

G.S.I: Gastrointestinal System Investigator

A SIMULATED GAME



1.State the learning outcome or objective. What is it you are

trying to teach or reinforce? This game is designed for medical and healthcare students for the purposes of helping them learn how to identify and diagnose digestive diseases and disorders. This simulation will help the students practice and get more familiar with using investigative tools in safe, low risk environment. This activity promotes problem solving and uses real life scenarios for both learning and assessment.

2.Give a short plot summary and include important characters. What do these characters

do and how do they interact with the player? There will be several scenarios, each with a medical case to solve. The characters are the medical detective, the patient and family member, and healthcare providers including a gastroenterology nurse and doctor. The detective will have an assistant that will record the information obtained. Each character will be given an envelope before each scenario that pertains to that particular scenario. The medical detective will have the opportunity to ask each character questions but that character can only answer with the information in the envelope.

3.What role(s) will your students assume? One student will play the detective trying to find out the identity of the the “mystery disease or disorder”. The other students will play the other characters and they will rotate with each scenario so that everyone gets at least one turn at being the detective.

4.Where would your scenario take place? The scenarios take place in the inpatient and outpatient Gastroenterology unit.

5.What kinds of decisions would players need to make? The medical detective will need to find clues and determine what other information is needed based on those clues or lack of clues in order to identify the correct diagnosis. They will do this by asking the other characters questions. Questions would include, what tests has the patient already had and what were the results?, what treatments have been ordered and did the patient’s symptoms get better or worse?, what are the patient’s vital signs?, etc. The detective will ask his assistant to write down the clues on the dry erase board. Any where along the way the detective can order more tests or treatments. There will be additional information envelopes that the instructors will have that will contain those results. This could possibly take the player down a different path depending on what those results show. At any time the detective can review the information or diagnose the problem.

6.What might be some artifacts players would need to view/read/consider in order to move

through the simulation? The player who is the medical detective would need to review test results, i.e. lab and radiology reports and the medical history. These would either be inside of the envelope given before the scenario or with one of the characters.

7. Will the players work through the simulation independently or collaboratively? It's a little bit of both. Each student assumes the role of the detective and he or she is then responsible for the direction their scenario takes. The other students are only there to provide pre-given answers during the actual scenario. If the player has difficulty identifying the correct answer then at that point they can consult the other characters. Each scenario will be discussed once it is finished so that feedback can be given and the disease/disorder can be discussed. Instructors will use that time to point out unnecessary tests that were ordered and possible fatal or harmful mistakes that could have happened.

8. How does the simulation end? What kind of closure have you planned? The simulation ends when the cases are solved.