School of Health and Life Sciences

Simulation Centre

Client Requesting Euthanasia Scenario Two 'Cat'

Revised Date: March 20-24, 2023

IPAE1210 Veterinary Communication Practice

Public Scenario Title
Client Requesting Euthanasia Two 'Cat'

Scenario Description

A client and veterinarian have agreed to euthanize their cat "Simone". The client is very emotional when discussing the details with the registered veterinary technologist.
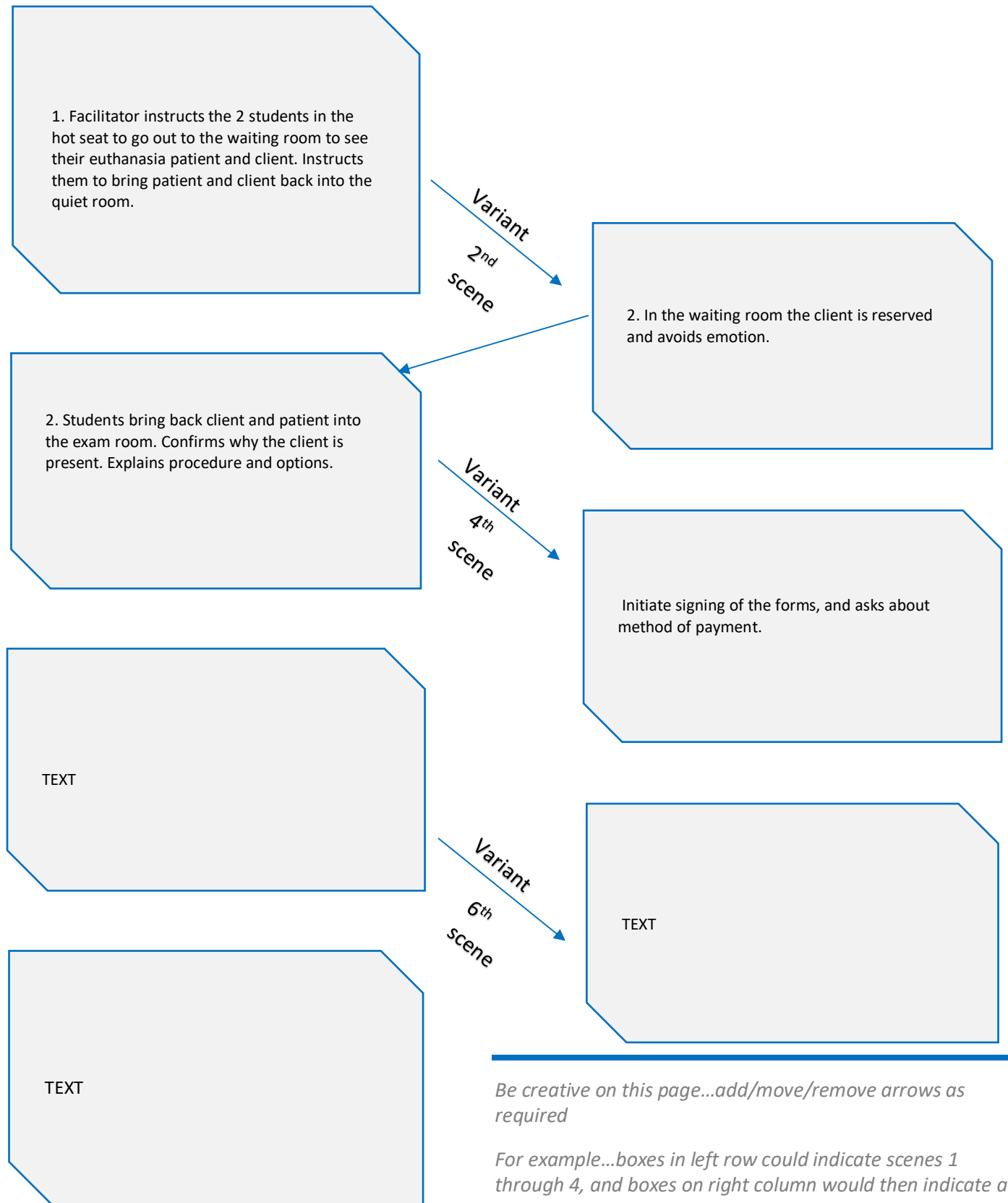
Scenario Objectives

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 take prior to procedure*

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

Soft Chairs to represent a comfortable, quiet room	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)

1. Facilitator instructs the 2 students in the hot seat to go out to the waiting room to see their euthanasia patient and client. Instructs them to bring patient and client back into the quiet room.

Variant 2nd scene

2. In the waiting room the client is reserved and avoids emotion.

2. Students bring back client and patient into the exam room. Confirms why the client is present. Explains procedure and options.

Variant 4th scene

Initiate signing of the forms, and asks about method of payment.

TEXT

Variant 6th scene

TEXT

TEXT

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."

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):
*   Kirk Williams
*   Demographics (25-70 male)
*   History of present illness/chief complaint
*   Physical very emotional
*   Moulage and outfit causal outfit not supplied by SIM centre
*   Overall attitude of actor, mental status, and communication status and how these evolve or devolve, and why (**stoic, not showing a lot of emotion, sometimes may not fully answer questions – abrupt answers – could come across as uncaring, but is behaving this way because she doesn't want to display her emotions for fear that they will overwhelm her and the situation would then become unbearable**).

Confederate and Simulated Patient Scripts

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

SCENE ONE

KW (in response to initial contact from students). *"Yes that is me, and this is she"* (takes a big breath in and out sniffles from having been crying and makes only brief eye contact with students when answering any questions).

SCENE TWO

KW (answers questions in the same way as above)

SCENE THREE

And for each of these questions, Has trouble deciding on an answer. Adds in things like I do not know what I am going to do without her. She is so special. She was my reason for getting up in the morning. . .

In response to the Question: "How do you want the body handled?"
Answer – final choice: (if the students remember to offer this option, choose *"private Cremation"* and an urn

In response the Question: "Would you like a "paw print" ("memory options") to remember Simone by?"
Answer – final choice: (if the students remember to offer this option, choose *"clay print"*

In response to the Question: "Do you want to be with Simone for the procedure?"
Answer: "I'm not sure… can you explain the procedure?"   (but answer "yes" in the end – you will stay for the procedure). "You want to be there to hold her and be with her and comfort her"

SCENE FOUR

When signing any forms… remain emotional
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 Yes my friend is in the car but they did not want to come in

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	• Students have an opportunity to discuss agencies that can help with grief support
Advise clients on supportive agencies	• Students have an opportunity to discuss agencies that can help with after care
Advise clients on supportive agencies	• Students have an opportunity to discuss agencies that can help with memorial options
Comply with legislation	• 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