Instructor’s Toolkit for Lucy Grey’s Monologue

Lucy’s monologue can be used in a variety of ways. Here are a few to consider:

- large class discussion
- small group discussion during class or clinical
- reflective journaling assignment
- web-based assignment: listen to the audio or read the script, then discuss and summarize the group’s conclusions.

1. What are Lucy’s strengths?
2. What are your concerns for this patient?
3. What is the cause of your concern?
4. What information do you need?
5. What are you going to do about it?
6. What is Lucy experiencing?


Possible answers to questions:

1. Strengths: Lucy is alert and oriented. She is able to talk about what happened when she fell and can easily express herself, stating how she feels since Julia has died. She has some social contact with family and neighbors.

2. Concerns: Lucy stated that she has had three trips to the emergency room since Julia died. Does she have a safe home environment? Does she have anyone checking on her at home? How well has she coped with the loss of Julia?

3. What is the cause for your concern? There is a need to know why Lucy continues to appear in the emergency room with minor injuries. Does she have an underlying condition that has not been identified yet? Does Lucy have a primary care physician and did she have a thorough diagnostic exam after her previous visits to the ER? Is she lonely and in need of someone to talk to about her recent loss?

4&5. Needed information and next steps

- Lucy needs a good physical assessment including neurological and functional status to determine the cause of the dizzy spells and falls.
- Is she eating well?
- How well has she coped with the major transition in her life? How often does she see her friends and family?
- Explore how decisions were made when Julia was still alive and well to determine if Julia was “covering” some deficits in executive function in Lucy, which would only become
evident after Julia was gone.

- Does she go to any activities outside of her home?
- Is there a senior center in her community?
- Is she depressed?
- Would a referral for bereavement counseling be appropriate?
- Does she need a social services referral?
- Ensure that Lucy is referred to her primary care physician for regular follow up.

6. Lucy is experiencing a major life transition secondary to the loss of her partner, Julia. She may be experiencing prolonged grieving or depression. She needs help coping with the loss and close follow up with her primary care physician to be sure she is not having other disease processes that could be causing her dizzy spells and falls.

The ACES Essential Nursing Actions can serve as a guide to learners when deciding what interventions may be appropriate for the older adult in this situation.
### ACES Framework
**Essential Nursing Actions**

| Assess Function and Expectations | - Assess the older adult’s individual aging pattern and functional status using standardized assessment tools.  
- Use effective communication techniques to recognize, respond to, and respect an older adult’s strengths, wishes, and expectations.  
- Include findings of assessment of older adult’s cognition, mood, physical function, and comfort to fully assess the individual aging pattern. |
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| Coordinate and Manage Care       | - Manage chronic conditions, including atypical presentations, in daily life and during life transitions to maximize function and maintain independence.  
- Assist older adults and families/caregivers to access knowledge and evaluate resources.  
- Advocate during acute exacerbations of chronic conditions to prevent complications. |
| Use Evolving Knowledge           | - Understand geriatric syndromes and unique presentations of common diseases in older adults.  
- Access and use emerging information and research evidence about the special care needs of older adults and appropriate treatment options.  
- Interpret findings and evaluate clinical situations in order to provide high quality nursing care based on current knowledge and best practices. |
| Make Situational Decisions       | - Analyze risks and benefits of care decisions in collaboration with the interdisciplinary team and the older adult and family/caregivers.  
- Evaluate situations where standard treatment recommendations need to be modified to manage care in the context of the older adult’s needs and life transitions.  
- Consider the older adult’s wishes, expectations, resources, cultural traditions, and strengths when modifying care approaches. |