

Instructor's Toolkit for Julia Morales' Monologue

Julia'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 Julia's strengths?
2. What are your concerns for this patient?
3. What is the cause of your concern?
4. What information do you need?
5. What are you going to do about it?
6. What is Julia 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: Julia is in a committed relationship and has support from her partner and other family members. She has no financial concerns. Julia has good memories of her childhood and her life in general. She seems to have a feeling of accomplishment with what she has done. She seems to have come to terms with her disease and prognosis. Julia believes she has done everything she could to fight her disease.
2. Concerns: pain (current and future), respiratory status, weakness, son Neil's acceptance of Julia's choices, end-of-life planning and decision-making, legal issues related to Julia and Lucy's relationship, Lucy's health issues
3. Causes of concern: Julia has had side effects from her treatment all along. She says she is weak. Her prognosis is poor. Lucy may have physical issues that make it difficult to provide all of Julia's physical care. Conflict is possible between Lucy, Julia, and Julia's son. Julia's death will leave her partner Lucy alone.

4 & 5. Needed information and next steps:

- Assess Julia's functional status.
- Explore Julia and Lucy's knowledge base regarding disease progression and management.
- Obtain legal information related to advance directives, durable power of attorney, and other issues related to end-of-life care.
- Find out if they're ready to discuss legal matters and end-of-life care?
- Find specific names of medications to check for possible side effects or interactions.
- Find out what services are available to them.
- Explore their understanding of the role of hospice and the services it provides?

6. Julia is experiencing physical discomfort related to her lung cancer: primarily pain and weakness. She has concerns for her partner and her son. She regrets her past smoking history. She seems to be willing to stop all treatment even though she knows her death will result.

Other ideas:

- Have students listen to the "Julia" audio and respond to questions before coming to class.
- Create a Facebook page for Julia (or have students do this) with pictures of her family, the various trips she took with Julia, and her nursery business.
- Create a memory book for Julia with photographs from her life that she can review with her family before she dies.

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.