

## Instructor's Toolkit for Lucy Grey's Monologue

Lucy's 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 Lucy'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 Lucy 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: Lucy is alert and oriented. She is able to talk about what happened when she fell and can easily express herself, stating how she feels since Julia has died. She has some social contact with family and neighbors.
2. Concerns: Lucy stated that she has had three trips to the emergency department since Julia died. Does she have a safe home environment? Does she have anyone checking on her at home? How well has she coped with the loss of Julia?
3. What is the cause for your concern? There is a need to know why Lucy continues to appear in the emergency department with minor injuries. Does she have an underlying condition that has not been identified yet? Does Lucy have a primary care physician and did she have a thorough diagnostic exam after her previous visits to the ED? Is she lonely and in need of someone to talk to about her recent loss?

#### 4&5. Needed information and next steps

- Lucy needs a good physical assessment including neurological and functional status to determine the cause of the dizzy spells and falls.
  - Is she eating well?
  - How well she has coped with the major transition in her life? How often does she see her friends and family?
  - Explore how decisions were made when Julia was still alive and well to determine if Julia was “covering” some deficits in executive function in Lucy, which would only become evident after Julia was gone.
  - Does she go to any activities outside of her home?
  - Is there a senior center in her community?
  - Is she depressed?
  - Would a referral for bereavement counseling be appropriate?
  - Does she need a social services referral?
  - Ensure that Lucy is referred to her primary care physician for regular follow up.
6. Lucy is experiencing a major life transition secondary to the loss of her partner, Julia. She may be experiencing prolonged grieving or depression. She needs help coping with the loss and close follow up with her primary care physician to be sure she is not having other disease processes that could be causing her dizzy spells and falls.

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.