



School of Health and Life Sciences

Simulation Centre

Client Requesting Euthanasia Scenario One “Terrier”

Revised Date: March 14-17, 2022

IPAE1210 Veterinary Communication Practice

Public Scenario Title

Client Requesting Euthanasia One

Scenario Description

A client and veterinarian have agreed to euthanize their Terrier. The client is very stoic and unemotional when discussing the details with the registered veterinary technologist.

Scenario Objectives

[Provide specificity and context where appropriate (see examples below)]

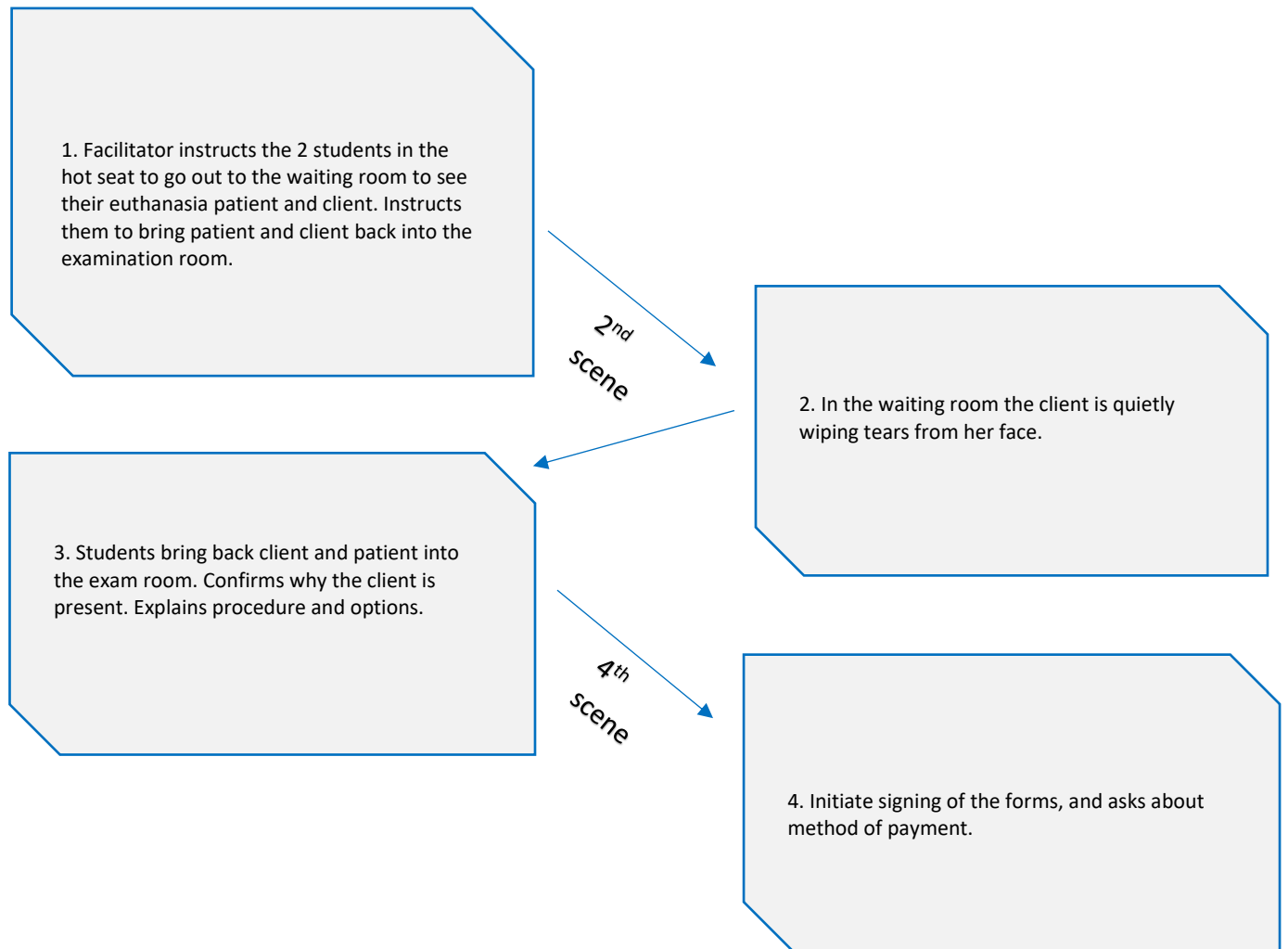
1. *Attend to client's needs*
 - a. *Ensure client is aware of procedure and details*
 - b. *Demonstrate sympathy/empathy for client and patient*
2. *Ensure euthanasia agreement form is signed*
3. *Ask if the client wishes to be present*
4. *Ensure disclosure of cost is discussed and payment taken prior to procedure*

Equipment, Supplies, and Resources (add rows as required)

| | |
|--------------------------------------|------------------------|
| Exam table | Jugs/glasses of water* |
| Tissue | Kennel with blankets |
| Euthanasia form and pens | |
| Info cards for "pet therapy society" | |

Scenario Flow

Briefly describe progressive scenes (aka states or stages)



Be creative on this page...add/move/remove arrows as required

For example...boxes in left row could indicate scenes 1 through 4, and boxes on right column would then indicate a variant of that scene (either more difficult, or less difficult)

Briefing (or 'Prebriefing') Information

Participant(s) in the Hot Seat

First, describe the rules of engagement. (Numbers 1-3 will not have to be completed with all participants.)

1. "Expect to make mistakes!" ... "We purposefully make the simulation challenging so that we can all learn from both the things that you do well, and from the things you don't do so well."
2. "What happens in sim, stays in sim! Don't ruin the experience for the next participants."
3. "Because we've done our best to make this scenario like 'REAL LIFE' we expect you to do your best and treat this like a real-life situation. You will perform all procedures/techniques as you would in real life with the exception of the following" (list all necessary exceptions)
4. "What you see... (Pick one of the following)
 - a. ... Is what you get", (or)
 - b. ... Will be supplemented with information/pictures provided on the video screens

** Try NOT to have an ongoing conversation from the control room with your participants, as it takes away from the immersion in the scenario*

Second, describe the information for the scenario, as it would be presented in real life.

"You two are both recent graduates and have been asked to handle the "check-in" of a euthanasia patient. The waiting room is quite busy, so please look for the client "(indicate descriptor here after viewing actor)"

Third, answer any questions the participants may have.

Confederate and Simulated Patient Background Information

Describe the following for each individual confederate/simulated patient (if applicable):

- Rosemarie Johnson (**owner of the Terrier whose name is "Blue"**)
- Demographics (**25 -70 female**)
- Physical presentation (**healthy**)
- Moulage and outfit (**casual business dress – not provided by the NAIT Sim Ctr**)
- Overall attitude of actor, mental status, and communication status and how these evolve or devolve, and why. Very emotional, often crying, at times to the point of having trouble talking, even shaking at times

Confederate and Simulated Patient Scripts

Describe the interaction and anticipated dialogue between all simulation participants scene by scene.

SCENE ONE

FJ (in response to initial contact from students). ***“Yes that is me, and this is she”*** (takes a big breath in and out to indicate that she doesn’t want to elaborate – remains aloof, and makes only brief eye contact with students when answering any questions).

SCENE TWO

FJ (answers questions in the same way as above)

SCENE THREE

And for each of these questions, first inquire about options and cost

In response to the Question: “How do you want the body handled?”

Answer – final choice: (if the students remember to offer this option, choose *“Communal Cremation”* and a *‘Scatter Box’*

In response the Question: “Would you like a “paw print” (“memory options”) to remember Blue by?”

Answer – final choice: (if the students remember to offer this option, choose *“Ink print”*

In response to the Question: “Do you want to be with Blue for the procedure?”

Answer: *“I’m not sure... can you explain the procedure?”* (but answer *“NO”* in the end – you will not stay for the procedure).

SCENE FOUR

When signing any forms... remain stoic, but demonstrate a big breath in/out, (to demonstrate that you are possibly hiding your emotions) and....

Answer: *“Where do you want me to sign?”*

In response to asking “How would you like to pay?”

Answer: *“Credit Card”*

If asked if you have somebody with you,

Answer *“No”*

If asked in you need someone to call for a ride,

Answer *“No, I’m okay”*

Debriefing Information

“Debriefing should reflect back on the pre-determined objectives, but may also move in unexpected directions”

| Objective (copy objectives from earlier list) | Criteria for Meeting/Exceeding Objective (describe) |
|--|--|
| Advise clients on supportive agencies | <ul style="list-style-type: none">Students have an opportunity to discuss agencies that can help with grief support |
| Advise clients on supportive agencies | <ul style="list-style-type: none">Students have an opportunity to discuss agencies that can help with after care |
| Advise clients on supportive agencies | <ul style="list-style-type: none">Students have an opportunity to discuss agencies that can help with memorial options |
| Comply with legislation | <ul style="list-style-type: none">Student should ensure correct documents are signed |

Three Stage Debriefing Model

1. Reactions/Emotions

- Participants share their feelings and redeem their actions
- Facilitators can say (to allow for reactions from each participant), ***“In one word, describe how that felt for you”, or “How are you feeling right now?”***

2. Analysis/Exploration

- Facilitator systematically sets the stage for discussion topics – based on the scenario objectives, and any learning gaps that may have presented in the scenario
- Facilitators can say, ***“Now I’d like to talk about (insert topic here).”***
- Facilitators can use a number of techniques to initiate responses from the participants, such as “Advocacy/Inquiry”, “Appreciative Inquiry”, “Self-reflection”, etc.
- Aim is to for the facilitator to LISTEN; understand; and respect learners’ perspectives. Once that is accomplished, the facilitator should “close” any performance/learning gaps.

3. Summary/Application

- Engages participants for future application of all learning points
- Facilitators can say, ***“What is one ‘take-away’ from our discussion that you could apply the next time you encounter the same or a similar clinical situation?”***
- How important was this SIM for your learning?***

Roles of the Facilitator throughout the Simulation Experience

- Respect for learner opinions and psychological safety
- Belief in integrity of learning through simulation
- Manages upset/monopolizing/outlier individuals