

Healthcare Theater Students as Standardized Patients in Health Assessment Nursing Lab: Addressing Sexual Health History Interviews with LGBTQ+ Identifying Patients



**College of Nursing &
Public Health**



Adelphi University nursing students

School of Performing Arts



Research Team

Virginia Oates, DNP, RN

Daniel McWeeney, DNP, FNP-C, RN

Johanna DeLeyer-Tiarks, PhD., NCSP, Licensed Psychologist

Camile Arnone, Standardized Patient Coordinator

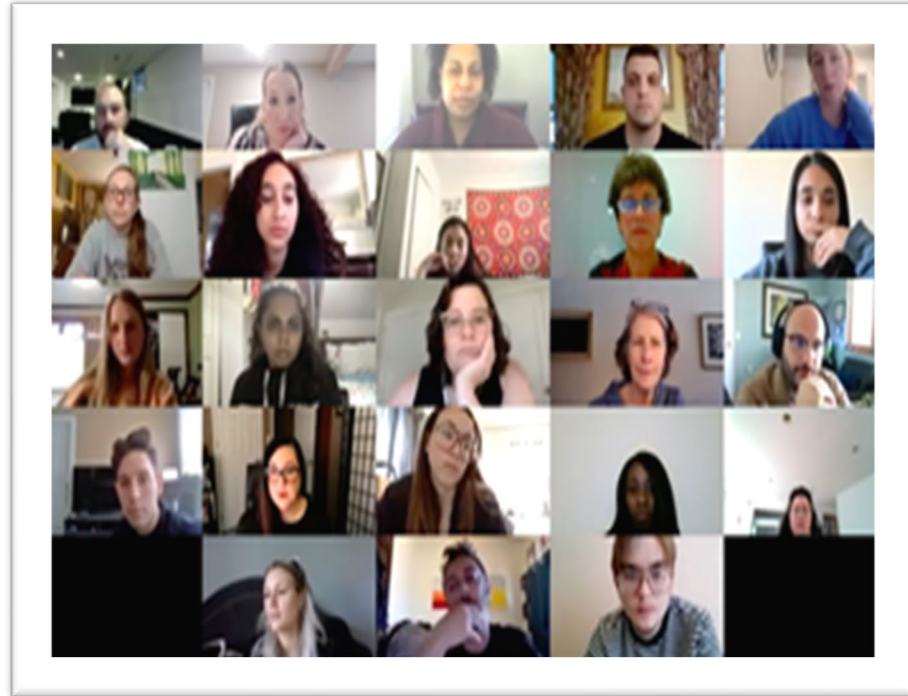
Mary T. Hickey, Ed.D., WHNP-BC, FNP-BC

Catherine Schaefer, RN, Graduate Student

Background: Bend and Flex During the Pandemic



- Spring 2021: 4 professional actors (standardized patients, SPs) secured. Funding obtained through two grants
- Community Health BSN students enrolled in didactic class, participated in virtual interviews (zoom) to conduct sexual health history taking with SPs.



Moving Forward... Creating a Healthcare Theatre Course

- Replication of program was dependent on financial sustainability of resources in securing professional actors, to take on the role as SPs.
- **The healthcare theatre course was developed and promoted to ensure a pool of potential SPs.**
- After evaluating the pilot program, the research team chose to move the SP program to **the first-year nursing assessment lab**, to support student's learning to taking a medical health history; specifically a sexual health history aligning with a genitourinary assessment.

The Problem

- Insufficient evidence-based research addressing BSN student nurses, conducting a focused sexual health history, and using screenings for mental health and substance use to assess the healthcare needs of SGM communities.

- Insufficient clinical opportunities to engage and interview patients from LGBTQ+ communities.



SGM = LGBTQ+

Our Solution

Safe Practice Settings: High Fidelity Simulation: Role Play in the Health Assessment Lab

Simulation, using standardized patients (SP), or actors, provides opportunities for students to practice skills in a safe environment, can ask questions, receive feedback, and learn from mistakes (Goodall and Wofford, 2022).

Develop a Healthcare Theatre Course on Campus

- Spring 2022, pilot study.
- Enrollment was low, 7 healthcare theatre students.
- Students interacted with the health assessment lab BSN students.
- First time the course was offered.



Purpose & Theoretical Framework

- The purpose of this project was to implement and evaluate the use of a standardized patient program, using theater students, to improve undergraduate nursing students' cultural competence, clinical skills, and self-efficacy, when working with LGBTQ+ patients.
- The theoretical framework for this study used Jeffreys' Cultural Competence and Confidence Model.

Methodologies

- Quasi-experimental, pre-test/post-test study utilized quantitative and qualitative methods to evaluate an educational intervention.
- High fidelity simulation using role play scenario between health care theatre student and nursing students.
- A low fidelity simulation was also used with the development of an unfolding case study.

Sample:



- 20 of baccalaureate nursing students
- 7 theater students
- 2 professional standardized patients

Instruments:

- Transcultural Self-Efficacy Tool (TSET)-student assessment
- Cultural Competence Cultural Evaluation Tool-Teacher Version (CC CET-TV)-faculty assessment
- Formative and summative debriefing allowed for observation of the students' self-efficacy and clinical interviewing skills.



Healthcare Theater Students Portraying the Role of SP

Javier Rodriguez (or Jenny)

Age: 16

Race: Child of Puerto Rican immigrants

Sexual Orientation: Questioning, sexually active with people of all genders

Gender Identity: Cisgender Male

Presenting Symptoms: Urinary pain





Pilot Intervention



- **Pre-Simulation Day**: a 20-minute, scripted simulation scenario using standardized patients was shared with BSN students
- **Simulation Day**: Nursing students conducted 20-minute, individual interviews in a private clinical exam room; theater students played the role of the patient, following the pre-defined script.

Feedback and Debriefing

- Following each dyad interview, a 3–5-minute period was designed to allow for immediate (*formative*) feedback on performance between the healthcare theater student directed to the nursing student.
- After all students had participated in the respective interviews, a final 30 minute (*summative*) debrief was conducted by the healthcare theater faculty, the two respective professors and members of the research team.



Results

Pre and Post-Program TSET Scores

Variables	Mean	SD	Diff	t	df	p
Knowledge 10 questions (Likert scale 1-10)						
Pre	8.18	.54				
Post	8.36	.38	.18	1.61	9	.14
Self-Efficacy 28 questions (Likert scale 1-10)						
Pre	7.65	.62				
Post	8.16	.18	.51	4.85	27	< .001
Self-Knowledge 25 questions (Likert scale 1-10)						
Pre	9.02	.45				
Post	8.90	.19	.12	1.80	24	.084



Feedback

Theater Students:


- Theater students reported learning to “recognize the emotion of the clinician learner” and identify “observable behaviors and be able to verbalize them in a feedback session.”

Faculty:

- The faculty survey responses were overwhelmingly positive.
- The faculty perceived the students as more accepting of differences and similarities between cultural groups; and demonstrated an increased appreciation of cultural sensitivity and awareness.



Integration of NGN Unfolding Case

- **The purpose:** enhance nursing students'
 - understanding of specific nursing care for LGBTQ+ patients
 - further apply critical reasoning and clinical judgment skills
 - Further engage and develop cultural competence
- **Meet the client:** 16 year old transgender, presenting to the primary care clinic with a genitourinary complaint
 - 3 faculty reviewed to ensure accuracy and realism
- **Implementation:** Completed on last day of the health assessment course. 
 - Facilitated by individual course faculty. Students worked in pairs to complete the case with 6 subsequent alternate format questions
 - Faculty debriefed. Express any questions or concerns
- Data collection was only obtained with the 2 sections involved in the pilot

NGN Case Study Results

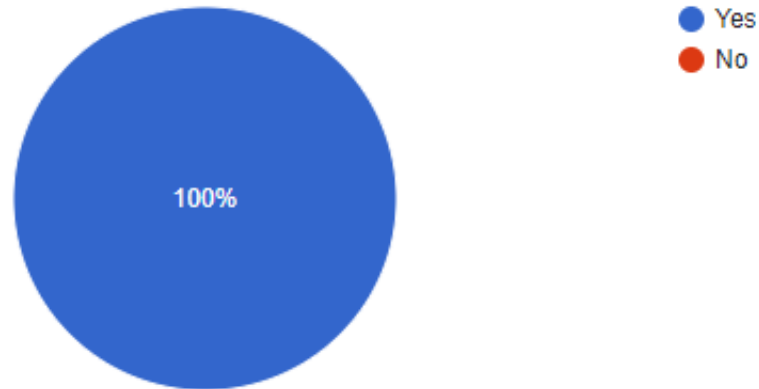
Nursing students felt the case helped them improve their critical thinking skills



NGN Case Study Results

Do you feel the case study helped you to improve your critical thinking skills?

18 responses

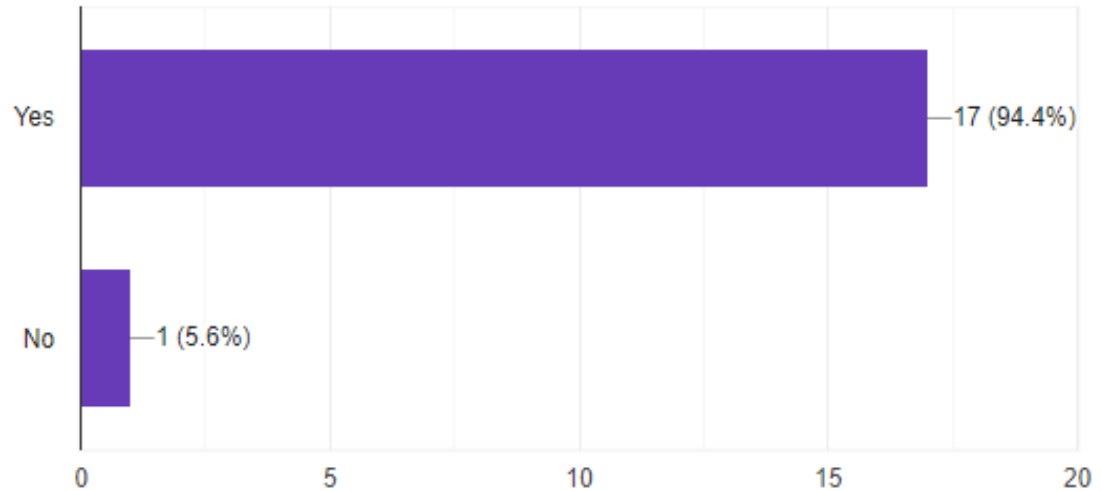


NGN Case Study Results

Do you feel the case study helped you to gain sexual health related knowledge?



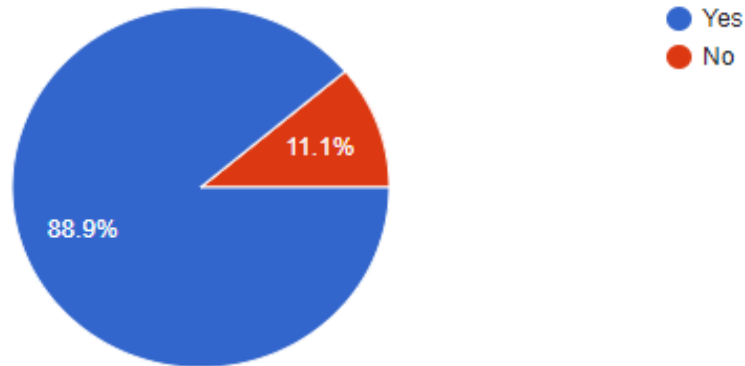
18 responses



NGN Case Study Results

Do you feel the case study will help you to be more prepared for your career as a RN working with transgender clients?

18 responses

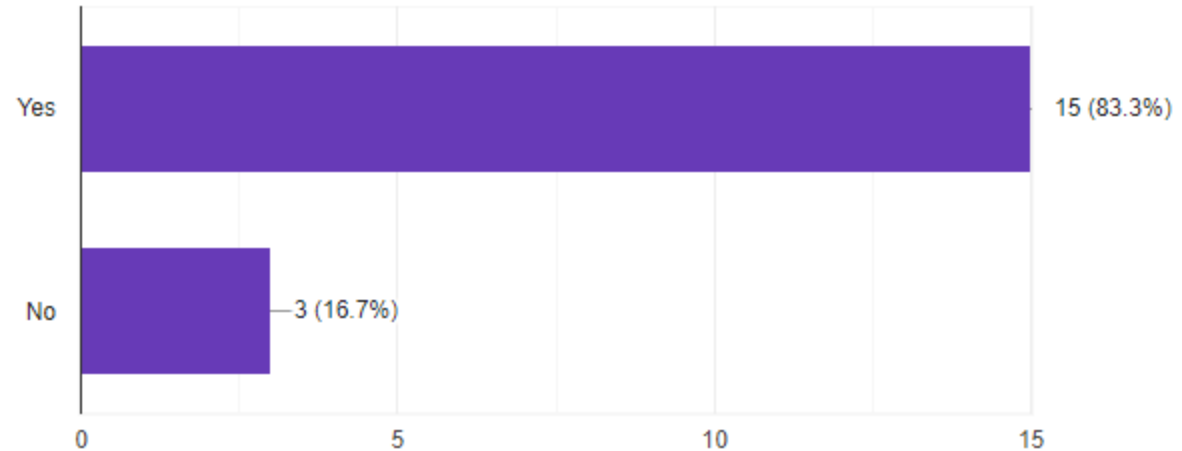


NGN Case Study Results

Did the case study increase your awareness of clients from the LGBTQ+ communities



18 responses

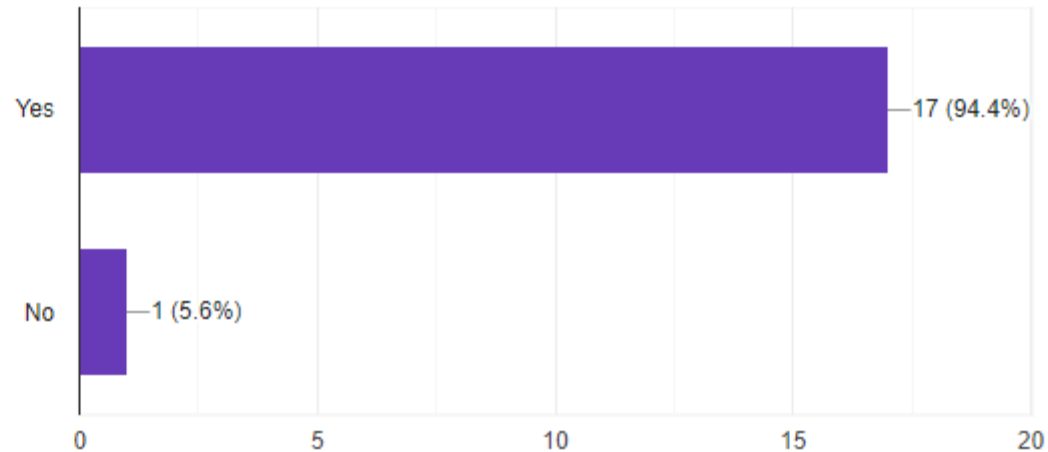


NGN Case Study Results

Did the case study increase your understanding of caring for clients with a sexual health problem.



18 responses



Future Recommendations to continue to integrate LGBTQ+ healthcare into BSN education

- Health Assessment-Health History
- Pharmacology: Hormone Replacement pertaining to Transgender Transition
- Mental Health
- Adult I or II, or Med Surg I and II
- Community Health Nursing



Summary

Creating an experiential learning opportunity during a health assessment lab, facilitates engagement of BSN students with the SPs representing LGBTQ+ patients, and develops skills in therapeutic communication and cultural competence thereby reducing healthcare disparities and improving health outcomes.

Standardized Patient programs should be paired with direct teaching of transcultural nursing topics, including exploration of students' personal views and biases, and additional teaching modalities including case studies.

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