

A “Standardized Patient” to Validate the Competency of SANEs

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A “Standardized Patient” to Validate the Competency of SANEs

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Standardized Patient (SP): someone who has been trained to reliably and consistently portray a patient with a health care problem, in this case, sexual assault.

LEARNER OBJECTIVES

Acquire knowledge to:

- Design a competency-based orientation for the novice sexual assault nurse examiner (SANE)
- Utilize a SP for simulation
- Develop a performance-based validation tool

PURPOSE

Gain an increased number of competent SANEs.

DESIGN/SETTING/SAMPLE

Design: Staff development quality improvement project

Setting: Academic, community Magnet® organization with three emergency departments, Level 1 trauma center and two community hospitals

Sample: Registered nurses who desired to become competent SANEs

References:

1. Fitzpatrick, M., Ta, A., Lenchus, J., Arheart, K., Forman Rosen, L., Bimbach, D. (2012). Sexual Assault Forensic Examiners' Training and Assessment Using Simulation Technology. *Journal of Emergency Nursing*, 38 (1), 85-90e6.
2. International Association of Forensic Nurses (2013). Sexual Assault Nurse Examiner Education Guidelines. Retrieved from <http://www.forensicnurses.org/?page=2013EdGuidelines&hhSearchTerms=%22Educational+and+Guidelines%22>.
3. Simonian, L., & Shane, D. (2013, June 7). Use of Simulation in SANE Competency and Training. Lecture presented at ENA Horizons Conference 2013, Nittany Lion Inn, 200 West Park Avenue, State College, PA.

BACKGROUND

Problem: Struggle to achieve orientation and demonstrate competency of SANEs, related to:

- Limited dollars for learning resources (live and self-learning)
- Challenges related to attaining real-time clinical learning opportunities and demonstrating skills

Consequence: Sexual assault exams performed by physicians instead of specialty trained SANE nurses

ACTIONS

- Grant funding obtained for education
 - Enhanced classroom and electronic self study
- Literature review and oral conference presentation suggested simulation
- Use of SP within simulation, except mannequin for pelvic physical exam

Lehigh Valley Health Network
Sexual Assault Adult Examination
PERFORMANCE CHECKLIST

Printed Name _____ Unit: _____

The named health care provider has met all performance criteria (critical behaviors) identified below as of _____ validated by: _____ Signature _____ Printed Name _____ Date _____

I have been validated as noted above: _____ Employee Signature _____ on _____ Date _____

The named health care provider has not met the performance criteria (critical behaviors) identified below with a checkmark (✓) in "has not met" box. Refer to action plan.

Date _____ Signature of Evaluator _____ Printed Name _____

| CRITICAL BEHAVIORS | NOT MET | COMMENTS |
|---|---------|----------|
| 1. Consults with Primary RN for background information including PMH/ Allergies | | |
| 2. Verifies that Crime Victims Council Patient Advocate was offered and is in route or declined by patient | | |
| 3. Demonstrates hand washing | | |
| 4. Demonstrates greeting of the patient in empathetic non-judgmental manner | | |
| 5. Discusses examination with patient and explains consent form | | |
| 6. Explains Police involvement and option of anonymity. Informs patient of the need to report the crime. | | |
| 7. Verifies the location of the assault and notifies police if not completed. (If the assault occurred a long distance away, then consider calling and reporting as not to delay your time) | | |
| 8. Verifies the difference between clinical sobriety vs. clinical intoxication | | |
| 9. Demonstrates pain assessment and communicates to primary nurse as needed | | |
| 10. Obtains Consent | | |
| 11. Prepares for examination and offers medications: prophylaxis and nausea medication | | |
| 12. Gathers supplies, cart, kit, patient labels (should have printed prior to entering room) | | |

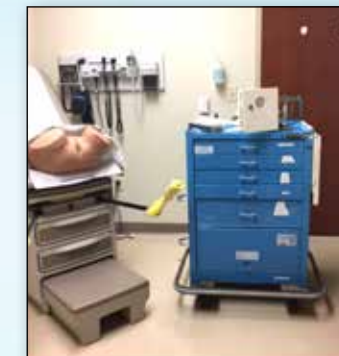
X:/SafeTeam/Orientation/April 2017

OUTCOMES

- ↑ number of SANEs - 15 to 24 over 3 years
- ↓ in exams by physicians
- ↓ length of clinical competency validations from 12-24 months to 4-12 months

IMPLICATIONS

Simulation with an SP can be utilized as a learning opportunity and demonstration of competency for a wide variety of clinical skills.



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