

Instructor's Toolkit for Randy and Joy Adam's Monologue

Randy and Joy's introductory monologues can be used in a number of diverse ways. Here are a few options 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 Randy's military service?
2. What are Randy's strengths?
3. What concerns do you have for Randy and/or Joy?
4. What other information would you like to have?

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: Randy is confused at first and thinks he is in Iraq. Even when he realizes he isn't there, he compares his thoughts and feelings from that time with recent occurrences leading to his accident, indicating flashbacks. He openly cries and has a sad affect. After returning from his deployment, he struggled in college and did not finish his degree. He states he has been having difficulty concentrating for an extended period, with frequent/constant headache pain. He has a history of disorientation, forgetfulness, irritability, difficulty making decisions, and fear of medical care.
2. Strengths: Randy is able to work. He has a supportive family.
3. Concerns for Randy: Unrelenting headache pain, disorientation, memory issues, difficulty concentrating, impatience, anxiety, flashbacks.

4. Concerns for Joy: Caring for children and husband could lead to compassion fatigue in the future.
5. Other information: Did Randy have any pre- or post-deployment testing or screening for head injury or post-traumatic stress disorder (PTSD)?

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. Consider expanding the case so that the monologues and simulation scenarios can be used throughout the entire curriculum. For example, in a mental health course, Randy could become agitated and disruptive. To discuss diversity, Randy could be a woman or a transitioned female who talks about the difficulties of not fitting in. In neurological discussions, his symptoms might be adjusted to indicate early signs of a dementia.