

## Instructor's Toolkit for Mary Lou and Rob Brady's Monologues

Mary Lou and Rob Brady's introductory monologues can be used in a number of different 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 and/or read the script then discuss and summarize the group's conclusions.

Here are some questions that may be used to stimulate discussion:

1. What are Mary Lou and Rob's strengths?
2. What are your concerns about Mary Lou and Rob?
3. What is the cause of your concern(s)?
4. What additional information do you need or wish you had?

Possible answers:

### 1. Strengths:

- a. Mary Lou and Rob are young, in a stable relationship, and have family who are available and willing to support and assist.
- b. Mary Lou has a positive outlook on things usually.
- c. Mary Lou has a spiritual nature and derives comfort from her religion and church.
- d. Mary Lou is articulate and willing to communicate about her concerns.
- e. Rob loves his wife and wants to help her.

### 2. Concerns:

- a. Mary Lou is a college student who wants to finish her degree.
- b. Mary Lou has a lot to learn in terms of self-care.
- c. Rob will need to continue to work, so Mary Lou may need support at home at first.
- d. Stroke and depression are often correlated.

### 3. Cause of concern:

- a. Since stroke and depression are often correlated, Mary Lou needs to be observed for potential psychosocial needs, in addition to her physical needs. Family are often a key to making a difference in recovery. However, the family also needs to be assessed for caregiver strain.
- b. Resources that may be or may not be available to Mary Lou in the community

Other ideas:

Have students listen to the monologues and respond to a set of questions before coming to class.

We encourage you to be creative and add to the monologues or create new monologues that match the content in your curriculum. You might consider expanding the case until you have monologues and simulation scenarios that can be used throughout the entire curriculum.

References:

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.

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