

SECTION I: SCENARIO OVERVIEW

Scenario Title:	Scenario #3: Supporting a “coming-out” transgender individual	
Original Scenario Developer(s):	James Donovan DNP(c), MSN, RN CNL: Adapted from Cultural Competency Training for Healthcare Providers in Caring for LGBTIQQ Patients administered by Bill Blackburn and Austin Nation.	
Date - original scenario	6/7/2014	
Validation:	Stephan Rowniak, PhD, RN, FNP; KT Waxman, DNP, MBA, RN, CNL, CENP, CHSE; Marjorie Miller, MA, RN, CHSE	
Revision Dates:		
Pilot testing:	9/20/2014	
Estimated Scenario Time: 15 minutes Estimated Debriefing time: 15 minutes		
<p><u>Target group:</u> Nursing Learners seeking knowledge on transgender cultural sensitivity. <u>Competencies:</u> Patient-Centered Care <u>Brief Summary of Case:</u> An 18 years old female comes in to the student health clinic in obvious distress saying that her family has kicked her out of the house because she told them that she thinks she is a boy.</p> <p style="text-align: center;">EVIDENCE BASE / REFERENCES (APA Format)</p>		
<p>Alegria, C. A. (2011). Transgender identity and health care: implications for psychosocial and physical evaluation. <i>Journal of the American Academy of Nurse Practitioners</i>, 23(4), 175-182. doi:10.1111/j.1745-7599.2010.00595.x</p> <p>Carroll, L. (2009). <i>Counseling Sexual and Gender Minorities</i> (1 ed.). Upper Saddle River, NJ: Pearson Education.</p> <p>Eliason, M. J. (2010). Working with Sexual Minority Youth. Retrieved from http://gilgerald.squarespace.com/storage/CE 0001 Sexual Minority Youth Revised 2.pdf</p> <p>Haas, A., Rodgers, P., Herman, J. (2014). Suicide attempts among transgender and gender non-conforming adults: findings of the national transgender discrimination survey. Retrieved 1/31/2014, 2014 from http://williamsinstitute.law.ucla.edu/research/suicide-attempts-among-transgender-and-gender-non-conforming-adults/</p> <p>Institute of Medicine (2011). The health of lesbian, gay, bisexual, and transgender people: Building a foundation for better understanding.</p> <p>Pettinato, M. (2012). Providing care for GLBTQ patients. <i>Nursing</i>, 42(12), 22-7. doi:10.1097/01.NURSE.0000422641.75759.d7</p> <p>Polly, R., & Nicole, J. (2011). Understanding the transsexual patient: culturally sensitive care in emergency nursing practice. <i>Advanced emergency nursing journal</i>, 33(1), 55-64. Retrieved from http://journals.lww.com/aenjournal/Abstract/2011/01000/Understanding_the_Transsexual_Patient__Culturally.8.aspx</p> <p>Reitman, D. S., Austin, B., Belkind, U., & Chaffee, T. (2013). Recommendations for Promoting the Health and Well-Being of Lesbian, Gay, Bisexual, and Transgender Adolescents: A Position Paper of the Society for Adolescent. <i>Journal of adolescent health</i>, Retrieved from http://cat.inist.fr/?aModele=afficheN&cpsid=27212100</p> <p>Travers, R., Guta, A., Flicker, S., Larkin, J., Lo, C., McCardell, S. et al. (2010). Service provider views on issues and needs for lesbian, gay, bisexual, and transgender youth. <i>The Canadian Journal of Human Sexuality</i>, 19(4), 192. Retrieved from http://flicker.blog.yorku.ca/files/2013/02/FINAL2traversCORRECTMar10.pdf</p>		

ALL DATA IN THIS SCENARIO IS FICTICIOUS

CSA REV template (12/15/08; 5/09; 12/09; 4/11; 1/14; 12/14)

SECTION II: CURRICULUM INTEGRATION

A. SCENARIO LEARNING OBJECTIVES

Learning Outcomes
1. Provide professional nursing dialog that is supportive to all patients, including transgender patients.
2. Defend the need for obtaining birth sex and gender identity patient information.
3. Demonstrate cultural sensitivity toward the transgender patient population.
4. Differentiate between patient anxiety and a mental health emergency.
Specific Learning Objectives
1. Demonstrate ability to listen actively.
2. Demonstrate verbal and non-verbal cultural sensitivity during patient interactions.
3. Correctly assess if the patient is considering harm to herself or to others.
4. Demonstrate ability and willingness to provide therapeutic nursing support to a patient in emotional distress
Critical Learner Actions
1. Determine the patient's preferred name and pronoun.
2. Determine if the patient's presentation is consistent with a mental health emergency.
3. Be supportive to the patient by offering community services referrals and/or consulting with a social worker services.

B. PRE-SCENARIO LEARNER ACTIVITIES

Prerequisite Competencies required prior to participating in scenario

Knowledge	Skills/Attitudes
1. Integrate understanding of multiple dimensions of patient centered care: <ol style="list-style-type: none"> a. Information, communication and education b. Physical comfort and emotional support c. Coordination and integration of care d. Transition and continuity 2. Examine nursing roles in assuring coordination, integration, and continuity of care.	1. Elicit patient values, preferences and expressed needs as part of clinical interview, implementation of care plan and evaluations of care. 2. Value seeing health care situations "through patients' eyes" 3. Respect and encourage individual expression of patient values, preferences and expressed needs. 4. Communicate patient values, preferences and expressed needs to other members of the health care team. 5. Provide patient-centered care with sensitivity and respect for the diversity of human experience. 6. Value the patient's expertise with own health and symptoms. 7. Recognize personally held attitudes about working with patients from different ethnic, cultural and social backgrounds. 8. Willing support patient-centered care for individuals and groups whose values differ from own. 9. Participate in building consensus or resolving conflict in the context of patient care. 10. Communicate care provided and needed at each transition in care. 11. Assess levels of physical and emotional comfort.

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SECTION III: SCENARIO SCRIPT

A. Case summary

An 18-year-old student, born female arrives at the University Student health clinic. The patient is in emotional distress stating that she was just kicked out of her house by her parents. She says that she finally told her parents that she feels like she is a man inside a woman's body. The patient is a freshman in college and has not told anyone else about her feelings. She presents as a masculine looking female. She states that she needs help and does not know what to do or whom she can talk to. "I feel like I am going crazy."

B. Key contextual details

The nurse (learner) must illicit information to determine if the patient is likely to harm herself. The nurse should then proceed to addressing the patient's psychosocial and safety needs.

C. Scenario Cast

Leader/Others	<input type="checkbox"/> High fidelity simulator	
	<input type="checkbox"/> Mid-level simulator	
	<input type="checkbox"/> Task trainer	
	<input type="checkbox"/> Hybrid (Blended simulator)	
	<input type="checkbox"/> Standardized patient	
Role	Brief Descriptor (Optional)	Actor/Confederate (A/C) or Learner (L)
Sarah	Patient	Actor
Nurse	Clinic nurse	Learner
Nurse Practitioner	Clinic nurse practitioner	Actor

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Environment, Equipment, Essential props

Recommend standardized set ups for each commonly simulated environment

1. Scenario setting: (example: office, board room, patient room,)

A University student clinic and the patient are sitting in a chair in one of the treatment rooms.

2. Equipment, supplies, monitors

	Table/Desk		Patient Chart		Pen		Chairs x 2
	Intake Form (Appendix A) if needed						

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Case Flow / Trigger / Scenario Development States
<p>Initiation of Scenario: The scenario begins in a fictional university student health center after the patient's vital signs have been taken. The patient is sitting in the treatment room with her assigned nurse. The scene begins with the nurse asking the patient, "What brings you to the clinic today?"</p> <p>The nurse (learner) was given the patient's chart from the health aide who obtained vital signs demographic information.</p>

Participant Status: Desired Learner Action and Trigger to Move to Next State			
Participant Status	Triggers	Learner Actions	Debriefing Points
1. Sarah (actor) tells the nurse (learner) that she was just kicked out of her parent's home because she told her parents that she feels that her gender identity is different then her birth sex.	Sarah is very emotional, crying and anxious. She states that she does not know what to do and has nowhere to go.	Be an empathic active listen that is supportive and non-judgmental. The nurse should ask how the patient would like to be addressed and what pronouns she would like used during this ER visit.	Provide feedback on the learner's verbal and nonverbal communication.
2. Sarah is too upset to fully answer the nurses question about preferred gender and says to just call her Sarah. She continues to dialog with the clinic nurse.	Sarah says she wished she had not told her parents and wants to have everything go back the way it was before she told them. She states her life is over.	Assess Sarah for suicidal thoughts or the risk to do harm to others.	Transgender individuals who have been rejected by family and friends are at much higher risk (ten times higher) for Suicide.
3. Sarah admits that she is upset but has no interest in hurting herself at this time. Sarah continues to dialog with the nurse.	Sarah says that I have no place to go and no money for food.	Provide resources to Sarah and/or contact case management /social worker for further assistance. Focus on patient's most immediate psychosocial and safety needs.	Provide supportive services but do not make promises that are out of the nurse's control. What supportive services are available in your community?

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Participant Status: Desired Learner Action and Trigger to Move to Next State			
Participant Status	Triggers	Learner Actions	Debriefing Points
4. Sarah continues to dialog with the nurse.	Patient feeling vulnerable.	Provide assurance to the patient that she will be treated with compassion and respect during her hospital stay.	What efforts should be taken to provide culturally sensitive nursing care during this emergency room visit?

Scenario End Point: The scenario ends when the nurse gives report to the nurse practitioner.
<p>Suggestions to <u>decrease</u> complexity:</p> <p>Patient has a support system of close friends that she can stay with who are accepting of her desire to change her gender.</p> <p>Suggestions to <u>increase</u> complexity:</p> <p>Patient presents with suicidal ideation.</p> <p>Patient is 17 years old or younger.</p>

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APPENDIX A: Intake Form (may not be necessary for this scenario)
University Health Clinic
A Nurse Practitioner Primary Care Clinic

Nursing Intake Form

First Name	Middle Name	Last Name
Date of Birth	Street Address	
City	State	Zip
Home Phone	Cell Phone	Email

Marital Status:

Single	Married	Separated	Domestic Partner
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Occupation:

Gender:

Male	Female	Other:
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Does gender identity match birth sex?

Yes	No
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Additional Information:

What is the reason for the patient's visit?

APPENDIX B: DEBRIEFING GUIDE

General Debriefing Plan			
<input type="checkbox"/> Individual	<input type="checkbox"/> Group	<input type="checkbox"/> With Video	<input type="checkbox"/> Without Video
Debriefing Materials			
<input type="checkbox"/> Debriefing Guide	<input type="checkbox"/> Objectives	<input type="checkbox"/> Debriefing Points	<input type="checkbox"/> Core
Core Competencies to consider for debriefing scenarios			
<input type="checkbox"/> Leadership	<input type="checkbox"/> Communication	<input type="checkbox"/> Evidence-based Practice	
<input type="checkbox"/> Human Factors	<input type="checkbox"/> Team Work (if applicable)	<input type="checkbox"/> Systems Utilization	
Sample Questions for Debriefing			
<ol style="list-style-type: none"> 1. Did you have the knowledge and skills to meet the learning objectives of the scenario? 2. What GAPS did you identify in your own knowledge base and/or preparation for the simulations experience? 3. What relevant information was missing from the scenario that impacted your performance? What did your attempt to fill in the GAP? 4. How would you handle the scenario differently if you could? 5. In what ways did you perform well? 6. What three factors were most significant that you will transfer to your practice setting? 			
Notes for future sessions:			

Appendix C

Scenario #3: Supporting a “coming-out” transgender individual

<p>IDENTIFIED PROBLEM/SCENARIO TOPIC TRANSGENDER CULTURAL SENSITIVITY</p>	<p>CASE SUMMARY An 18-year-old student, born female arrives at the University Student health clinic. The patient is in emotional distress stating that she was just kicked out of her house by her parents. She says that she finally told her parents that she feels like she is a man inside a woman’s body. The patient is a freshman in college and has not told anyone else about her feelings. She presents as a masculine looking female. She states that she needs help and does not know what to do or whom she can talk to. “I feel like I am going crazy.”</p>
<p>HIGHLIGHTED QSEN COMP/NPS GOALS PATIENT-CENTERED CARE</p>	
<p>SCENARIO OBJECTIVES</p> <ul style="list-style-type: none"> - Demonstrate ability to listen actively. - Demonstrate verbal and non-verbal cultural sensitivity during patient interactions. - Correctly assess if the patient is considering harm to herself or to others. - Demonstrate ability and willingness to provide therapeutic nursing support to a patient in emotional distress 	<p>CRITICAL PERFORMANCE ELEMENTS</p> <ul style="list-style-type: none"> - Determine the patient’s preferred pronoun and name. - Determine if the patient’s presentation is consistent with a mental health emergency. - Be supportive to the patient by offering community services and referrals and/or social worker services.

CASE FLOW (20 MINUTE SIMULATION TIME MAXIMUM)			
<p>INITIATION OF SCENARIO</p> <p>A University student clinic and the patient are sitting in a chair in one of the treatment rooms. The scenario begins in a fictional university student health center after the patient's vital signs have been taken. The patient is sitting in the treatment room with her assigned nurse.</p> <p>The nurse (learner) was given the patient's chart from the health aide who obtained vital signs demographic information.</p>	→→	<p>FIRST FRAME</p> <p>The patient is crying and in emotional distress. The scene begins with the nurse asking the patient, "What brings you to the clinic today?" Sarah (actor) tells the nurse (learner) that she was just kicked out of her parent's home because she told her parents that she feels that her gender identity is different than her birth sex.</p>	→→
<p>SECOND FRAME</p> <p>The nurse must ask if the patient would like to be called a male/masculine name or pronoun. The patient says to please just call me Sarah</p>	→→	<p>THIRD FRAME</p> <p>Sarah says she wished she had not told her parents and wants to have everything go back the way it was before she told them. She states her life is over. Based on this statement, the nurse must assess the patient's mental health to determine if she is at risk for suicide. Sarah admits that she is upset but has no interest in hurting herself at this time.</p>	→→
<p>FOURTH FRAME</p> <p>Sarah says that I have no place to go and no money for food. The nurse must provide emotional support to the patient and address the patient's most immediate psychosocial needs. The nurse should provide the patient referrals to community services or contact social worker to help this student.</p>	→→	<p>SCENARIO END POINT</p> <p>The nurse gives a report to the nurse practitioner in the clinic regarding this patient's situation.</p>	D E B R I E F