

Sally Lindsay,^{1,2} Kendall Kolne, Donna Barker, Sandra Moll, Angela Colantonio, Jennifer Stinson, Nicole Thomson⁵

¹ Bloorview Research Institute, ² University of Toronto, ³ University of Ottawa, ⁴ University of Waterloo, ⁵ York University

Background

- Many healthcare providers report lacking knowledge and training regarding gender sensitive care.
- Simulation-based learning can help to create a positive learning experience while also enhancing educational outcomes.
- Including participants in the process of developing the content could facilitate the creation of authentic situations while reinforcing relevant skills.
- Our simulation is novel because it is informed by several needs assessments from clinician and youth perspectives and explores gender sensitive care amongst pediatric rehabilitation providers.

Objective:

To explore the experience of building an educational simulation scenario with and for clinicians on gender sensitive care

Methods

Design

Qualitative focus group with 10 participants over 2 simulation build sessions (2.5 hours each), facilitated by researchers certified in *SIM-One* simulations.

- First build session focused on building scenario content.
- Second build session centered on the content with simulated actors

Data analysis

- Simulation development sessions were audio recorded and transcribed.
- 2 researchers coded transcripts and extracted relevant quotes

Results



Relevance of gender within clinical practice

- Hesitant and resistant
- Acknowledging gender but not talking about it
- Incorporating gender into clinical practice
- Gender is acknowledged, but not openly discussed
- *"I don't see there's a gender difference...I don't make a distinctions between genders."* (#3)

Gender acknowledged within clinical practice

- Mostly binary gender differences were noted
- Parental overprotection for female youth
 - *"I have families who say their experience outside of the home and school the first things on their mind are around safety and vulnerability in the community...I can see a connection to gender because sometimes individuals have that concern more so for females."* (#1)
- Building a simulation helped to encourage participants to share their reflections on this topic and learn from each other

Creating a comfortable and safe space to enable gender-sensitive care

- Patient-centered care
- Effective communication and rapport building
- Appropriate language and pronoun use
- Respecting gender identity
- Responding to therapeutic ruptures
 - *"It's trying really hard to be sensitive around identifying people with the way they see themselves and being respectful."* (#5)

Conclusions

- Developing a simulation on gender-sensitive care involved discussions of evidence-informed material, reflection, and sharing. Clinicians showed development in their learning about providing gender and how it could be applied to their practice.

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