Simulation Design Template

Jayla Wright Simulation #2

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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:** 135 lb **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; would 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

* Wound Assessment/Dressing Change
* IV antibiotics (Could be PO depending on level of student)

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.

**Articles/Websites regarding Trans Women of Color and Safety**

* America’s War on Black Trans Women – <https://harvardcrcl.org/americas-war-on-black-trans-women/>
* 'The Death and Life of Marsha P. Johnson' Celebrates the Black Trans Revolutionary's Activism and Tries to Solve the Mystery of Her Death – <https://www.colorlines.com/articles/death-and-life-marsha-p-johnson-celebrates-black-trans-revolutionarys-activism-and-tries>
* Fatal Violence Against the Transgender and Gender Non-Conforming Community in 2021 - <https://www.hrc.org/resources/fatal-violence-against-the-transgender-and-gender-non-conforming-community-in-2021>
* HRC Mourns Dominique Jackson, Black Trans Woman Killed in Mississippi - <https://www.hrc.org/news/hrc-mourns-dominique-jackson-black-trans-woman-killed-in-mississippi>
* Issues | Anti-Violence – <https://transequality.org/issues/anti-violence>
* To Protect Black Trans Lives, Decriminalize Sex Work – <https://www.aclu.org/news/lgbtq-rights/to-protect-black-trans-lives-decriminalize-sex-work/>
* These Travel Apps Are Helping LGBTQ+ Folks Stay Safe On Vacation – <https://cassiuslife.com/86911/lgbtq-travel-safety-apps/>
* Transgender women of color and HIV – <https://www.apa.org/pi/aids/resources/exchange/2018/03/transgender-women-hiv>

**Resources on LGBTQ+ terminology**

* 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. Complete a wound assessment.
2. Demonstrate wound care per provider’s orders.
3. Administered IV antibiotics (Could be PO depending on level of student).
4. Provide community resources offered to the LGBTQ+ community.

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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* Fatal Violence Against the Transgender and Gender Non-Conforming Community in 2021 – <https://www.hrc.org/resources/fatal-violence-against-the-transgender-and-gender-non-conforming-community-in-2021>
* HRC Mourns Dominique Jackson, Black Trans Woman Killed in Mississippi – <https://www.hrc.org/news/hrc-mourns-dominique-jackson-black-trans-woman-killed-in-mississippi>
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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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| --- | --- |
| 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. This could be a partnered simulation.

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

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

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| **Equipment Attached to Manikin/Simulated Patient:**  ID band \*Jamal 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:  IM or SC: | **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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| 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**: 0700

**Person providing report:** 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. The previous shift administered a Tetanus booster, as she could not recall her last dose.

**Assessment:** Jayla is alert and oriented. She has a wound present on her left upper thigh with purulent drainage. Jayla denies taking medications.

**Recommendation:** Complete a wound assessment. Perform a dressing change per provider’s order. Administer medications per provider’s order. Discuss community resources for LGBTQ+.

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** | J. Wright is sitting in bed, maybe looking at her phone or reading a book/magazine. She is in a hospital gown  “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.”  “The last nurse gave me my tetanus shot. They said they were waiting on the provider’s orders to clean my wound and I might need some medicine?”  “I’m not sure if the last nurse told you… I am trans, so when you assess my thigh, I need you to know my genitalia does not match how I identify.” | **Learners should begin by:**   * Performing hand hygiene * Introducing selves * Confirming patient ID * The student should assess the wound and have all supplies needed to apply a dressing to the wound. | **Role member providing cue:** Standardized patient  **Cue:** Throughout the scenario, if students do not ask appropriate questions, SP can volunteer information listed in SP Actions column. |
| **5-10 min** | **J. Wright can be matter of fact and a little hesitant (if needed)** “I avoid seeking any sort or medical attention because of how I have been treated in the past.”  “I just want to be seen as a person.”  **Depending on the student’s response (if student is affirming then) “**How is my wound looking?”  **If the student is not affirming:** “Have you ever cared for a trans person before?” “My dignity is the same as if I were cisgender.” | **Learners are expected to**:   * Respond to the patient in a non-judgmental and gender affirming way. * Inform patient on the plan of care. * Perform a wound assessment. * Provide wound care per provider’s order. | **Role member providing cue:** Standardized patient  **Cue:** Throughout the scenario, if students do not ask appropriate questions, SP can volunteer information listed in SP Actions column. |
| **10-15 min** | “Will someone tell me how to care for this wound?”  “Do you know much about the antibiotic being given?  “How long do you think I’ll have to be on antibiotics?” | **Learners are expected to**:   * Use therapeutic communication. * Ask open-ended questions. * Acknowledge patient’s feelings. * Reassure patient of her feelings without minimizing them. * Provide wound care per provider’s order. * Administer medications per provider’s order. * Educate patient regarding wound care and antibiotics. | **Role member providing cue:** Standardized patient  **Cue:** Throughout the scenario, if students do not ask appropriate questions, SP can volunteer information listed in SP Actions column. |
| **15-20 min** | “I do not have a doctor…Do you know any places within the community who care for LGBTQ+ people?”  “I want to find a provider who will treat me with kindness and dignity.”  “None of my friends and I feel safe seeking care from a provider we do not know.” | **Learners are expected to**:   * Discuss reluctance in seeking medical care. * Discuss community resources available to LGBTQ+ people. | **Role member providing cue:** Standardized 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.
* Complete a wound assessment
* Perform a dressing change.
* 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).