

Instructor's Toolkit for Butch Sampson Simulations

The cases were written so that they could 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 before 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 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 ensure 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 a video on your website and 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 with content and skills matching your curriculum.
- Have students develop new simulation scenarios.

Here are a few ideas for modifications that could be made to the Butch Sampson simulations.

Simulation 1

- Add a mental health evaluation or substance abuse evaluation
- Follow the simulation with an interdisciplinary care meeting. Team members could be

recruited from other health-related programs at your school. Examples include nutrition/dietary, social work, physical therapy, etc.

- Add Ischemic Heart Disease and Peripheral Neuropathy (other effects of Agent Orange)
- Consider a transgender approach in this situation
- Have Butch become loud and/or aggressive to discuss how to manage a disruptive patient
- Consider adding a ETOH or drug abuse component

Simulation 2

- Have students prepare an SBAR report to the nurse who will be making a home visit to Butch after discharge.
- Have the nurse take a final blood glucose, with abnormal results.
 - Discharge him with a woundvac. Discuss special wound care considerations for the homeless (i.e. No electricity, limited access to clean water, no supplies available, etc.)
 - Give him a diagnosis of Osteomyelitis and discharge him on IV antibiotics. Discuss how he will get the care that he will need if he chooses not to stay in the temporary housing.

Simulation 3

- Have students explore additional community and VA resources that might help to break the cycle of homelessness for Butch.
- Have the home health nurse perform a psychological assessment and focus on emotional issues that may impede health care decisions.
- The *Have You Ever Served?* Pocket guide is recommended to assist faculty and students with assessment questions and provide guidance about interacting with veterans in the simulations.
 - Clinician Pocket Guide:
https://aannet.org/resource/resmgr/policydocuments/HYES_Pocket_Card_Nov_2025.pdf
 - Have You Ever Served? website:
<http://www.haveyoueverserved.com/index.html>