Simulation Design Template

Zachary Miller Simulation #1

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| **Date:**  **Discipline:** Nursing  **Expected Simulation Run Time:** 20 minutes  **Location:** School nurse office  **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**: Zachary Alexander Miller **Pronouns**: N/A

**Date of Birth**: 09-09-YYYY (reflect age 14) **Age**: 14

**Sex Assigned at Birth**: Male **Gender Identity**: N/A

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

**Weight**: 112.0 lb (50.8 kg) **Height**: 64.5” (163.8 cm)

**Racial Group**: Faculty can select **Language**: English **Religion**: Methodist

**Insurance Status**: Father has insurance through employer

**Support Person**: Mom Natalie and Dad David **Support Phone**: 778-631-8584

**Allergies**: NKA **Immunizations**: up to date

**Attending Provider/Team**: School Nurse

**Past Medical History**: Unremarkable birth history.

**History of Present Illness**: N/A

**Social History**: Lives with his parents and three siblings. Everyone in the family is very involved in sports, school activities such as drama, band and choir, and the local church. Zach has two older brothers and one younger sister. His dad works as an electrical engineer and his mom has a home-based bookkeeping business. Zach’s grandparents live nearby and have a close relationship with the family. They help by taking the grandchildren to their extra-curricular activities and watching them whenever it is needed.

**Primary Medical Diagnosis**: N/A

**Surgeries/Procedures & Dates:** None

Psychomotor Skills Required of Participants Prior to Simulation

No psychomotor skills required for this simulation as the focus is on communication.

Cognitive Activities Required of Participants Prior to Simulation

Read the following:

* LGBTQ content from current pediatric textbook
* Understanding Gender Identities – <https://www.thetrevorproject.org/resources/article/understanding-gender-identities/>
* A Guide to Being an Ally to Transgender and Nonbinary Youth – <https://www.thetrevorproject.org/resources/guide/a-guide-to-being-an-ally-to-transgender-and-nonbinary-youth/>
* You Asked It: Do My Parents Need to Know My Gender Identity? – <https://www.teenhealthcare.org/blog/you-asked-it-do-my-parents-need-to-know-my-gender-identity/>
* The Coming Out Handbook – <https://www.thetrevorproject.org/resources/guide/the-coming-out-handbook/#sm.0001stjie8eoocqluj81urbt42lto>
* Name changes in your state – <https://transequality.org/documents>.

Review the following:

* communication content from previous courses
* adolescent communication textbook pages and classroom notes.
* developmentally appropriate teaching strategies when caring for an adolescent person
* 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. Discuss strategies for creating an affirming environment for a young adult who is exploring gender identity and sexual orientation.
2. Utilize therapeutic communication strategies while incorporating inclusive language*.*
3. Demonstrate effective teaching strategies when providing information about sensitive topics (gender identity, sexual orientation, family acceptance, name change) to an adolescent.

Faculty References

A Guide to Being an Ally to Transgender and Nonbinary Youth – <https://www.thetrevorproject.org/resources/guide/a-guide-to-being-an-ally-to-transgender-and-nonbinary-youth/>

Sexual Orientation – <https://www.thetrevorproject.org/resources/category/sexual-orientation/>

Gender Identify – <https://www.thetrevorproject.org/resources/category/gender-identity/>

SOGI Nursing References for Nurses and health care providers –<https://soginursing.ca/index.php/bibliography/>

Providing Affirmative Care for Patients with Non-binary Gender Identities – <https://www.lgbtqiahealtheducation.org/wp-content/uploads/2017/02/Providing-Affirmative-Care-for-People-with-Non-Binary-Gender-Identities.pdf>

Supporting the Health and Well-Being of Transgender Students –

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7083233/>

Gender Creative Kids – <https://gendercreativekids.com/>

Name change information. Use this website to find information about how a minor can change their name in your State – <https://transequality.org/documents>

CDC LGBT Youth Resources – <https://www.cdc.gov/lgbthealth/youth-resources.htm>

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

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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: School nurse office |

Equipment/Supplies

**Simulated Patient/Manikin(s) Needed:** Adolescent simulated patient.

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

**Other Props & Moulage:** Adolescent should be wearing gender neutral clothing and have a gender-neutral hair style.

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| **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: Young adult LGBTQ+ resources |

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) - optional  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.

Zach is a quiet, shy, and mature person. He is feeling nervous, but excited about meeting with the school nurse. He has never felt like he fits with anyone else, but recently he connected with the nurse at the public health clinical where he got his immunizations. This nurse was the first person who he has met that made him feel like he was okay.

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 <http://www.nln.org/sirc/sirc-resources/sirc-tools-and-tips#simtemplate>.

Report Students Will Receive Before Simulation

**Time:** 1200 (simulate lunch hour meeting)

**Person providing report:** Front desk administrative assistant.

**Situation:** Zach is 14 years old and is coming to discuss gender identity and sexual orientation with you.

**Background:** Zach has never felt like he fits in any group of people. He has always wondered about this. Recently, a group of nursing students came to his school to talk about equity and diversity. They mentioned that some individuals don’t identify with the gender they are assigned at birth. He is now wondering if maybe this is why he doesn’t feel like he fits into any group. He also recently had his immunizations and the public health nurse that gave him the vaccine created an inclusive/affirming environment. He is curious about this topic and wants to gather more information from a trusted source. Zach doesn’t want anyone to know how he is feeling, so he is coming to this visit to “ask questions for a friend” who is curious about sexual and gender identity.

**Assessment:** Healthy 14-year-old.

**Recommendation:** Create an affirming environment so that Zach feels comfortable discussing gender identity and sexual orientation.

Scenario Progression Outline

**Patient Name:** Zach Miller **Date of Birth:** 09-09-YYYY (reflect age 14)

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| **Timing (approx.)** | **Manikin/SP Actions** | **Expected Interventions** | **May Use the Following Cues** |
| **0-5 min** | **Zach**: “My name is Zach, I’m fourteen. I’ve heard a few other people ask about pronouns and I’m wondering why people ask about this?”  Pronouns are he/him/his.    **Zach**: “My friend doesn’t really fit in with anyone and he’s asking a lot of questions about gender. He was born a boy but doesn’t really feel like a boy. He also doesn’t really feel like a girl. He’s wondering if this is normal” | **Learners should begin by:**   * Introduce selves, * Confirm adolescents name and pronouns   Find out reason for visit  Confirm that it's okay to have questions about gender. | **Role member providing cue:** Zach  **Cue:** If learners do not ask name and pronouns you should say “My name is Zach. The last nurse I saw asked for my pronouns. Is that something that you do? Why do some nurses ask, and others don’t?” |
|  | **Zach:** “He also doesn’t really know who to talk to about this kind of thing. Are you a good person to talk to?” | Confirm that Zach has come to the right place and provide information about other resources. |  |
| **5-20 min** | **Zach**: I don’t know much about this stuff. There was a presentation about equity and diversity which gave me some ideas, but I really want to help my friend so anything that you tell me would help.” | **Learners are expected to**:  Ask what he already knows or more clarifying questions (find out more about what the friend wants to know)  Provide relevant information about gender fluidity terminology.  Listen and be empathetic | **Role member providing cue:** Zach  **Cue:** If learners do not ask what you already know about the topic prior to providing information, say “I already know about that, can you give me more information about (something other than what the student is teaching). |
|  | **Zach:** “He says he’s never really felt comfortable in his own skin. He feels alone and can’t relate to kids his own age…or any age”  “He’s also wondering about liking boys or girls. He doesn’t really like boys or girls. He says it’s more about the person and he sometimes wants to kiss girls and sometimes boys. Is this normal? What does it mean?”  “He’s also really worried that his parents will be mad if he doesn’t act like a normal boy or if he likes boys and girls...you know…rather than just girls.” | Provide information about the difference between gender identity and sexual orientation.  Provide information about communicating with family and others about your gender preference. | **Role member providing cue:** Zach  **Cue:** If students don’t listen, say “you don’t understand, no one understands, I knew I shouldn’t have come here today” |
|  | **If learners have created an affirming environment:**  Zach hesitantly acknowledges that this is really about him “So...you know...I haven’t been really telling you the truth. This whole thing is really about me. Sometimes I feel so lost and scared. I don’t fit and so people judge me and I’m afraid to open up and get answers...it’s pretty confusing and scary. | Listen and show empathy |  |
|  | “This has helped a lot, but I have one more question. What do you know about changing your name”? I heard that it’s possible, but what do you think?  “I’d really like to be called Alex. It’s my middle name and just feels so much more comfortable. Is it easy to change names?” | Provide resources/ information about name changes |  |
|  | **If learners do not create an affirming environment:**  “I have one more question. My friend is also really uncomfortable with his name and would like to be called something else. Is this possible?”  **If learners have created an affirming environment:**  “Thanks for your help today. I need to get back to class. If I have any more questions, can I come and see you again?”  **If learners do not create an affirming environment:**  “Thanks for your help today. I’ll give my friend this information. I need to get back to class.” | Ask if there are any additional questions |  |

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:**

* The use of creating a non-judgmental environment using inclusive language
* Knowledge of resources for adolescents who are questioning their gender identity and sexual orientation
* Family acceptance of teen sexual orientation and gender identity.
* Changing one’s name formally and informally.

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).