

Instructor's Toolkit for Randy Adams Simulations

The cases were written so that they can be modified to meet the needs of diverse curricula. Since preparation is key to a successful simulation experience, faculty should plan to read through each unfolding case before using it.

Students will be more successful in the simulation scenarios if they review the introductory monologues and the recommended resources and tools prior to the simulation.

We have included best practices but realize that treatments vary by region. Faculty may wish to include medications, treatments, and standards of care that are current practice in their own geographic areas.

No intentional errors were included in these cases, such as incorrect treatments or medication doses. Faculty may wish to increase or decrease the complexity of the scenario depending on the level of students who are participating.

Faculty may also wish to modify them to provide an interprofessional educational experience for students. When redesigning for this purpose we urge you to include the other health care professional(s) in the redesign process to insure that the simulation accurately reflects their scope of practice.

Here are a few ideas for using the simulation scenarios.

- Conduct the simulation in the classroom; debrief as a group or break up into small groups and have one member of each group summarize the debriefing session.
- Video record the simulation and show it in the classroom; debrief as a group or in small groups as above.
- Use in a web assignment: students view video on your website, debrief in small groups using synchronous tools.
- Plan a simulation day, using all three scenarios
- Plan a day that rotates groups of students through the simulation and a variety of other “stations” where they practice skills or research information for the case.
- Develop new simulation scenarios that include content and skills that match your curriculum.
- Have students develop new simulation scenarios.

Here are a few ideas for modifications that could be made to the Randy Adams simulations.

Simulation 1

- Begin the simulation just as Randy arrives in the emergency department and have students do the initial assessment.
- Have students start Randy's IV

Simulation 2

- Add a suicide assessment

Simulation 3

- Randy's behavior could indicate that he is getting worse instead of improving and needs inpatient care

Two pocket guides that can assist faculty and students with assessment questions and provide guidance about interacting with veterans in the simulations are recommended.

<http://www.va.gov/oa/pocketcard/military-health-history-card-for-print.pdf> and

<http://www.haveyoueverserved.com/index.html>