

# CSA IMPLICIT BIAS SCENARIO SERIES

## SUMMARY OF SCENARIOS

**CONTEXT:** Studies support the notion that healthcare professionals are not exempt from bias. Education, introspection and dialogue surrounding one’s own bias can create significant emotions. Readily admitting to personal biases and/or their potential influence on clinical practice are unlikely to occur in one simulation. Therefore, the aim of the scenario series is not to identify individual biases in front of peers in a “gotcha” style, but rather provide a clinical experience that allows the learner to safely explore concepts of bias while having the opportunity to develop and practice specific interpersonal skills. The RESPECT model is used as a guiding framework for the majority of the scenarios.

PURPOSE	OBJECTIVES	SUMMARY
<p><b>Nº. 1 STEREOTYPES AND BIAS</b></p> <p>The purpose of this scenario is to increase awareness of stereotypes, and conscious and unconscious bias. Patient centered care and therapeutic communication will be strategies used to promote individuation. The concept of implicit bias will be introduced in the prework and revisited in the debrief. The debrief can also be a venue to introduce a framework to guide the learner in what they could do if they identify they have a bias toward a patient characteristic and/or group.</p>	<ol style="list-style-type: none"> <li>1. The learner identifies potential implicit and/or conscious biases associated with patient characteristics.</li> <li>2. Throughout the scenario, the learner observes Mrs. Alpine as an individual (e.g., learns about their personal history and the context that brought them to the hospital). [Individuation]</li> <li>3. The learner uses open-ended questions to learn about Mrs. Alpine history and context that brought her to the hospital.</li> <li>4. The learner listens carefully and respectfully.</li> <li>5. The learner asks clarifying questions to understand Mrs. Alpines perspectives, experiences, values and preferences.</li> <li>6. Following the scenario, the learner feels empowered to explore any personal biases they may have been identified during the scenario.</li> </ol>	<p>Mrs. Enid Alpine is a 75-year-old patient who is a direct admit to the med-surg unit.</p> <p>In this scenario, obesity and smoking in a patient who presents with signs and symptoms of congestive heart failure are characteristics that can be associated with biases (conscious and unconscious).</p> <p><b>Patient characteristics/stereotypes associated with potential bias:</b></p> <ul style="list-style-type: none"> <li>• Obesity and smoking in a patient who presents with signs and symptoms of congestive heart failure</li> <li>• Female</li> <li>• Elderly</li> <li>• Lives in a trailer park</li> <li>• Class</li> </ul>

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<p><b>Nº. 2 IMPLICIT AND CONSCIOUS BIAS</b></p> <p>The purpose of this scenario is to introduce the relationship between bias (implicit and conscious) and health disparities. Patient-centered care that is respectful and responsive to an individual’s background and needs, therapeutic communication and self-reflection will be strategies used in the scenario to promote individuation. The debrief can be a venue to introduce a framework to guide the learner in what they could do if they identify they have a bias toward a patient characteristic and/or group.</p>	<ol style="list-style-type: none"> <li>1. The learner identifies potential implicit and/or conscious biases associated with patient characteristics.</li> <li>2. The learner engages with the patient in establishing a caring relationship.</li> <li>3. The learner communicates effectively with the patient.</li> <li>4. The learner performs a clinically relevant, holistic health assessment.</li> <li>5. The learner recognizes the patient as the source of control and full partner. The learner provides care based on respect for the patient's preferences, values, and needs.</li> <li>6. Following the scenario, the learner feels empowered to explore any personal biases they may have identified during the scenario.</li> </ol>	<p>Mr. James Davis is a 55-year-old man who has early signs and symptoms of hypertension, and a family history of hypertension, premature CVD, (familial) hypercholesterolemia, and diabetes and has just arrived on the floor to be admitted. In this scenario race is a potential bias, and the debrief will be a venue that can be used to share evidence-based information regarding the concept of health disparities.</p> <p><b>Patient characteristics/stereotypes associated with potential bias:</b></p> <ul style="list-style-type: none"> <li>• Race</li> <li>• Gender</li> <li>• Age</li> </ul>

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<p><b>Nº. 3 EXAMINE STIGMA</b></p> <p>The purpose of this scenario is to focus on the stigma associated with substance use disorder from a patient’s perspective, and the provider’s perspective and the impact that this stigma has on care. The learners will be required to use open-ended questions, affirmation, reflection, and summary techniques in a respectful and empathetic manner to solicit information from the patient. The debrief will explore the stigma of substance use disorder. The debrief can also be a venue to introduce a framework to guide the learner in what they could do if they identify they have a bias toward a patient characteristic and/or group.</p>	<ol style="list-style-type: none"> <li>1. The learner identifies potential implicit and/or conscious biases associated with patient characteristics.</li> <li>2. The learner effectively communicates.</li> <li>3. The learner establishes trust.</li> <li>4. The learner partners with the patient in a respectful and compassionate manner.</li> <li>5. The learner demonstrates reflective listening.</li> <li>6. The learner demonstrates empathy.</li> <li>7. Following the scenario, the learner feels empowered to explore any personal biases they may have been identified during the scenario.</li> </ol>	<p>Brief Summary of Case: Ms. Nelson is a 55-year-old woman in the emergency department with a primary complaint of pain in her right leg. She has a known history of substance use disorder. Scenario explores the impact of stigma relating to substance use. The learners are required to use open-ended questions, affirmation, reflection, summary techniques in a respectful and empathetic manner to solicit information from the patient.</p> <p><b>Patient characteristics/stereotypes associated with potential bias:</b></p> <ul style="list-style-type: none"> <li>• Substance Use Disorder</li> </ul>

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PURPOSE	OBJECTIVES	SUMMARY
<p><b>Nº. 4 PEDIATRIC STEREOTYPES</b></p> <p>The purpose of this case is to increase awareness of stereotypes as well as conscious and unconscious bias. Patient centered care and therapeutic communication will be strategies used to promote individuation and defuse weight stigmata. This is a pediatric scenario.</p>	<ol style="list-style-type: none"> <li>1. The learner identifies potential implicit and/or conscious biases associated with patient characteristics.</li> <li>2. Interact with mom and Marco as an individual (learns about their living situation and the chronic) nature of his diagnosis).</li> <li>3. Uses open ended questions to learn about their history as a family and how he feels about being repeatedly admitted to the hospital.</li> <li>4. Pursues options to obtain a Mixteco Interpreter and not use only a Spanish based interpreter.</li> <li>5. Asks questions to help understand his life, experiences.</li> <li>6. Following the scenario, the learner feels empowered to explore any personal biases they may have been identified during the scenario.</li> </ol>	<p>Marco is a 5 y/o male admitted to the hospital for an asthma exacerbation and increased work of breathing. This is his 4th hospital admission in the last 6 months.</p> <p>He is morbidly obese and weighs 85kg. In this scenario, obesity in a 5 year old with asthma whose father is a farm laborer are characteristics associated with bias.</p> <p><b>Patient characteristics/stereotypes associated with potential bias:</b></p> <ul style="list-style-type: none"> <li>• Obesity in child who presents with signs and symptoms of asthma</li> <li>• Parent is a farm laborer</li> <li>• Weight stigma</li> <li>• Race</li> <li>• Language</li> <li>• Low Income</li> </ul>

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<p><b>Nº. 5 STEREOTYPE AWARENESS USING THE RESPECT MODEL</b></p> <p>The purpose of this scenario is to increase awareness of stereotypes, and conscious and unconscious bias. Utilizing the RESPECT model will give the learner the opportunity to develop the practical skills needed to actively build trust. The RESPECT model is an action-oriented set of communication and relational behaviors designed to build trust across differences of race/ethnicity, culture, and power.</p>	<ol style="list-style-type: none"> <li>1. The learner identifies potential implicit and/or conscious biases associated with patient characteristics.</li> <li>2. Establishes trust.</li> <li>3. Partners with the patient in a respectful and compassionate manner.</li> <li>4. Demonstrates reflective listening.</li> <li>5. Demonstrates empathy.</li> <li>6. Following the scenario, the learner feels empowered to explore any personal biases they may have been identified during the scenario.</li> </ol>	<p>Kara Jones is a 17-year-old gravida 3 para 1 African American female with regular prenatal visits. She was found to be hypertensive on her prenatal visit at 39 weeks and was admitted to the OB unit for further evaluation and monitoring. She has a history of positive Group B Strep, DM type 2 and has gained 42lbs. She also had hypertension with first pregnancy.</p> <p><b>Patient characteristics/stereotypes associated with potential bias:</b></p> <ul style="list-style-type: none"> <li>• African American Adolescent Pregnancy with HTN</li> <li>• Race</li> <li>• Age</li> <li>• Low income</li> </ul>

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PURPOSE	OBJECTIVES	SUMMARY
<p><b>Nº. 6 STEREOTYPE AND BIAS AWARENESS</b></p> <p>The purpose of this scenario is to increase awareness of stereotypes, and conscious and unconscious bias. Patient centered care and therapeutic communication will be strategies used to promote individuation. The concept of implicit bias will be introduced in the prework and revisited in the debrief. The debrief can also be a venue to introduce a framework to guide the learner in what they could do if they identify they have a bias toward a patient characteristic and/or group.</p>	<ol style="list-style-type: none"> <li>1. The learner identifies potential implicit and/or conscious biases associated with patient characteristics.</li> <li>2. Establishes trust.</li> <li>3. Partners with the patient in a respectful and compassionate manner.</li> <li>4. Demonstrates reflective listening.</li> <li>5. Demonstrates empathy.</li> <li>6. Following the scenario, the learner feels empowered to explore any personal biases they may have been identified during the scenario.</li> </ol>	<p>Mr. Dakota Begay, a 45-year-old Native American, admitted to XXX Medical Center for acute pancreatitis. Patient and family member are receiving discharge instructions.</p> <p>In this scenario, discharge patient education can trigger past implicit bias experiences.</p> <p><b>Patient characteristics/stereotypes associated with potential bias:</b></p> <ul style="list-style-type: none"> <li>• Discharge instructions for pancreatitis that may trigger conscious or unconscious bias towards Native Americans: no alcohol (alcoholism and violence) low fat diet (obesity) and no smoking (↑cancer risks)</li> </ul>

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<p><b>Nº. 7 PEDIATRIC STEREOTYPES</b></p> <p>The purpose of this scenario is to provide the opportunity for the learner to provide nursing care that is sensitive, informed, affirming and empowering to a transgender patient during an emotionally distressing diagnosis and treatment plan.</p>	<ol style="list-style-type: none"> <li>1. The learner identifies potential implicit and/or conscious biases associated with patient characteristics.</li> <li>2. Demonstrates respect for a transgender or gender-nonconforming patient.</li> <li>3. Demonstrates ability to enable patient agency in self-identification.</li> <li>4. Demonstrates adapting language to patient's description.</li> <li>5. Provides care and/or referral that affirms patient's gender identities and reduces distress of gender dysphoria, if present.</li> <li>6. Partners with the patient in a respectful and compassionate manner.</li> <li>7. Following the scenario, the learner feels empowered to explore any personal biases they may have been identified during the scenario.</li> </ol>	<p>A 30-year old transgender man, Mr. Douglas Fader, presents in the emergency room with abdominal cramps and vaginal bleeding. He has a past medical history of testosterone hormone replacement therapy, which was ceased in order to pursue pregnancy. He is 8 weeks pregnant. On admission, he is in distress due to pain and concern over status of the pregnancy.</p> <p>A miscarriage is diagnosed during the scenario. The learner is required to provide care using the principles of patient centered care and therapeutic communication to guide the delivery of culturally informed care.</p> <p><b>Patient characteristics/stereotypes associated with potential bias:</b></p> <ul style="list-style-type: none"> <li>• Transgender</li> </ul>

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<p><b>Nº. 8 MANAGING MICROAGGRESSION</b></p> <p>The purpose of this scenario is to provide the learner with a framework/approach to manage microaggression that is either directed toward them, committed by them, or they observe as a bystander. In this scenario the students are exposed to potential microaggressions that have been linked to nurses “eating their young” although this scenario isn’t about lateral violence, the context provides experiences for the students to experience microaggressions and biases being directed toward them, and also observation of microaggressions directed to someone else. During the debrief the concept of microaggression based on race and other stereotypes will be explored further. The Microaggression Triangle Model (MTM) (Ackerman-Barger, et al 2020) is used as the guiding framework.</p>	<ol style="list-style-type: none"> <li>1. Considers the timing when responding to the microaggression.</li> <li>2. Clarifies by asking questions regarding the microaggression (MTM: ACTION Approach).</li> <li>3. Seeks feedback about microaggression (MTM: ASSIST Approach).</li> <li>4. Demonstrates awareness of the microaggression (MTM ARISE Approach).</li> <li>5. Demonstrates and responds with empathy.</li> </ol>	<p>The students are in the role of new graduate nurses waiting to receive report from the night charge nurse. The night shift has been very busy and short staffed. The Charge Nurse enters the room to provide report and immediately sighs, and looks to the ceiling and under her breath states “Oh why are these new grads on shift today”. The charge nurse then makes several condescending remarks regarding the new grads, as well as racial comments about a new nurse who is not present as she called in sick.</p>