

## SECTION I: SCENARIO OVERVIEW

<b>Scenario Title:</b>	Scenario 1: Identify a transgender patient in a clinic based setting
Original Scenario Developer(s):	James Donovan DNP(c), MSN, RN, CNL
Date - original scenario	6/7/14
Validation:	Stephan Rowniak, PhD, RN, FNP; KT Waxman, DNP, MBA, RN, CNL, CENP, CHSE; Marjorie Miller, MA, RN, CHSE
Revision Dates:	August 2014
Pilot testing:	September 2014
<u>Estimated Scenario Time:</u> 10 minutes	
<u>Debriefing time:</u> 10 minutes	
<u>Target group:</u> Nursing learners seeking knowledge on transgender patient cultural sensitivity.	
<u>Competencies:</u> Patient-Centered Care	
<u>Brief Summary of Cases:</u>	
A transgender individual is a new patient within a primary care clinic that does not include transgender questions on their new patient self-history forms. The patient is able to “pass” as their preferred gender and has a legal name consistent with their gender identity. The nurse must ask the patient about their birth sex and current gender identity.	
<b>EVIDENCE BASE / REFERENCES (APA Format)</b>	
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	
Deutsch, M. B., Green, J., Keatley, J., Mayer, G., Hastings, J., Hall, A. M. et al. (2013). Electronic medical records and the transgender patient: recommendations from the World Professional Association for Transgender Health EMR Working Group. <i>Journal of the American Medical Informatics Association</i> , 20(4), 700-703. Retrieved from <a href="http://171.67.114.118/content/20/4/700.full">http://171.67.114.118/content/20/4/700.full</a>	
Eliason, M. J., Chinn, P., Dibble, S. L., & DeJoseph, J. (2013). Open the doors for LGBTQ patients. <i>Nursing</i> 2013.	
Eliason, M., Dibble, S., & Robertson, P. (2011). Lesbian, gay, bisexual, and transgender (LGBT) physicians' experiences in the workplace. <i>Journal of Homosexuality</i> , 58(10), 1355-1371. doi:10.1080/00918369.2011.614902	
Institute of Medicine (2011). The health of lesbian, gay, bisexual, and transgender people: Building a foundation for better understanding. Retrieved from <a href="http://www.ncbi.nlm.nih.gov/books/NBK64806/pdf/TOC.pdf">http://www.ncbi.nlm.nih.gov/books/NBK64806/pdf/TOC.pdf</a>	
Pettinato, M. (2012). Providing care for GLBTQ patients. <i>Nursing</i> , 42(12). doi:10.1097/01.NURSE.0000422641.75759.d7	

ALL DATA IN THIS SCENARIO IS FICTICIOUS

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## SECTION II: CURRICULUM INTEGRATION

### A. SCENARIO LEARNING OBJECTIVES

Learning Outcomes
- Provide professional nursing dialog that is supportive to all patients, including transgender patients.
- Defend the need for obtaining birth sex and gender identity patient information.
- Demonstrate cultural sensitivity toward the transgender patient population.
Specific Learning Objectives
- Demonstrate verbal and non-verbal cultural sensitivity during patient interaction.
- Demonstrate ability to identify the patient's gender identity.
- Demonstrate ability to listen actively.
- The learner will ask the standardized patient what pronoun and name they would like to be known as.
Critical Learner Actions
- Identify if the patient is transgender.
- Determine if the patient's legal name is consistent with the preferred name
- Ask the patient what pronoun and name they would like to be known as.

### B. PRE-SCENARIO LEARNER ACTIVITIES

#### Prerequisite Competencies

Knowledge	Skills/Attitudes
Integrate understanding of multiple dimensions of patient centered care: <ul style="list-style-type: none"> <li>- Information, communication and education</li> <li>- Physical comfort and emotional support</li> </ul>	<ul style="list-style-type: none"> <li>- Elicit patient values, preferences and expressed needs as part of clinical interview, implementation of care plan and evaluations of care.</li> <li>- Value seeing health care situations "through patients' eyes"</li> <li>- Respect and encourage individual expression of patient values, preferences and expressed needs.</li> <li>- Communicate patient values, preferences and expressed needs to other members of the health care team.</li> <li>- Provide patient-centered care with sensitivity and respect for the diversity of human experience.</li> <li>- Value the patient's expertise with own health and symptoms.</li> <li>- Recognize personally held attitudes about working with patients from different ethnic, cultural and social backgrounds.</li> <li>- Willing support patient-centered care for individuals and groups whose values differ from own.</li> </ul>

### SECTION III: SCENARIO SCRIPT

#### A. Case summary

A new patient is coming to a physician's office for the first time due to an insurance change. The patient's motivation for this office visit is to become established with the new primary care provider, get a physical and renew prescriptions. The patient is a 32 year old, healthy appearing, well-dressed individual who has no chief complaint at this time. The patient (actor) is transgender but the nurse (learner) will not be provided that information.

#### B. Key contextual details

The nurse must ask the patient about their current gender identity and birth sex to determine if the patient is transgender. The nurse will also have to determine if the patient's legal name is the same as their preferred name and the name on their insurance. The appropriate pronoun must be obtained during the patient/nurse dialog.

#### 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)
Nurse	RN in a primary care office	Learner
Patient	32 year old (sex optional)	Actor

#### Environment, Equipment, Essential props

Recommend standardized set ups for each commonly simulated environment

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

A nurse practitioner run primary care office. The patient is sitting in a treatment room when the nurse arrives in the room to obtain background health history information.

##### 2. Equipment, supplies, monitors

Table	Chair	Patient Chart	Exam Room
Nurse Intake Form			

ALL DATA IN THIS SCENARIO IS FICTICIOUS

Case Flow/ Trigger / Scenario Development States
Initiation of Scenario: The scenario begins in a fictional nurse practitioner run primary care office. The registered nurse enters the private treatment room where the patient is sitting. The nurse introduces himself or herself to the patient and welcomes the patient to the clinic for the first time. The nurse must obtain basic health history information using Nurse Intake Form (Appendix A).

Participant Status: Desired Learner Action and Trigger to Move to Next State			
Participant Status	Triggers	Learner Actions	Debriefing Points
1. The patient (actor) tells the nurse (learner) that he/she has just changed primary care providers due to an insurance change. This is the first time the patient will be seeing a nurse practitioner	The nurse's role (learner) in the primary care clinic is to obtain initial health history information.	The nurse must ask the patient's name, birth sex and gender identity questions.	Provide feedback on how the questions were asked.  Determine the comfort of the nurse asking gender identity questions.  Provide feedback on the learner's verbal and nonverbal communication.

2. The patient informs the nurse that he/she is transgender.	Nurse must have understanding that a transgender individual may choose to use a masculine, feminine or gender-neutral pronoun.	The nurse must ask the patient their preferred pronoun for their healthcare. The nurse should consistently use the correct pronoun during the rest of the simulation.	Was the nurse able to consistently use the patient's preferred pronoun during the simulation?
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Participant Status	Triggers	Learner Actions	Debriefing Points
3. The patient continues to dialog with the nurse.	The nurses understanding that some transgender individuals use names other than their legal name of the name on their insurance.	The nurse must elicit the patient's legal name and the preferred name.	Was the nurse able to consistently use the patient's preferred name during the simulation?

Participant Status: Desired Learner Action and Trigger to Move to Next State			
Participant Status	Triggers	Learner Actions	Debriefing Points
4. The patient continues to dialog with the nurse.	The patient confides in the nurse that she is nervous going to a new primary care provider because prior discrimination in healthcare settings.	The nurse must provide assurances that the patient will be provided culturally sensitive care within this clinic.	What is included in providing culturally sensitive nursing care?

<p>Scenario End Point: The scenario may conclude when the nurse has identified:</p> <ul style="list-style-type: none"> <li>- The patient is transgender</li> <li>- The patient's preferred name</li> <li>- The patient's preferred pronoun</li> <li>- Determined if the patient's legal name and the preferred name match.</li> </ul>
<p>Suggestions to <u>decrease</u> complexity:</p> <ul style="list-style-type: none"> <li>- The patient could announce they are transgender at the beginning of the dialog with the nurse.</li> </ul> <p>Suggestions to <u>increase</u> complexity:</p> <ul style="list-style-type: none"> <li>- The patient is resistant to disclose they are transgender.</li> <li>- The patient's legal name is not the same as the preferred name.</li> </ul>

## APPENDIX A: Intake Form

**Superior Quality 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**

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

**Scenario 1: Identify a transgender patient in a clinic based setting.**

<b>IDENTIFIED PROBLEM/SCENARIO TOPIC</b> <b>TRANSGENDER CULTURAL SENSITIVITY</b>	<b>CASE SUMMARY</b> A new patient is coming to a physician's office for the first time due to an insurance change. The patient's motivation for this office visit is to become established with the new primary care provider, get a physical and renew prescriptions. The patient is a 32 year old, healthy appearing, well-dressed individual who has no chief complain at this time. The patient (actor) is transgender but the nurse (learner) will not be provided that information.
<b>HIGHLIGHTED QSEN COMP/NPS GOALS</b> <b>PATIENT-CENTERED CARE</b>	
<b>SCENARIO OBJECTIVES</b> <ul style="list-style-type: none"> <li>- Demonstrate verbal and non-verbal cultural sensitivity during patient interaction.</li> <li>- Demonstrate ability to identify the patient's gender identity.</li> <li>- Demonstrate ability to listen actively.</li> <li>- The learner will ask the stadardized patient what pronoun and name they would like to be known as.</li> </ul>	<b>CRITICAL PERFORMANCE ELEMENTS</b> <ul style="list-style-type: none"> <li>- Identify if the patient is transgender.</li> <li>- Determine if the patient's legal name is consistent with the preferred name.</li> <li>- Ask the patient what pronoun and name they would like to be known by.</li> </ul>



<b>CASE FLOW (20 MINUTE SIMULATION TIME MAXIMUM)</b>			
<p><b>INITIATION OF SCENARIO</b> The scenario begins in a fictional nurse practitioner run primary care office. The registered nurse (learner) enters the private treatment room where the patient is sitting. The nurse introduces himself/herself to the patient (actor) and welcomes the patient to the clinic for the first time. The nurse must obtain basic health history information using Nurse Intake Form (Appendix A).</p>	→→	<p><b>FIRST FRAME</b> Nurse asks the patient her/his name, DOB, Address, Phone and email information, marital status and occupation.</p>	→→
<p><b>SECOND FRAME</b> The nurse asks the patient their gender and if that gender matches their birth sex. The patient informs the nurse that he/she (depending on actor's gender) is transgender. Actor will choose A birth gender different than the current gender identity.</p>	→→	<p><b>THIRD FRAME</b> The nurse then must ask the patient their preferred pronoun and name that the patient would like to be used during their care and treatment. Additionally the nurse will need to determine if this information is consistent with the patient's legal name. For this scenario, the legal name matches the patient's preferred name and insurance.</p>	→→
<p><b>FOURTH FRAME</b> The nurse needs to ask the patient the reason for this health visit. The patient will inform the nurse that due to an insurance change, that he/she had to find a new primary care provider. The patient is here to obtain refills on Rx and get a general check up.</p>	→→	<p><b>SCENARIO END POINT</b> The patient announces that he/she is always concerned about changing new doctors due to prior discrimination. The nurse must reassure the PATIENT.</p>	<b>D E B R I E F</b>