

Instructor's Toolkit for Millie Larsen's Monologue

Millie's introductory 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.

Here are some questions that might be used to stimulate discussion.

1. What are Millie's strengths?
2. What are your concerns about Millie?
3. What is the cause of the concern?
4. What information do you need?
5. What are you going to do about it?
6. What is Millie 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. Strengths: Millie has been in the same home and neighborhood for 50 years. She has social connections in the community through her church. She still cooks and tends her garden. She has a daughter and grandchildren living nearby that she visits weekly.
2. Concerns: Millie is a widow who lives alone. She takes multiple medications and has financial concerns, stress incontinence, pain in her knees. Does she have an advanced directive?
3. Cause of concern: Several things may increase her risk of falling: her pain and antihypertensive medications and her "bad knees." Her multiple medications raise concerns about interactions and her ability to take all of her medications properly. Financial concerns may cause her to cut back on her medicines to save money.

4&5. Needed information and next steps:

- Review the chart to verify the information that Millie has provided.
- Look up medications to check for possible side effects or interactions.
- Have Millie describe how she takes her prescribed medications.
- Further assess Millie's functional status and ability for self-care, along with her expectations.
- Find out how often someone checks on Millie to see if she is OK, since she lives alone.
- Assess home for throw rugs and other hazards.
- Assess financial status.
- Find out what resources exist in Millie's community that may be helpful to her.
- Determine if she has worked through the grieving process.
- Review Millie's chart.

6. Millie is experiencing polypharmacy, financial problems, stress incontinence, painful knees. She may be lonely and still grieving the loss of her husband.

Other ideas:

- Have students listen to the Millie audio and respond to questions before coming to class.
- Create a Facebook page for Millie (or have students do this) with pictures of her family, her rose garden.

We encourage you to be creative and add to the monologue 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.

The [ACE.S Essential Nursing Actions](#) can serve as a guide to learners when deciding what interventions may be appropriate for the older adult in this situation.