

## SECTION I: SCENARIO OVERVIEW

<b>Scenario Title:</b>	<b>Gender Dysphoria</b>
Original Scenario Developer(s):	James Donovan DNP, 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:	7/28/2014
Revision Dates:	9/14/2014, 12/1/2018
Pilot testing:	9/20/2014
<p><u>Estimated Scenario Time:</u> 15 minutes</p> <p><u>Estimated Debriefing time:</u> 30 minutes</p> <p><u>Target group:</u> Nursing Learners seeking knowledge on transgender cultural competence.</p> <p><u>Competencies:</u> Patient-Centered Care</p> <p><u>Brief Summary of Cases:</u> An 18-years-old born-female individual comes in to the student health clinic in obvious distress saying that zir family has kicked zir out of the house because ze told them that ze feels ze is a boy.</p> <p><b>**Note the gender-neutral pronouns Ze and Zir are being used in this simulation. This patient is experiencing gender dysphoria and is not identifying gender preference.</b></p>	

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#### EVIDENCE BASE / REFERENCES

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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.
- Differentiate between patient anxiety and a mental health emergency.

**Specific Learning Objectives**

- Demonstrate ability to listen actively.
- Demonstrate verbal and non-verbal cultural sensitivity during patient interactions.
- Correctly assess if the patient is considering harm to zirsself or to others.
- Demonstrate ability and willingness to provide therapeutic nursing support to a patient in emotional distress.

**Critical Learner Actions**

- Determine the patient’s preferred name and pronoun.
- Determine if the patient’s presentation is consistent with a mental health emergency.
- Be supportive to the patient by offering community services referrals and/or consulting with a social worker services.

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**B. PRE-SCENARIO LEARNER ACTIVITIES**

Prerequisite Competencies  
Required prior to participating in scenario

Knowledge	Skills/Attitudes
<p>-Integrate understanding of multiple dimensions of patient centered care:</p> <ul style="list-style-type: none"> <li>- Information, communication &amp; education</li> <li>- Physical comfort and emotional support</li> <li>- Coordination and integration of care</li> <li>- Transition and continuity</li> </ul> <p>-Examine nursing roles in assuring coordination, integration, and continuity of care.</p>	<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 support patient-centered care for individuals and groups whose values differ from own.</li> <li>- Participate in building consensus or resolving conflict in the context of patient care.</li> <li>- Communicate care provided and needed at each transition in care.</li> <li>- Assess levels of physical and emotional comfort.</li> </ul>

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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 ze was just kicked out of zir house by zir parents. The patient states that ze finally told zir parents that ze feels like ze is a man inside a woman’s body. Ze has been feeling this way for many years. The patient is a freshman in college and has not told anyone else about zir feelings. Ze presents short hair and baggy gender-neutral clothing. Ze states that ze needs help and does not know what to do or whom ze 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 zirself. The nurse should then proceed to address 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 checked="" 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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<p><b>Environment, Equipment, Essential props</b>                  Recommend standardized set ups for each commonly simulated environment</p>
<p><b>1. Scenario setting: (example: office, board room, patient room,)</b></p>
<p>The patient is sitting in a treatment room within a university nurse run health clinic. The nurse enters the room and sits down in an adjacent chair.</p>

2. Equipment, supplies, monitors					
	Table/Desk		Patient Chart		Pen
	Intake Form (Appendix A) if needed				Chairs x 2

Case Flow / Trigger / Scenario Development States
<p>Initiation of Scenario: The scenario begins in a fictional university student health center. The patient’s vital signs have been already been taken by the nursing aide (see Appendix A). The patient is sitting in the treatment room with the assigned nurse (learner). 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 and demographic information (see Appendix A).</p> <p>The nurse (learner) will be provided the following information: “Sarah has come to the university health clinic in emotional distress. Identify the reason for the patient’s distress and provide therapeutic nursing care. Provide a brief summary, at the end of the simulation, as if you were reporting to an NP about your patient. No physical assessment of the standardized patient is required for completing this simulation, however the patient should be assessed for any risks/concerns.”</p>

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Participant Status: Desired Learner Action and Trigger to Move to Next State			
Participant Status	Triggers	Learner Actions	Debriefing Points
Sarah (actor) tells the nurse (learner) that ze was just kicked out of zir parent's home because ze told zir parents that ze feels that zir gender identity is different than zir birth sex.	Sarah is very emotional, crying and anxious. Ze states that ze does not know what to do and has nowhere to go.	Be an empathic active listener that is supportive and non-judgmental. The nurse should ask how the patient would like to be addressed and what pronouns ze would like used during this clinic visit.	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
Sarah is too upset to fully answer the nurse's question about preferred gender and says to just call zir Sarah. Ze continues to dialog with the clinic nurse.	Sarah says ze wished ze had not told zir parents and wants to have everything go back the way it was before ze told them. Ze states zir 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.

Participant Status: Desired Learner Action and Trigger to Move to Next State			
Participant Status	Triggers	Learner Actions	Debriefing Points
Sarah admits that ze is upset but has no interest in hurting zirself 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
Sarah continues to dialog with the nurse.	Patient feeling vulnerable.	Provide assurance to the patient that ze will be treated with compassion and respect during zir clinic visit.	What efforts should be taken to provide culturally sensitive nursing care during this clinic visit?

<p>Scenario End Point: The scenario ends when the nurse gives report to the nurse practitioner.</p> <p>Suggestions to <u>decrease</u> complexity:</p> <ul style="list-style-type: none"> <li>- Patient has a support system of close friends that ze can stay with that are accepting of zir desire to change zir gender.</li> </ul> <p>Suggestions to <u>increase</u> complexity:</p> <ul style="list-style-type: none"> <li>- Patient presents with suicidal ideation.</li> <li>- Patient has cut marks on zir arms.</li> <li>- Patient is 17 years old or younger.</li> </ul>
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APPENDIX: \*\*A

# University Health Clinic

A Nurse Practitioner Primary Care Clinic

Intake Form Completed by Nursing Aide

**Blood Pressure: 136/88**  
**SaO2: 100%**

**Pulse: 98**  
**Allergies: NKDA**

**RR: 14**      **Temp 32.0 C**  
**Medications: None**

First Name: Sarah	Middle Name: L	Last Name: Johnson
Date of Birth: 10/22/20**	Street Address: 345 Blue Moon Lane	
City: Springfield	State: California	Zip: 94112
Home Phone 415-777-1124	Cell Phone 415-987-8522	Email SLJ@university.edu

Marital Status:

Single XXX	Married	Separated	Domestic Partner
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Occupation:

Fulltime
Student

Birth Sex:

Male	Female	Other:
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Does gender identity match birth sex?

Yes	No
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Additional Information:

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What is the reason for the patient's visit?

Patient is emotionally distraught
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**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>			

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APPENDIX: \*\*C

STORY BOARD

<b>IDENTIFIED PROBLEM/SCENARIO TOPIC</b> TRANSGENDER CULTURAL COMPETENCE		<b>CASE SUMMARY</b> An 18-year-old student, born female arrives at the University Student health clinic. The patient is in emotional distress stating that ze was just kicked out of zir house by zir parents. Ze says that ze finally told zir parents that ze feels like ze is a man inside a woman’s body. The patient is a freshman in college and has not told anyone else about zir feelings. Ze states that ze needs help and does not know what to do or whom ze can talk to. The patient states, “I feel like I am going crazy.”	
<b>HIGHLIGHTED QSEN COMP/NPS GOALS</b>  PATIENT-CENTERED CARE			
<b>SCENARIO OBJECTIVES</b> <ul style="list-style-type: none"> <li>- Demonstrate ability to listen actively.</li> <li>- Demonstrate verbal and non-verbal cultural competence during patient interactions.</li> <li>- Correctly assess if the patient is considering harm to zirself or to others.</li> <li>- Demonstrate ability and willingness to provide therapeutic nursing support to a patient in emotional distress</li> </ul>		<b>CRITICAL PERFORMANCE ELEMENTS</b> <ul style="list-style-type: none"> <li>- Determine the patient’s preferred pronoun and name.</li> <li>- Determine if the patient’s presentation is consistent with a mental health emergency.</li> <li>- Be supportive to the patient by offering community services and referrals and/or social worker services.</li> </ul>	
<b>INITIATION OF SCENARIO</b> The scenario begins in a fictional university student health center after the patient’s vital signs have been taken. The university student clinic nurse (learner) and the patient are sitting in a chair in one of the treatment rooms.	→→	<b>FIRST FRAME</b> 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 ze was just kicked out of zir parent’s home because ze told zir parents that ze feels that zir gender identity is different than zir birth sex.	→→
<b>SECOND FRAME</b> The nurse must ask if the patient		<b>THIRD FRAME</b> Sarah says ze wished ze had not	

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<p>would like to be called a male/masculine name or pronoun. The patient says to please just call me Sarah</p>	<p>→→</p>	<p>told zir parents and wants to have everything go back the way it was before ze told them. Ze states zir life is over. Based on this statement, the nurse must assess the patient's mental health to determine if ze is at risk for suicide. Sarah admits that ze is upset but has no interest in hurting zirself at this time.</p>	<p>→→</p>
<p><b>FOURTH FRAME</b> 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 a social worker to help this student.</p>	<p>→→</p>	<p><b>SCENARIO END POINT</b> The nurse gives a report to the nurse practitioner in the clinic regarding this patient's situation.</p>	<p><b>D E B R I E F</b></p>

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APPENDIX: \*\*D

### **Health Information for the Actor Playing the Patient**

**Patient Name:** Sarah Johnson

**Age:** (consistent with the actor's age)

**DOB:** (fictional DOB)

**Gender Identity:** Born Female, but having gender dysphoria.

**Chief Complain:** My parents kicked me out because I told them I want to be a boy. Ze has felt this way for many years but has never talked to anyone about it

**Hx of present illness:** "I finally got up the courage to tell my parents that I do not feel like a girl. I told them that I wanted to be a boy." The parents did not take this information well and kicked Sarah out of the house. Sarah is feeling ashamed for having zir feelings. Ze wishes ze could undo telling zir parents how ze feels. Sarah states, "I feel like I am going crazy." If the nurse asks about suicidal thoughts, deny thought of doing harm to yourself or to others. If asked about gender, Sarah will say I don't feel like a girl or a boy right now.

**Medications:** None

**Allergies:** NKDA

**Social:** Denies tobacco, alcohol and non-prescribed drug use.

#### **Past Hx:**

**Childhood:** Broke zir arm when she was 12 falling off a horse. No congenital abnormalities or childhood diseases.

**Adult illnesses:** Denies DM, HTN, Hepatitis, or HIV (Last tested 2013)

**Surgeries:** Tonsillectomy at age 6.

**Health maintenance:** Has health insurance through zir parents. Rarely goes to a doctor.

**Personal/Social History:** Full time student at the University. She is not working and zir parents have been paying zir tuition to school. Sarah has relied of zir family for spending money. She does have a later model car that was a hand-me-down from zir family.

**Appearance:** Short haircut, baggy blue jeans and baggy t-shirt. Clothing is gender neutral in appearance. Emotional distraught, helpless and crying.

#### **Additional notes:**

- You do not know where you are going to sleep tonight.
- You do not know if you are going to be able to stay in school.
- You do not know where you are going to get your next meal.
- You do have friends, but they do not know about your interest to become a boy.
- You are scared.