

## SECTION I: SCENARIO OVERVIEW

<b>Scenario Title:</b>	Identify a Non-Transgender Patient in a Clinic Based Setting
Original Scenario Developer(s):	James Donovan DNP, MSN, RN, CNL
Date - original scenario	6/7/2014
Validation:	7/28/2014
Revision Dates:	9/14/2014, 12/1/2018
Pilot testing:	9/20/2014
<b>Estimated Scenario Time:</b> 10 minutes	
<b>Debriefing time:</b> 20 minutes	
<b>Target group:</b> Nursing learners seeking knowledge on transgender patient cultural competence.	
<b>Competencies:</b> Patient-Centered Care	
<b>Brief Summary of Cases:</b> A non-transgender individual is a new patient within a primary care clinic that does not include transgender questions on their new patient self-history forms (see Appendix A). The nurse must ask the patient about their birth sex and current gender identity.	

## Scenario 2: Identify a Non-Transgender Patient in a Clinic Based Setting

### EVIDENCE BASE / REFERENCES

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- Roberts, T. & Fantz, C. (2014) Barriers to quality health care for the transgender population. *Clinical Biochemistry*, 47(10-11), 983-987. Retrieved from <https://doi.org/10.1016/j.clinbiochem.2014.02.009>

Scenario 2: Identify a Non-Transgender Patient in a Clinic Based Setting  
**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 competence 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.
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**Critical Learner Actions**

- Identify if the patient is transgender.
- Demonstrate understanding of why gender identity information is important clinical information.

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<b>B. PRE-SCENARIO LEARNER ACTIVITIES</b>
Prerequisite Competencies Required prior to participating in scenario

Knowledge	Skills/Attitudes
Integrate understanding of multiple dimensions of patient centered care: <ul style="list-style-type: none"> <li>- Information, communication, &amp; 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 competence 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 to support patient-centered care for individuals and groups whose values differ from own.</li> </ul>

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**SECTION III: SCENARIO SCRIPT**

**A. Case summary**

A new patient is coming to a primary care provider office for the first time. 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 29 year old, healthy appearing, well-dressed individual who has no chief complains at this time. The patient (actor) is a non-transgender individual, but the nurse (learner) will not be provided that information. When the nurse asks the patient if their current gender and their birth gender are the same, the patient will question the nurse why they would ask such questions. The nurse will need to educate the patient on why the question is being asked.

**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 must demonstrate understanding of why asking the gender identity question is important and be able to express the rationale to a patient who may not understand the need for it to be asked.

**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 checked="" type="checkbox"/> Standardized patient	
Role	Brief Descriptor (Optional)	Actor/Confederate (A/C) or Learner (L)
Nurse	RN in a primary care office	Learner
Patient	29 year old (sex optional)	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 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		Nurse Intake Form

**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 were the patient is sitting. The nurse introduces himself/herself to the patient and welcomes the patient to the clinic for the first time. The nurse must obtain basic health history information listed on the Nurse Intake Form (Appendix A).

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Participant Status: Desired Learner Action and Trigger to Move to Next State			
Participant Status	Triggers	Learner Actions	Debriefing Points
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 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.

Participant Status: Desired Learner Action and Trigger to Move to Next State			
Participant Status	Triggers	Learner Actions	Debriefing Points
The patient is surprised by the nurses' question about gender identity and birth sex questions.	The patient wants to know why he/she is being asked such a question.	The nurse must explain why the questions are being asked in a manner that is supportive of both the transgender and non-transgender patient.	Would you ask all patients about gender identity even if a male appears hyper masculine or a female seems hyper feminine? Would you ask a minor the same questions?

<p>Scenario End Point: The scenario may conclude when the nurse has identified:</p> <ul style="list-style-type: none"> <li>- When the nurse has identified that the patient is not transgender.</li> <li>- When the nurse has explained to the patient why gender identity questions are necessary for providing care to all patients.</li> </ul>
<p>Suggestions to <u>decrease</u> complexity:</p> <ul style="list-style-type: none"> <li>- The patient answered the questions without questioning why the transgender questions are being requested.</li> </ul> <p>Suggestions to <u>increase</u> complexity:</p> <ul style="list-style-type: none"> <li>- Patient is upset or offended being asked about gender identity.</li> </ul>

# 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:

Birth Sex:

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?

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**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"> <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 settings?</li> </ol>			
<b>Notes for future sessions:</b>			

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 Appendix \*\*C: Scenario Development Worksheet      Storyboard for Planning

<b>IDENTIFIED PROBLEM/SCENARIO TOPIC</b> TRANSGENDER CULTURAL COMPETENCE		<b>CASE SUMMARY</b>  A non-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 nurse must ask the patient about their birth sex and current gender identity.	
<b>HIGHLIGHTED QSEN COMP/NPS GOALS</b> PATIENT CENTERED CARE			
<b>SCENARIO OBJECTIVES</b> <ul style="list-style-type: none"> <li>- Demonstrate verbal and non-verbal cultural competence during patient interaction.</li> <li>- Demonstrate ability to identify the patient's gender identity.</li> <li>- Demonstrate ability to listen actively.</li> </ul>		<b>CRITICAL PERFORMANCE ELEMENTS</b> <ul style="list-style-type: none"> <li>- Identify if the patient is transgender.</li> <li>- Demonstrate understanding of why gender identity information is important clinical information.</li> </ul>	
<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).	→→	<b>FIRST FRAME</b> Nurse asks the patient her/his name, DOB, Address, Phone and email information, marital status and occupation.	→→
<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 his/her birth sex is the same as their gender identity.	→→	<b>SCENARIO END POINT</b> The patient asks surprised by the question about gender identity and asks the nurse why the question is being asked. The nurse must support the rationale for asking the questions in a manner that is respectful to both the patient and to those in the transgender patients.	<b>D E B R I E F</b>