at her phone or reading a book/magazine. Still wearing her personal clothes. “My name is Jayla Wright, 4/18/YYYY, and I hurt my thigh when I fell five days ago. I tried to clean and bandage it at home, but it started oozing and not looking right.” **Jayla is a sad/frustrated depending of the reaction of the nurse**. “Look, I know the chart says “Jamal” and that I am male. I’m not. My name is Jayla, and I am female. I am unable to change any forms of identification.”**If the nurse continues to focus on the chart not aligning with what you’re saying-**“This is one of the reasons I do not come to the hospital or ever seek medical attention.”“Every time I try to go to the doctor everyone is always so focused on how my name and gender do not match my forms of identification. Did you know every time you call me “Jamal” or tell me I’m a male, you are dead-naming me and shaming me for trying to be my most authentic self?”* NOTE: If the student is not familiar with deadnaming:
	+ Deadnaming occurs when someone, intentionally or not, refers to **a person who is transgender by the name they used before they transitioned**. You may also hear it described as referring to someone by their “birth name” or their “given name.”
 | **Learners should begin by:*** Performing hand hygiene
* Introducing selves
* Confirming patient ID
* Nurse should place ID band on patient and realize the gender does not match.
* Asking the patient what brought her to the ED today.
* Obtain vital signs

\*\*Faculty note\*\* Faculty may also want students to perform an assessment. Would consider the time students would be able to complete.  | **Role member providing cue:** Simulated patient**Cue:** Throughout the scenario, if students do not ask appropriate questions, SP can volunteer information listed in SP Actions column. |
| **5-10 min** | **“**I just want to be treated as a person.” **In regards to the vaccine and wound:** “I honestly cannot remember the last time I have a vaccine of any kind. As I said before, I really haven’t been to the doctor. I feel like I’m healthy. I tried to keep this wound clean and dry, but I’m afraid it is too deep.”“I really tried to avoid coming here”. But the drainage became yellowish and a little smelly.” “I’ve noticed I’m a bit more tired and my best friend insisted on bringing me in.” | **Learners are expected to**:* Apologize if the nurse deadnamed Jayla
* Respond to the patient in a non-judgmental and gender affirming way.
* Ask the patient more about the wound and when they last had a Tetanus vaccine.
 | **Role member providing cue:** Simulated patient**Cue:** Throughout the scenario, if students do not ask appropriate questions, SP can volunteer information listed in SP Actions column. |
| **10-15 min** | **If needed, re-direct the nurse to the reasons there is a reluctance in seeking care.**“One time, I went to the doctor…I cannot honestly remember the reason…but the entire time they kept saying “him/he” and the doctor insisted in looking at my private areas, even though it had nothing to do with why I was there.”“They mocked me and treated me like I was some object and not even a person.”“I grabbed my things and just left.” “It is exhausting, not knowing how healthcare providers will react…feeling like I have to educate them regarding what being trans means.” | **Learners are expected to**:* Use therapeutic communication.
* Ask open-ended questions.
* Acknowledge patient’s feelings.
* Reassure patient of her feelings without minimizing them.
* Discuss reluctance in seeking medical care.
 | **Role member providing cue:** Simulated patient**Cue:** Throughout the scenario, if students do not ask appropriate questions, SP can volunteer information listed in SP Actions column. |
| **15-20 min** | “What things should I look for after receiving this shot?” | **Learners are expected to**:* Educate patient regarding Tetanus vaccine/booster.
* Administer Tetanus booster.
 | **Role member providing cue:** Simulated patient**Cue:** Throughout the scenario, if students do not ask appropriate questions, SP can volunteer information listed in SP Actions column. |

Debriefing/Guided Reflection

Note to Faculty

We recognize that faculty will implement the materials we have provided in many ways and venues. Some may use them exactly as written and others will adapt and modify extensively. Some may choose to implement materials and initiate relevant discussions around this content in the classroom or clinical setting in addition to providing a simulation experience. We have designed this scenario to provide an enriching experiential learning encounter that will allow learners to accomplish the listed objectives and spark rich discussion during debriefing. There are a few main themes that we hope learners will bring up during debriefing, but if they do not, we encourage you to introduce them.

**Themes for this scenario:**

* Safe medication administration.
* Providing dignity and care of the patient.
* Therapeutic communication.
* Gender affirming and inclusive care.
* Treating the patient as a human.

We do not expect you to introduce all of the questions listed below. The questions are presented only to suggest topics that may inspire the learning conversation. Learner actions and responses observed by the debriefer should be specifically addressed using a theory-based debriefing methodology (e.g., Debriefing with Good Judgment, Debriefing for Meaningful Learning, PEARLS). The debriefing questions for consideration are organized into the phases of debriefing, as recommended by the Healthcare Simulation Standard of Best Practice™ The Debriefing Process. The following phases are included below: Reactions/Defuse, Analysis/Discovery and Summary/Application. Remember to also identify important concepts or curricular threads that are specific to your program.

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| **Debriefing Phase** | **Debriefing Questions for Consideration** |
| Reactions/ Defuse  | How did you feel throughout the simulation experience? |
| Give a brief summary of this patient and what happened in the simulation. |
| What were the main problems that you identified? |
| Analysis/ Discovery | Discuss the knowledge guiding your thinking surrounding these main problems. |
| What were the key assessment and interventions for this patient? |
| Discuss how you identified these key assessments and interventions. |
| Discuss the information resources you used to assess this patient. How did this guide your care planning? |
| Discuss the clinical manifestations evidenced during your assessment. How would you explain these manifestations? |
| Explain the nursing management considerations for this patient. Discuss the knowledge guiding your thinking. |
| What information and information management tools did you use to monitor this patient’s outcomes? Explain your thinking. |
| How did you communicate with the patient? |
| What specific issues would you want to take into consideration to provide for this patient’s unique care needs? |
| Discuss the safety issues you considered when implementing care for this patient. |
| What measures did you implement to ensure safe patient care? |
| What other members of the care team should you consider important to achieving good care outcomes? |
| How would you assess the quality of care provided? |
| What could you do improve the quality of care for this patient? |
| Summary/ Application | If you were able to do this again, how would you handle the situation differently? |
| What did you learn from this experience? |
| How will you apply what you learned today to your clinical practice? |
| Is there anything else you would like to discuss? |

Guided Debriefing Tool

The NLN created a Guided Debriefing Tool to provide structure from which facilitator observations can make objective notes of learner behaviors in simulation in direct relationship to the learning outcomes. [Download the NLN Guided Debriefing Tool](https://www.nln.org/docs/default-source/uploadedfiles/professional-development-programs/sirc/guided-debriefing-tool.docx?sfvrsn=f659d27e_3).