

## **Instructor's Toolkit for Patrick and Gloria Lake's Monologues**

Patrick and Gloria Lake'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 Patrick and Gloria's strengths?
2. What are your concerns about Patrick and Gloria?
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. Patrick and Gloria have been married and have been in a stable relationship for many years, with a supportive family.
- b. Patrick has overcome a lot and is generally positive since he had his amputation after his war injury.
- c. Patrick and Gloria have been able to manage his health independently, and Patrick has been able to be independent for many years.

### 2. Concerns:

- a. As Patrick is aging and has some increasing health concerns, it may be harder for him to manage with his disability.
- b. Patrick and Gloria do not want to be a burden to their children, so they may not ask for help.
- c. Patrick and Gloria will need to learn to adjust their nutritional needs to prevent complications from Patrick's heart failure.
- d. It will be important for Gloria to take care of herself, as well.

### 3. Cause of concern:

- a. Since heart failure often causes edema, this may be of concern for Patrick in terms of his prosthesis. If he has any edema at all in his stump, his prosthesis may not fit, limiting his mobility.

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. 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, CA: Jossey-Bass.

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