

Instructor's Toolkit for Red Yoder's Second Monologue

Red's second monologue can also 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 Red'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 "Red" 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. What are Red's strengths?
 - Red has assessed his wound and his blood glucose and is aware that there is a problem.
2. What are your concerns for this patient?
 - Red's foot is red and swollen and he has a loss of appetite.
3. What is the cause of your concern?
 - Older adults may have an atypical presentation of sepsis.
 - Red does not indicate that he is going to call his son or doctor to talk about how he is feeling and what his foot looks like.
- 4 & 5. Needed information and next steps –
 - Need to assess for signs and symptoms of infection.
 - Need to be aware of how an infection may present in older adults. This could include falls, decreased appetite, or fluid intake, confusion, or change in functional status.

6. What is Red experiencing?

- From his assessment, there is a local and perhaps systemic infection occurring.

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.