

## Instructor's Toolkit for Mary Lou Brady 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.

Assessment techniques are very important in the care management of people with disability. Use of multiple assessment tools has been intentionally incorporated into these simulation scenarios. Faculty may want to review the tools in advance to determine best strategies for student preparation to enhance simulation and debriefing.

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.

In these simulation scenarios, we are following Mary Lou through several scenarios that can be used with students at various times within a curriculum. The role of the nurse in each of the scenarios is to provide the direct assessment, planning, intervention, and evaluation of Mary Lou in three unique settings.

Frequently people with disability report receiving suboptimal care from health care providers. The goal for this intentional teaching strategy that includes a patient with an existing disability (that is not the patient's primary problem) is to help the students learn that addressing the disability is an integral part of the patient's care. There are a series of supplemental materials included on the ACE.D website to assist instructors and students in caring for people with disability. Instructors should include these issues in their debriefing conversations with students.

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 these scenarios to provide an interprofessional educational (IPE) 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.

### Additional Resources

Teaching Strategies:

- [Communicating with a Person with Disability](#)
- [Assessing a Patient with Disability](#)