

Instructor's Toolkit for Butch Sampson's Monologue

Butch'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 which might be used to stimulate discussion:

1. What issues do you hear in the monologue that may be related to Butch's military service?
2. What are Butch's strengths?
3. What are your concerns for Butch?
4. What other information would you like to have?
5. How does homelessness complicate Butch's ability to manage his diabetes?

Some of 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:

1. Issues: Butch talks about his service in Vietnam. He mentions a substance that was sprayed as a leaf defoliant (Agent Orange). He mentions both cancer and diabetes.
2. Strengths: Butch seems resourceful and has been somewhat successful living in an unsheltered location. He has some support from friends. Since he mentions receiving care at a Veterans Administration (VA) facility in the past, it is likely that he is eligible for care and services through the VA.
3. Concerns for Butch:
 - a. Lack of stable housing
 - b. Physical needs related to his current infection/wound care/hygiene
 - c. Chronic diabetes condition
4. Other information: What resources does Butch have? Does he need to be hospitalized, or can this be treated in an outpatient clinic?

5. Complications related to being unhoused:

- a. Protection from the elements
- b. Physical safety
- c. Hygiene and infection control
- d. Wound care
- e. Medication safety
- f. Blood sugar management
- g. Dietary management: access to healthy food
- h. Potential need to offload pressure on his foot

Other ideas:

Have students listen to the monologue 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.

You may wish to make the following points with students:

- Not all Veterans have experienced being unhoused; however, the rate of being unhoused is higher among Veterans than non-Veterans.
- The VA provides many supportive services to Veterans who are unhoused to reverse this trend.
- All Veterans who served in the country of Vietnam during this conflict are presumed by the VA to have had some exposure to Agent Orange whether they were serving in the jungle environment or not.
- Not all Veterans are eligible for healthcare through the Veterans Administration (VA).
- Eligibility is a complex issue that Veterans should discuss with designated individuals at a VA facility.