

Instructor's Toolkit for Amber McAdam's Monologue

Amber McAdam'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 this family's strengths?
2. What are your concerns about Damon?
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. Family is financially stable.
- b. Stella and Jameson are healthy and parents have no concerns about them.
- c. Damon's growth and development were normal until he was nearly two.
- d. Marshall is involved and helps with the children, especially the older two.
- e. Amber is concerned about Damon and wants to communicate with him.

2. Concerns:

- a. Damon's current medical symptoms.
- b. Damon's behavior and development slowed/changed prior to his second birthday.
- c. Amber notes significant differences between her older children and Damon.
- d. Marshall has some frustration and difficulty with Damon's behavior.

3. Cause of concern:

- a. Current illness could cause dehydration and other problems.
- b. Parents have had no experience with a child with developmental problems, which could be challenging for them.

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 create new monologues that match the content in your curriculum. For instance, students could be asked to write a monologue from Marshall's perspective to help understand a father's view. Once Damon is diagnosed with autism, Marshall's monologue might include how he views his family and their roles (the same or differently) now that Damon has been identified as a special needs child. 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.