Simulation Design Template

Jayla Wright Simulation #3

|  |  |
| --- | --- |
| **Date:**  **Discipline:** Nursing  **Expected Simulation Run Time:** 20 minutes  **Location:**  **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:**

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

**History of Present Illness:** At clinic for regular check-up

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

**Primary Medical Diagnosis:** None

**Surgeries/Procedures & Dates:** None

Psychomotor Skills Required of Participants Prior to Simulation

None listed.

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.

* Center for Disease Control and Prevention: A Guide to Taking a Sexual History: <https://www.cdc.gov/std/treatment/sexualhistory.pdf>
* Sexually Transmitted Infections Treatment Guidelines, 2021: <https://www.cdc.gov/std/treatment-guidelines/toc.htm>
* Sexually Transmitted Infections Treatment Guidelines, 2021, Transgender and Gender Diverse Persons: <https://www.cdc.gov/std/treatment-guidelines/trans.htm>

**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. Review a health history.
2. Complete a STI screening.
3. Provide therapeutic communication and provide a safe and inclusive space.

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.

Please note, gender identity is different than sexual orientation.

* Center for Disease Control and Prevention: A Guide to Taking a Sexual History: <https://www.cdc.gov/std/treatment/sexualhistory.pdf>
* Sexually Transmitted Infections Treatment Guidelines, 2021: <https://www.cdc.gov/std/treatment-guidelines/toc.htm>
* Sexually Transmitted Infections Treatment Guidelines, 2021, Transgender and Gender Diverse Persons: <https://www.cdc.gov/std/treatment-guidelines/trans.htm>

**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/>

The Healthcare Simulation Standards of Best Practice™

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

Setting/Environment

|  |  |
| --- | --- |
| 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

|  |  |
| --- | --- |
| **Equipment Attached to Manikin/Simulated Patient:**  ID band  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

|  |  |
| --- | --- |
| 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**: 1000

**Person providing report:** Front Desk Person

**Situation:** Jayla Wright is a 24-year-old woman of color.

**Background:** Six months have passed since Jayla was seen in the Emergency Department for a wound she sustained falling off public transportation. A nurse gave her a few community resources for a clinic who specializes in LGBTQ+ health. Jayla is visiting the community clinic for the first time.

**Assessment:** Jayla is alert and oriented.

**Recommendation:** Complete a Health History and STI Screening.

Scenario Progression Outline

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Timing (approx.)** | **Manikin/SP Actions** | **Expected Interventions** | **May Use the Following Cues** |
| **0-5 min** | **Jayla is sitting in a chair, reading a book/looking at her phone.**  “My name is Jayla Wright. 4/18/XX.”  “I’m a little nervous. I haven’t been to the doctor in forever.”  “I fell six months ago and had to go to the Emergency Department.”  “One of the nurses at the Emergency Department told me about this clinic. She told me you specialize in LGBTQ+ health.”  “I am trans, so it is important for me to feel safe and treated as a person.” | **Learners should begin by:**   * Performing hand hygiene * Introducing selves * Confirming patient ID   **Learners are expected to:**   * Ask patient what brings them in today. | **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** | Jayla can answer any health history questions as needed.  She is not allergic to anything. Overall, healthy.  **Jayla responses to Social History Questions:**   * “I do not smoke.” * “Yes, I consume alcohol. I usually have 5 to 6 cocktails or drinks a week.”   **Jayla responses to Reproductive/Sexual Health Questions:**   * Are you sexually active?   “Yes, I have been a sex worker for 7 years.” | **Learners are expected to**:   * Respond to the patient in a non-judgmental and gender affirming way. * Review a Health History.   **Learners are expected to**:   * Ask questions related to health intake form Jayla completed prior to arrival. * Ask questions related to Social History and Reproductive/ Sexual Health | **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** | * Do you consider yourself to be? “Heterosexual, I only have sex with men.” * What sex were you assigned at birth? “Male.” * What is your current gender identity?   “Female” (Transgender female/ Trans Woman)   * Students may need to be prompted regarding the genitalia Jayla has. **This will help determine screening questions.** * In the past year, have you had sex with? Men only? Women only? Both men and women?   “Men only”   * Students may need to be prompted to ask about use of protection.   “It really depends; I’d say 70% of the time protection is used.”   * What type of sexual contact have you had?   “Oral sex and anal sex”   * Have you had any sexually transmitted diseases?   “Not that I know of.” | **Learners are expected to**:   * Use therapeutic communication. * Ask open-ended questions. * Acknowledge patient’s feelings. * Reassure patient of her feelings without minimizing them. * Complete a STI Screening. * Ask questions related to Social History and Reproductive/ Sexual Health | **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** | “How often should I plan to come for STI screenings?” | **Learners are expected to**:   * Discuss how often she needs to be screened for STIs. | **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:**

* Review a health history.
* Complete a STI screening.
* 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.

|  |  |
| --- | --- |
| **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).