

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 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 healthcare 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 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
- Consider a transgender approach in this situation

- Consider adding a respiratory component (bronchitis or COPD symptoms) to enhance discussion of burn pit effects
- Create an abnormal neurological response to discuss assessment techniques and when to report changes

Simulation 2

- Add a suicide assessment
- Have Randy become loud and/or aggressive, to discuss how to manage a disruptive patient

Simulation 3

- Randy's behavior could indicate that he is getting worse instead of improving and needs inpatient care
- Consider adding a respiratory component (bronchitis or COPD symptoms) to enhance discussion of burn pit effects

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.

- Pocket Guide:
https://www.haveyoueverserved.com/uploads/2/3/0/6/23069410/have_you_ever_served_2023_pocket_card.pdf
- Have You Ever Served? website:
<http://www.haveyoueverserved.com/index.html>