

Instructor's Toolkit for Red Yoder's Second Monologue

Red's second monologue can also 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 Red'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 "Red" experiencing?

These questions were adapted from the following publication: Benner, P., Sutphen, M., Leonard, V., Day, L., & Shulman, L. (2010). Paradigm case: Lisa Day, classroom and clinical instructor. In *Educating nurses: A call for radical transformation* (p. 133). San Francisco: Jossey-Bass.

Possible answers to questions:

1. What are Red's strengths?
 - Red has assessed his wound and his blood glucose and is aware that there is a problem.
2. What are your concerns for this patient?
 - Red's foot is red and swollen and he has a loss of appetite.
3. What is the cause of your concern?
 - Older adults may have an atypical presentation of sepsis.
 - Red does not indicate that he is going to call his son or doctor to talk about how he is feeling and what his foot looks like.
- 4 & 5. Needed information and next steps –
 - Need to assess for signs and symptoms of infection.
 - Need to be aware of how an infection may present in older adults. This could include falls, decreased appetite, or fluid intake, confusion, or change in functional status.
6. What is Red experiencing?
 - From his assessment, there is a local and perhaps systemic infection occurring.

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	<ul style="list-style-type: none"> ● 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.
Coordinate and Manage Care	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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.