

Use of a "Standardized Patient" for Competency Validation.

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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:

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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 demonstrated 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
- Simulation - suggested by literature review and oral conference presentation
- Use of SP within simulation, except mannequin for pelvic physical exam

Simulation Scenario Excerpt: A 48 year-old divorcee presented to the ER complaining of being sexually assaulted by a man she had been communicating with on the internet for about two months. She agreed to meet him at a public restaurant last night. After dinner, he was adamant about escorting her to her vehicle. He proceeded to force her into her car and demanded that she drive away with him to a secluded park where he raped her. The victim was choked and she scratched him a few times until he punched her in her face and told her to "lay still or else I am going to kill you." Afterwards, he demanded she drive him back to an area near the restaurant where he exited her car. She went home and showered. Even though she was scared and ashamed, she made the decision this morning to come to the ER for evaluation.

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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 _____ Date _____ validated by: _____ Signature _____ Printed Name _____
 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.

CRITICAL BEHAVIORS	NOT MET	COMMENTS
1. Consents with Primary RN for background information including: PMI/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 notify 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)		

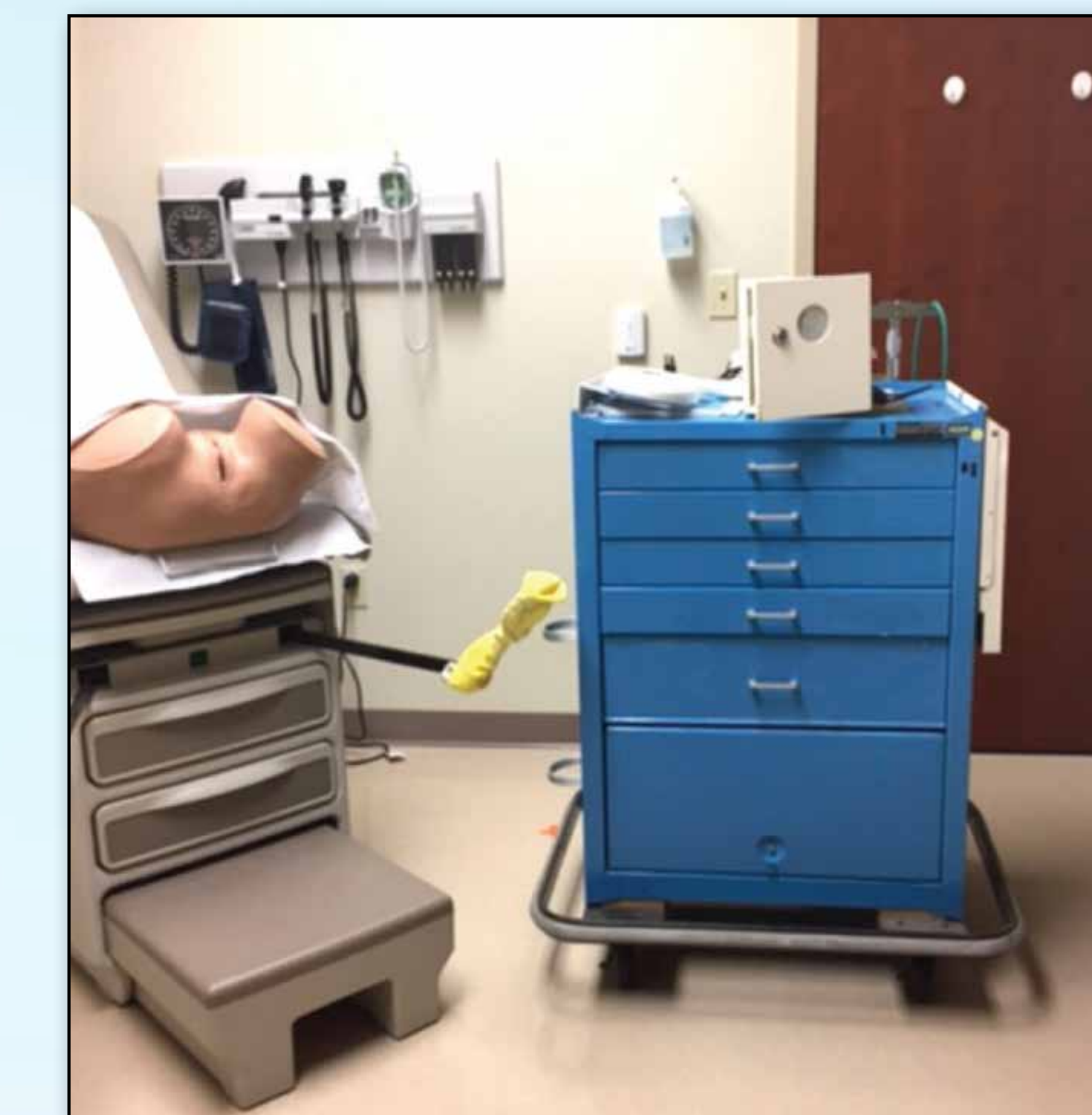
X: Safe Exam Orientation/April 2017

OUTCOMES

- ↑ number of SANEs - from 15 to 24 over 3 years
- ↓ in exams by physicians
- ↓ length of clinical competency validations from 12-14 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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