



Faculty Guide

Provider Practice Safety & Communication Video Series



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Authors: Jamie Lord, Karen A. Amirehsani, Laurie Kennedy-Malone, & Md Towfiqul Alam

Year: 2022

Source:

How to Handle an Agitated Patient

<https://www.youtube.com/watch?v=oCiM70mouuk>

An Armed Man

<https://www.youtube.com/watch?v=0knfzYPIIN0>

Belligerent Person

<https://www.youtube.com/watch?v=2j02FYf4gl0>

Provider Safety

<https://www.youtube.com/watch?v=WFLHixVlqt0>

How These Videos Were Developed

These patient videos were scripted by UNCG School of Nursing professional educators. The scenarios are fictitious but based upon real circumstances and acted out by professional actors. The videos are available on YouTube platforms. Closed captioning is included for increased accessibility.

The Academic Practice Partnerships Today for Competent Practitioners

Tomorrow (APPTCPT) video case simulations have been designed to enhance nurse practitioners' skills in health history, advanced physical assessment, diagnostic reasoning, and developing management plans. These video case simulations integrate the Adult-Gerontology Primary Care Nurse Practitioner Competencies (AACN, 2016) in the learning objectives.

Course Use or Work Site Use

The YouTube videos can be linked or embedded in academic nursing courses or work site provider/staff training. The videos can be assigned to learners to complete as homework or can be completed in small groups or as a whole class for discussion. Nurse practitioners can also use the videos in their practice sites as training for healthcare providers/staff.

Disclaimer:

As new scientific information becomes available through basic and clinical research, recommended treatments and therapies undergo changes. At the time of development, the authors have done everything possible to make this simulation case accurate with accepted standards at the time of production.

INTRODUCTION

This group of 4 brief video simulations, “**How to Handle an Agitated Patient,**” “**An Armed Man,**” “**Belligerent Person,**” and “**Provider Safety**” presents primary care nurse practitioner learners an opportunity to consider therapeutic communication techniques to de-escalate encounters that may occur with patients or other persons within healthcare settings. Additionally, these simulations can raise practitioners’ awareness of actions they can personally take to keep themselves safer and the importance of developing an emergency plan within primary care settings. Learners can discuss verbal and nonverbal therapeutic communication techniques to incorporate into their practice as advance practice providers and collaborate by developing realistic emergency plans for primary care settings. The learning focus of this simulation video case can be for nurse practitioner learners early in their clinical management program or be adjusted to learners at the end of their education program.

LEARNING OBJECTIVES

This video case simulation series prepares learners to:

1. Identify therapeutic communication techniques that can assist in de-escalating aggressive and potentially violent interactions and improve care of patients and significant others.
2. Describe emergency plans and safety and risk reduction strategies providers and practices can implement when interacting with aggressive and potentially violent patients, family members, and other people within primary care settings.
3. Discuss the Joint Commission requirements and reduction strategies to reduce workplace violence and promote provider.
4. Adapt teaching approaches based on the patient’s readiness to learn, health literacy, environment, and resources.
5. Discuss interventions to prevent or reduce risk factors for diverse and vulnerable populations.

The charts below were developed through a consensus process by the five nurse practitioner faculty experts who independently reviewed the videos and the faculty guides to determine the relevance of the content of the video and assignments with each of the domains, advanced level nursing education competencies, essentials level 2 sub-competencies and the concepts. The competencies, sub-competencies and concepts listed here have an 80% consensus on the item (Polit & Beck, 2006).

AGITATED PATIENT

Domain, Competencies, and Sub-competencies for Advanced-level Professional Nursing



Person-Centered Care

2.1 - Engage with the individual in establishing a caring relationship.

2.1d Promote caring relationships to effect positive outcomes.

2.1e Foster caring relationships.



Quality and Safety

5.3 - Contribute to a culture of provider and work environment safety.

5.3e Advocate for structures, policies, and processes that promote a culture of safety and prevent

5.3f Foster a just culture reflecting civility and respect.

ARMED MAN

Domain, Competencies, and Sub-competencies for Advanced-level Professional Nursing



Quality and Safety

5.3 - Contribute to a culture of provider and work environment safety.

5.3e Advocate for structures, policies, and processes that promote a culture of safety and prevent

5.3f Foster a just culture reflecting civility and respect.

Belligerent Person

Domain, Competencies, and Sub-competencies for Advanced-level Professional Nursing



Knowledge for Nursing Practice

1.1 - Demonstrate an understanding of the discipline of nursing's distinct perspective and where

1.2f Synthesize knowledge from nursing and other disciplines to inform education, practice, and research.



Person-Centered Care

2.1 - Engage with the individual in establishing a caring relationship.

2.1d Promote caring relationships to effect positive outcomes.

2.2 - Communicate effectively with individuals.

2.2g Demonstrate advanced communication skills and techniques using a variety of modalities with diverse

2.6 - Demonstrate accountability for care delivery.

2.6e Model best care practices to the team.

Adapted with permission from American Association of Colleges of Nursing. American Association of Colleges of Nursing. (2021). *The essentials: Core competencies for professional nursing education*. <https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf>



Quality and Safety

5.2 - Contribute to a culture of patient safety.

5.2i Design evidence-based interventions to mitigate risk.

5.3 - Contribute to a culture of provider and work environment safety.

5.3e Advocate for structures, policies, and processes that promote a culture of safety and prevent

5.3f Foster a just culture reflecting civility and respect.

Provider Safety

Domain, Competencies, and Sub-competencies for Advanced-level Professional Nursing



Knowledge for Nursing Practice

1.1 - Demonstrate an understanding of the discipline of nursing's distinct perspective and where

1.1e Translate evidence from nursing science as well as other sciences into practice.

1.2 - Apply theory and research-based knowledge from nursing, the arts, humanities, and other

1.2f Synthesize knowledge from nursing and other disciplines to inform education, practice, and research.

1.2g Apply a systematic and defensible approach to nursing practice decisions.



Person-Centered Care

2.2 Communicate effectively with individuals.

2.2g Demonstrate advanced communication skills and techniques using a variety of modalities with diverse audiences.

2.2h Design evidence-based, person-centered engagement materials.

2.3 - Integrate assessment skills in practice.

2.3h Demonstrate that one's practice is informed by a comprehensive assessment appropriate to the functional area of advanced nursing practice.



Professionalism

9.2 - Employ participatory approach to nursing care.

9.2k Model professional expectations for therapeutic relationships.

| Agitated Patient | Armed Man | Belligerent Person | Provider Safety |
|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| Concepts for Nursing Practice | Concepts for Nursing Practice | Concepts for Nursing Practice | Concepts for Nursing Practice |
| Communication | Communication | Clinical Judgment | Clinical Judgment |
| Compassionate Care | Ethics | Communication | Communication |
| Diversity, Equity, Inclusion | | Ethics | Compassionate Care |
| Ethics | | | Ethics |
| | | | Evidence-Based Practice |

Learners of Advanced Practice Health Professions:

- Family Nurse Practitioner (FNP)
- Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP)
- Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)
- Physician Assistant (PA)

CASE OVERVIEWS & DISCUSSION QUESTIONS

How to Handle an Agitated Patient Case:

A young man is waiting in a primary care office for his appointment and he becomes progressively agitated because the provider is behind and not able to see him on time and the patient has other commitments. This video contains two scenes; scene 1 demonstrates ineffective communication techniques and scene 2 demonstrates therapeutic communication techniques that healthcare personnel can do to de-escalate the situation.

Case Setting: Waiting room of primary care office

Discussion Questions:

- In Scene 1, how do you think the receptionist's behaviors, words, and tone may have affected the encounter?
- In Scene 2, what therapeutic communication techniques did the receptionist use that helped to de-escalate the encounter?

Case Simulation: How to Handle an Agitated Patient (2:15 minutes)

<https://www.youtube.com/watch?v=oCiM70mouuk>

An Armed Man Case:

An armed man storms into a primary care office wearing a ski mask and waving a gun demanding drugs and money. The receptionist pushes an emergency button to activate the office's emergency alert system to notify providers/staff in the back office that an emergency is occurring in the office. Another staff member calls the police. Providers and staff quickly escort patients from the hallway to try and be out of harm's way. The receptionist and a provider give the armed man what he wants while police are on the way. The armed man is allowed to leave once he gets what he wants.

In situations like this, the goal is to have an emergency plan that all healthcare personnel are fulling aware of and know immediately how to act upon—activate 911 call, quickly remove patients and themselves out of harm's way, and give armed intruders what they are demanding such as drugs, money, etc.

Case Setting: Primary care office setting

Discussion Question:

- In this video, what actions did the office personnel take that promoted the safety of everyone in the clinic?

Case Simulation: An Armed Man (1:17 minutes)

<https://www.youtube.com/watch?v=0knfzYPIIN0>

Belligerent Person Case:

An angry and belligerent man storms into a primary care office demanding health information about his “wife’s” health status from the office receptionist. This video demonstrates ineffective communication interactions between the belligerent man and the front office receptionist that contributes to the escalation of the person’s aggression and emotional status. This video provides an opportunity to discuss therapeutic communication techniques to diffuse situations and HIPPA requirements.

Case Setting: Primary care office setting.

Discussion Questions:

At the beginning of the video viewers are asked:

- As you watch this video with a belligerent person, ask yourself the following question: How do you think the receptionist’s behaviors, words, and tone may have affected the encounter?

At the end of the video, the following discussion questions appear on the screen:

- What therapeutic communication techniques do you recommend to de-escalate a situation like this?
- What are the legalities associated with disclosing health information to other people?
- What assumptions did you have about the man’s relationship with the patient? Is he a very scared and worried husband? Did you consider the possibility that he may not actually be the patient’s husband or that he and the patient are in the midst of a messy divorce or no longer married? Anything else?

Case Simulation: Belligerent Person (2:02 minutes)

<https://www.youtube.com/watch?v=2j02FYf4gl0>

Provider Safety Video Case:

In this video a nurse practitioner is evaluating a patient with complaints consistent with a viral illness in a primary care office. The patient becomes upset when she is not given an antibiotic or narcotic pain medication like she demands. This video consists of two scenes: scene 1 demonstrates actions/words by the nurse practitioner that potentially puts her in danger and scene 2 which demonstrates actions/words by the nurse practitioner that are more protective. This case provides an opportunity for providers to be more aware of their words and actions and to consider having an emergency plan in their practice.

Case setting: primary care office

Discussion questions:

At the beginning of the video the following comment appears for the viewers to consider as they view the simulation:

- In this video, you will see 2 scenes of a nurse practitioner interacting with a demanding patient in a primary care office. As you watch each scene, think about how the nurse practitioner’s words or actions potentially put her in danger or protected her.

Discussion question after viewing the video:

- What recommendations do you have to keep providers safe when interacting with patients?

Case Simulation: Provider Safety (2:37 minutes)
<https://www.youtube.com/watch?v=WFLHixVlqt0>

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