

Instructor's Toolkit for Thomas Sykes' Monologue

Thomas Sykes' introductory monologue 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 Thomas' strengths?
2. What are your concerns about Thomas?
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. Thomas has a sister who provides physical and emotional support for Thomas.
- b. Thomas is willing to do things to please his sister.
- c. Thomas recognizes that his mother died from complications of her diabetes and does not want to do the same.
- d. Thomas formed a bond with Torrey.

2. Concerns:

- a. Thomas has gained a lot of weight since moving to his new home.
- b. Thomas started in a new school and has not made any friends.
- c. Thomas is the care provider for his 3-year-old nephew when Keisha is working.
- d. Thomas is being cyber-bullied and has been skipping school.
- e. Thomas spends most of his time playing video games and watching television.
- f. Thomas is verbalizing that he hates his life and that everyone would be better off without him.

3. Cause of concern:

- a. Thomas' weight gain compromises both his physical and mental health.
- b. The combination of bullying (in school and in social media) and his social isolation pose grave threats to his self-esteem. His concerning statements indicate that he may be contemplating suicide.

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. For instance, students could be asked to write a monologue from Keisha's perspective to help understand her point-of-view. They might talk with Keisha during a home visit, after doing research about the impact of cyber-bullying on depression and suicide. In the monologue, Keisha might talk about how she feels about being Thomas' guardian, how she views the family, and what impact Thomas' depression and suicidal ideations will have on family functioning. 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: Jossey-Bass.