

Designing & Evaluating Simulation Scenarios & Frameworks to Address Implicit Bias in Patient Care Concepts – Challenges - Implications

Leslie Catron, HealthImpact
Alexandra Duke, HealthImpact

Introductions

Leslie Catron

DNP, M.A.ED, BSN, RN, CHSE

Alexandra Duke

DNP, PhD©, RN-BC, CEN, CHSE, CNE®cl, EBP-C

Learning Objectives

1. Identify the need to address implicit bias in healthcare using simulation-based education
2. Explore frameworks for the development of implicit bias scenarios
3. Identify the tools to develop implicit bias scenarios



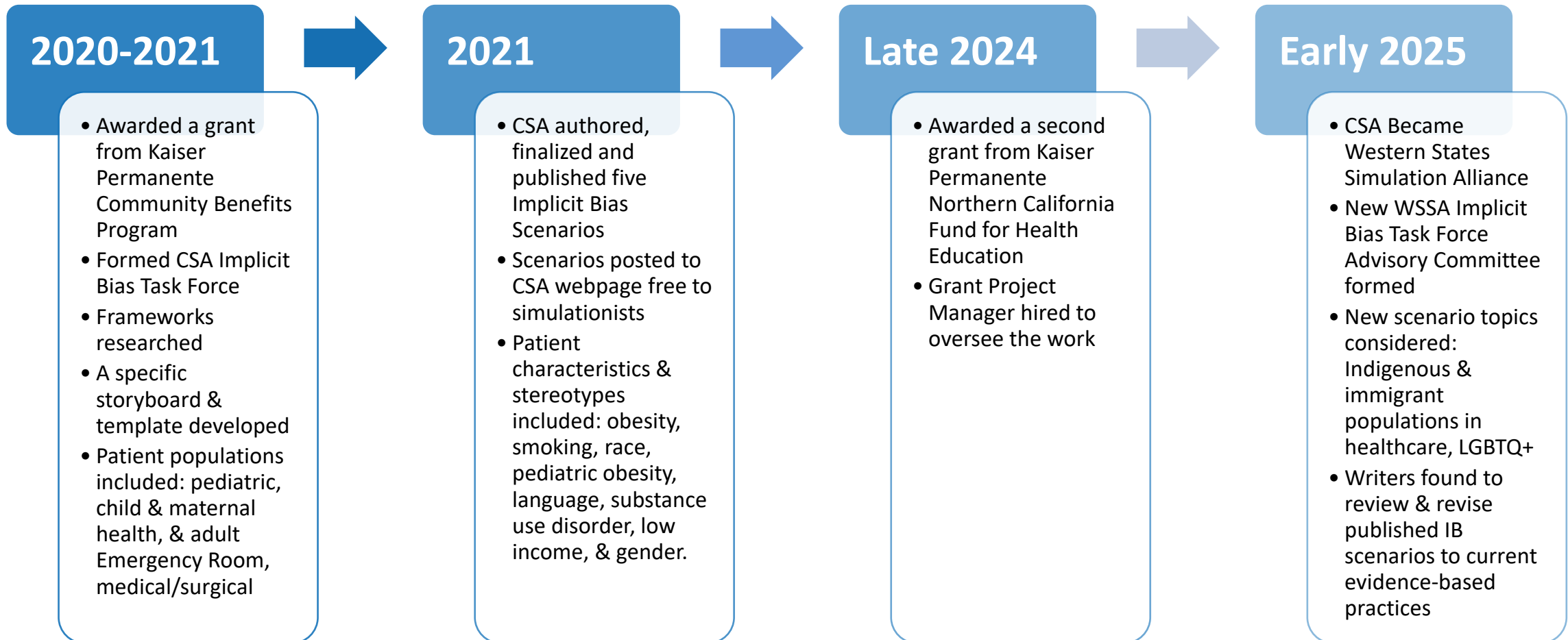
Using Simulation to Address Implicit Bias



California Legislation

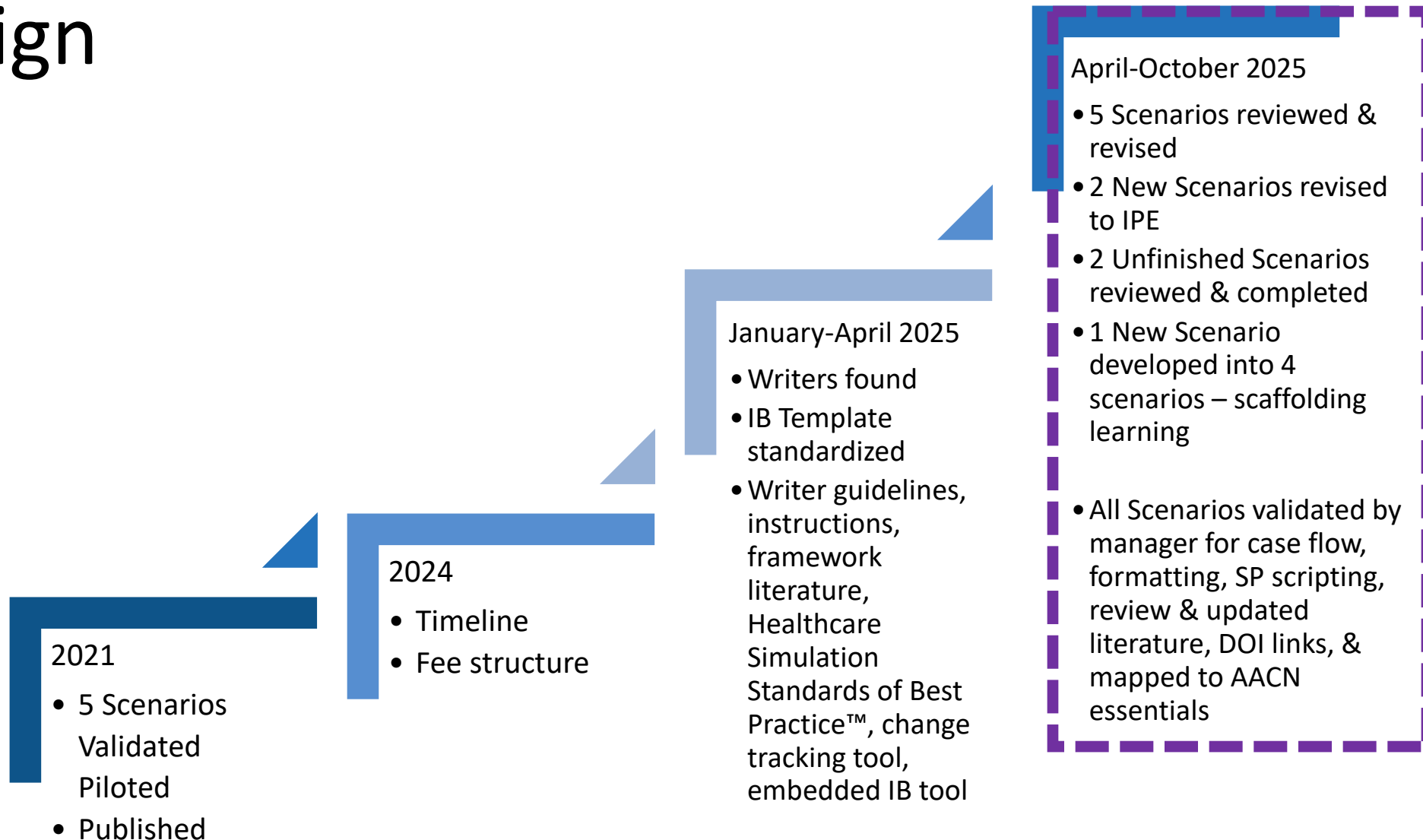
2023 – AB 241

CSA→WSSA Scenario Writing History



Development of Implicit Bias Scenarios

Design



Implicit Bias Scenarios

Implicit Bias Substance Overuse Disorder, Interprofessional

Implicit Bias Substance Abuse Disorder Stigma, PreLicensure

Implicit Bias Weight Stigma/Linguistic Competency

Implicit Bias Obstetrics

Implicit Bias Transgender

Implicit Bias Microaggression PreLicensure Nurse

Implicit Bias Microaggression Resident Nurse

Implicit Bias: Intro to Bias and Disparities

Implicit Bias Stereotype Awareness



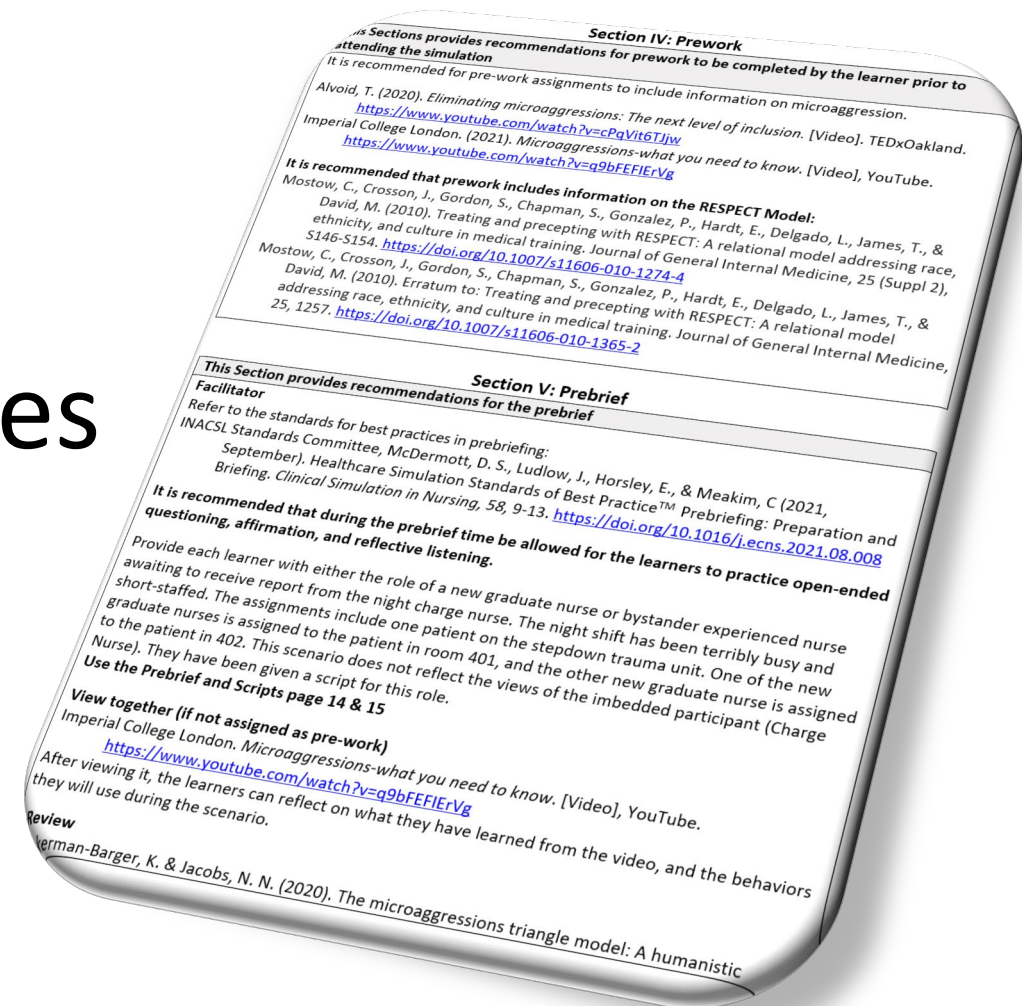
AACN Mapping

AACN Essential Learner Activities Based on Learning Objectives & Actions	
Domain	Sub competencies
1 Knowledge for Nursing Practice	1.1e; 1.1f; 1.2a-h; 1.3a-d
2 Person-Centered Care	2.1a-e; 2.2a-g; 2.2i; 2.2j; 2.3a; 2.3c; 2.3e-g; 2.4a; 2.5a-e; 2.5g; 2.5i-j; 2.6b; 2.6e; 2.7a-b; 2.8a-b; 2.8d-e; 2.8i; 2.9a-b; 2.9d
3 Population Health	3.1b-b; 3.1g; 3.1i; 3.2c; 3.2e
4 Scholarship for the Nursing Discipline	4.1c; 4.2c
5 Quality and Safety	5.1c; 5.1f; 5.2c; 5.2f; 5.3d
6 Interprofessional Partnerships	6.1b; 6.1d-e; 6.1i; 6.2c; 6.3c; 6.4a; 6.4c; 6.4e; 6.4g
9 Professionalism	9.1a-d; 9.1f-g
State or Regional Core Tenet Learner Activities – Complete as indicated for location	
QSEN Competencies	
☒ Patient Centered Care	☒ Teamwork & Collaboration
☒ Safety	☐ Informatics
☒ Evidence-Based Practice	☒ Quality Improvement

<https://www.aacnnursing.org/essentials>

Exemplar

Review examples
at each table



Frameworks

RESPECT

**IB in Health
Education**

**Align,
Respond,
Reflect**

**Microaggression
Triangle**

RESPECT

Respect – show

Explanatory Model – ask

Social Context – ask

Power – share

Empathy – show

Concerns/Fears – ask

Trust/Teambuilding



Rapport

Empathy

Support

Partnership

Explanations

Cultural Competence

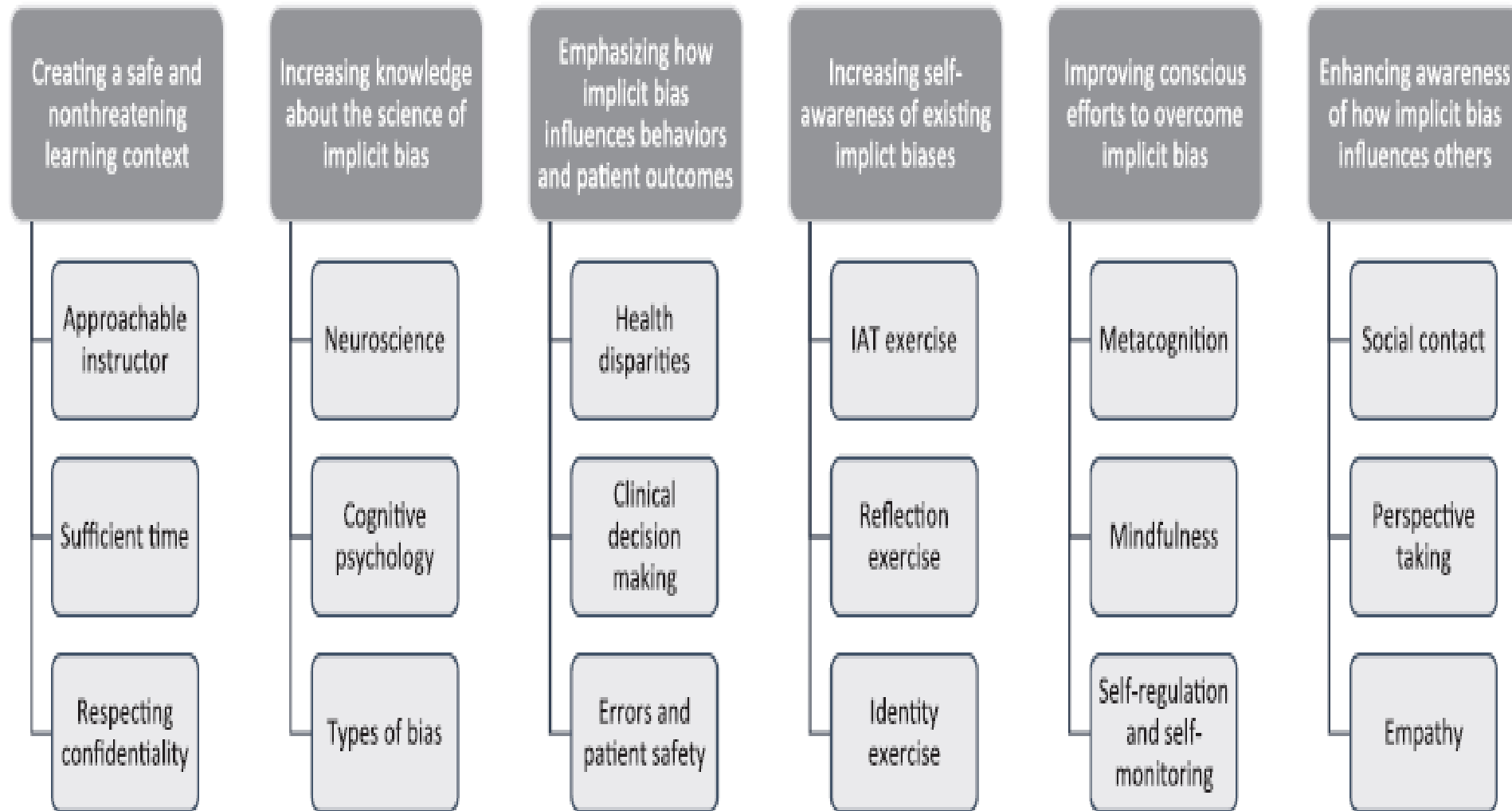
Trust

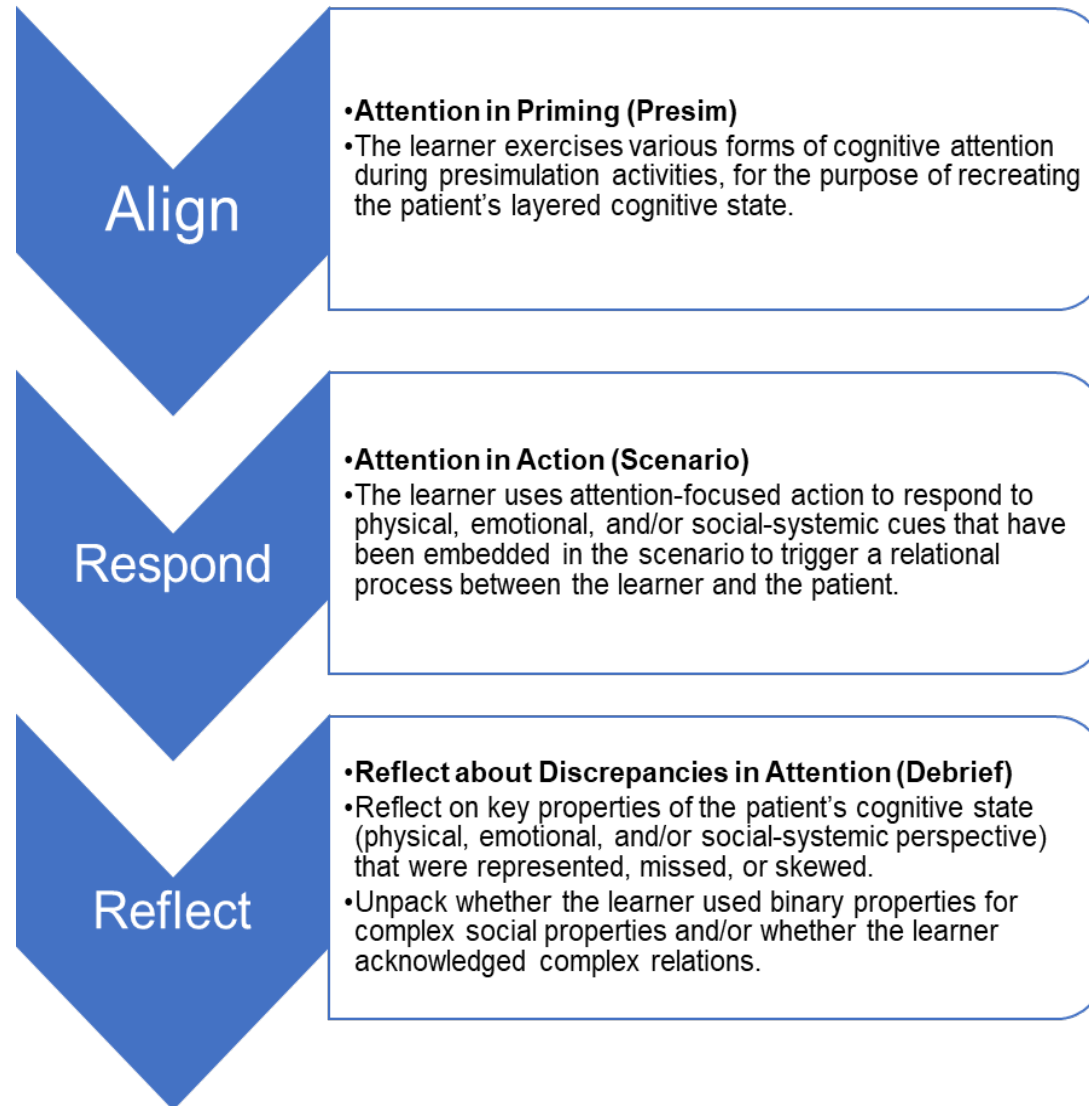
Mostow, C., Crosson, J., Gordon, S., Chapman, S., Gonzalez, P., Hardt, E., Delgado, L., James, T., & David, M. (2010). Erratum to: Treating and precepting with RESPECT: A relational model addressing race, ethnicity, and culture in medical training. *Journal of General Internal Medicine*, 25, 1257. <https://doi.org/10.1007/s11606-010-1365-2>

U.S. Department of Health and Human Services. Office of Minority Health. (2002) *The respect model*. Think Cultural Health.

<https://hclsig.thinkculturalhealth.hhs.gov/ProviderContent/PDFs/RESPECTModel.pdf>

Mutha, S., Allen, C. & Welch, M. (2002). Toward culturally competent care: A toolbox for teaching communication strategies. San Francisco, CA: Center for Health Professions, University of California, San Francisco.





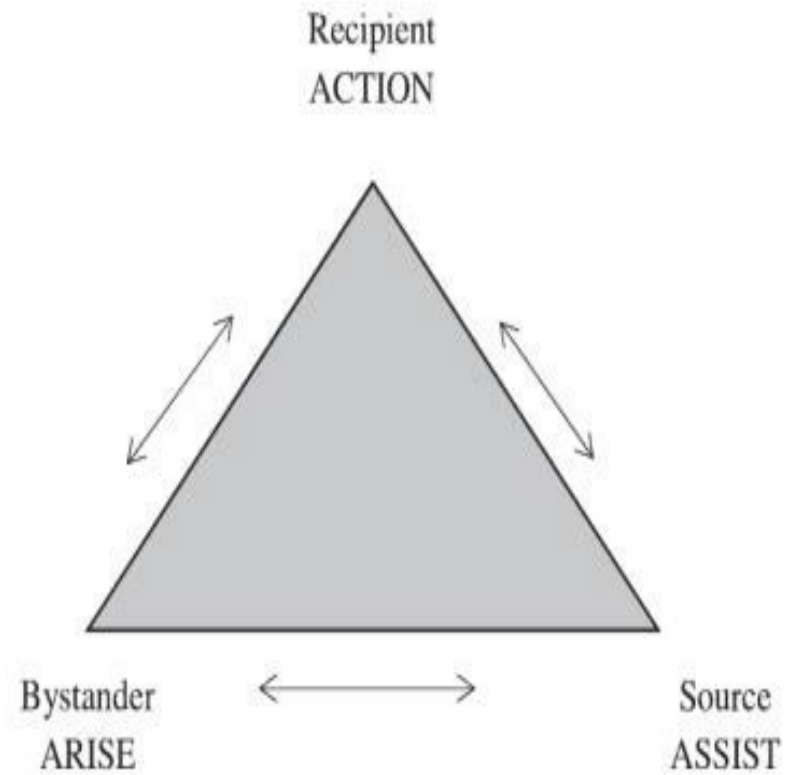


Figure 1 The Microaggressions Triangle

Purpose of WSSA Implicit Bias Framework

- To provide a conceptual framework that guides the design, integration, and evaluation of IB scenarios within SBE.
- Bridge cognitive science, behavioral theory, and educational practice to address disparities and improve outcomes in nursing and healthcare education.

Six Dimensions of Implicit Bias



Race and ethnicity



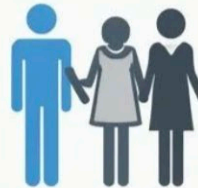
Gender and gender
identity



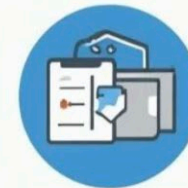
Ableism



Noncompliance



Marginalized
groups



Diagnostic/clinical
reasoning

Cognitive Science Foundations

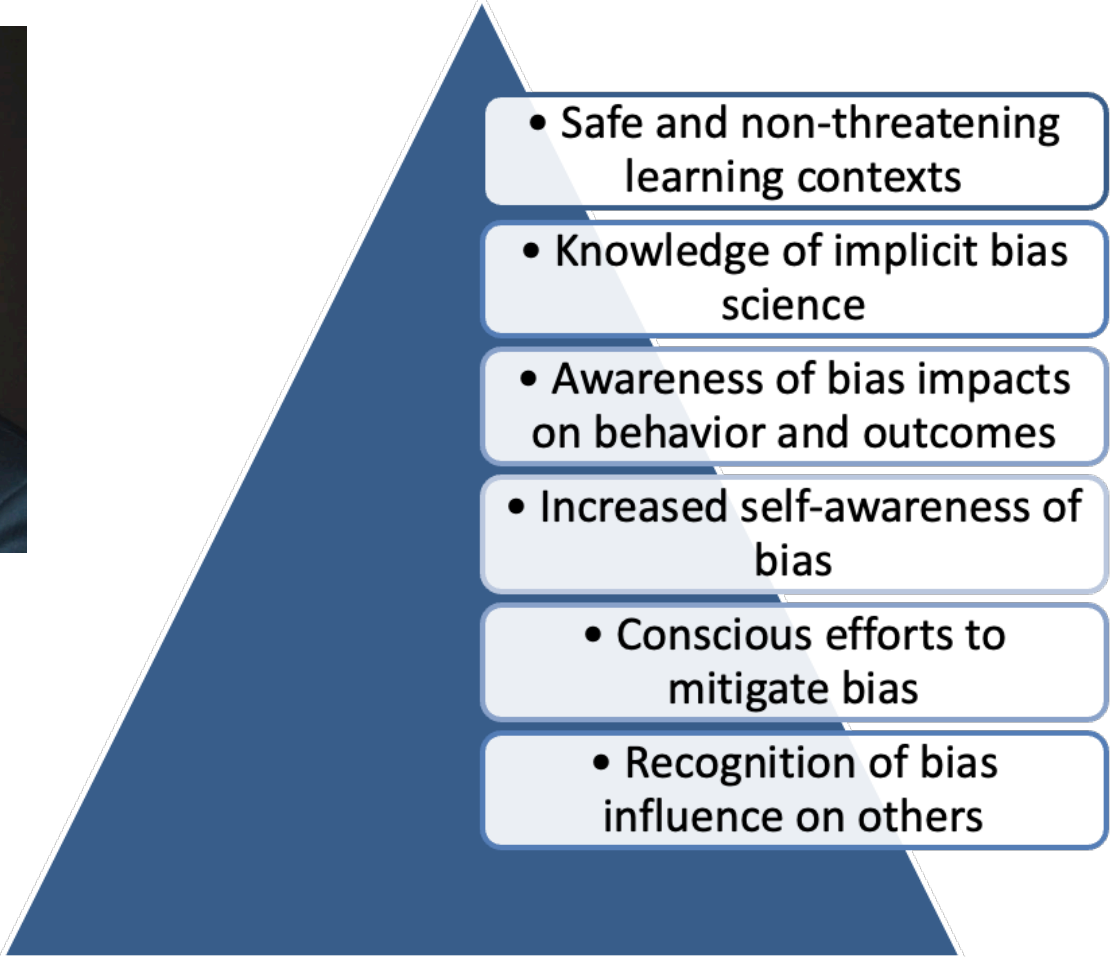
De Houwer & De Bruycker (2007)	Gilbert & Keyser (2022)
• Functional-cognitive perspectives and implicit bias measure: • “Identification Extrinsic Affective Simon Task” • Participants categorize words as positive or negative (e.g., positive/negative; uppercase/lowercase)	• Cognitive recreation and emotional distance in simulation • Attention in priming • Attention in action • Attention in reflection 1. Align learner perspective of the patient experience (Phase 1) 2. Scaffold reflection based on cognitive states and cues (Phase 2) 3. Guided reflection about missed properties of cognitive state (Phase 3).

Chan (2024) Behavioral Model of Implicit Bias



Sukhera & Watling (2018)

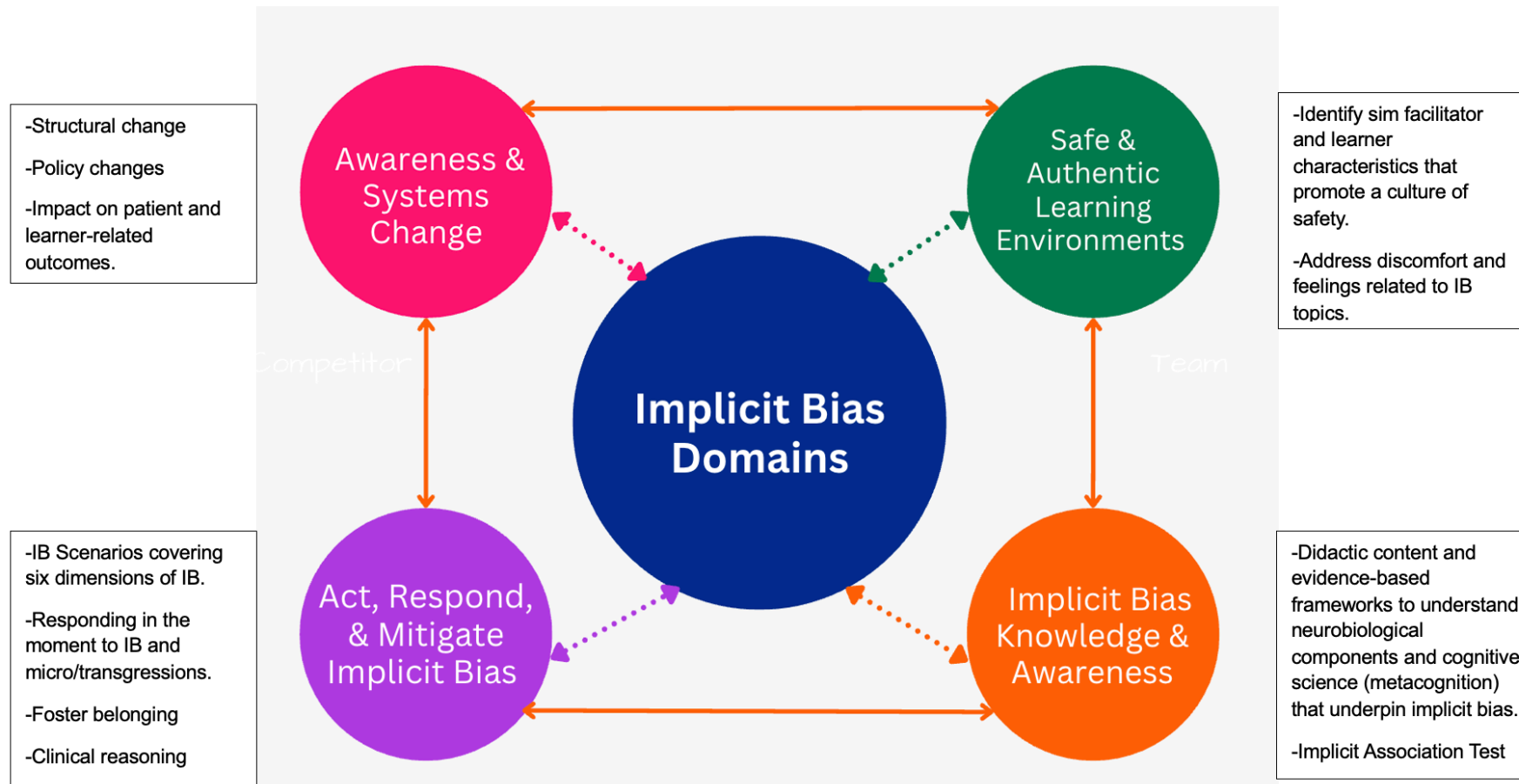


- 
- Safe and non-threatening learning contexts
 - Knowledge of implicit bias science
 - Awareness of bias impacts on behavior and outcomes
 - Increased self-awareness of bias
 - Conscious efforts to mitigate bias
 - Recognition of bias influence on others



Proposed Framework (WSSA, 2025)

Figure 1. Proposed Conceptual Framework



Tools for IB Scenario Development

Writer's Guidelines

- Grant Goal
- Project Objectives - Deliverables
- Work to Accomplish
 - Working alone
 - Working with others
 - Enlist content expert(s) to validate the work
- Deadlines – Agreement with grant manager

The Development Process

Developing a Simulation Scenario

- Writer mentoring
- Note driven PowerPoint
- Mini training on scenario writing
 - Review of simulation theory
 - Review of the INACSL Healthcare Simulation Standard of Best Practice™ Simulation Design – Eleven Criterion

Checklist Guiding Development

Implicit Bias Writers' Instructions and Checklist

Ensure scenario complies with the Healthcare Simulation Standards of Best Practice

- Design
- Outcomes and Objectives
- Prebriefing
- Debriefing
- Facilitation

Checklist Guiding Development

Implicit Bias Writers' Instructions and Checklist

- Compete a literature search for current references
- Elicit subject matter experts to review and validate
- Scenario Revision
 - Prelicensure
 - Service/Interprofessional
- Scenario Writing - New Patient Case

Scenario Writing Templates

- CSA Storyboard revised for Implicit Bias
- Implicit Bias Scenario Template
 - Context & Core Case overview standardized
- Equity and Inclusivity Checklist
 - Craig, et al., (2022). A Focused checklist for constructing equitable, diverse, and inclusive simulation experiences. *Clinical Simulation in Nursing*, 71, 87-91.
- IB Scenario Revision Tracking Form

*The way to get started is to
quit talking
and begin doing!*

Walt Disney



Wrap-Up Questions

Thank You

Leslie Catron

Leslie@healthimpact.org

Alexandra Duke

Alexandra@healthimpact.org



<https://www.californiasimulationalliance.org/>



Western States Simulation Alliance

Sponsored by the **California Simulation Alliance**

Conference survey for BRN CEs will be e-mailed to participants.

For more information, please contact us at: westernsim@healthimpact.org

