Appendix A

Scene 1
- **Objective**
  - Be able to use a phone interpreter
- **What the student should do/what will happen**
  - Student will go into the room to do the morning assessment
  - Student will identify they need to call an interpreter
  - Student will call an interpreter and answer 2-4 questions with use of interpreter
- **What supplies/ set up**
  - Normal vitals
  - Phone
  - Stethoscope, Blood Pressure Cuff
- **What the actor needs to say**
  - Actor speaking in different language (can use two phones with a translator on both of them)
  - Interpreter answering questions in the control room

Scene 2
- **Objective**
  - Students will go into room to do morning cares however they must respect the patient's need for meditation practices
- **What the student should do/what will happen**
  - Students will go into room to do morning cares
  - Patient will need to do meditation during morning cares (brushing teeth)
  - Students will respect the patient's needs and leave the room after meditation (scene is over here)
- **What supplies**
  - Toothbrush and toothpaste
  - Kidney Basin
  - Cup
  - Yoga mat
- **What the actor needs to say**
  - The actor will say that they need to do their meditation practice when the student asks about brushing their teeth still using the interpreter

Scene 3
- **Objective**
  - Student will identify that the patient should not receive heparin due to it containing a pork product
- **What the student should do/what will happen**
  - Student will go into the room to give the needed dose of heparin for the patient
  - Student will identify that the patient should not receive this medication due to it containing a pork product going against her religion
  - Students should call doctor (this is when scene is over)
What supplies
  - Heparin vial
  - Syringes, 1 in needles, alcohol wipes, injection pad
  - MAR with dose and route and MRN

What the actor needs to say
  - Ask what is in this medication, why you are receiving the drug and any side effects
  - Family is now in the room asking questions and interpreting

Scene 4
  - Objective
    - Students will identify DNR and the need to help with death ritual after MI happened
  - What the student should do/what will happen
    - The students will see vitals and hear family member screaming
    - Students will identify that the patient is in Asystole
    - Respect the family's needs and rituals call needed members
  - What supplies
    - Vitals Asystole, no BP, No Pulse, No O₂
  - What the actor needs to say
    - What is happening, Very upset
    - Explain to the students the need to open the door or window, meditation and calling the Shaman, not touching the body after death