

## Instructor's Toolkit for Judy and Karen Jones Monologues

Judy and Karen'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 which might be used to stimulate discussion:

1. What issues do you hear in the monologue that may be related to Judy's change in mental status?
2. What are Karen's strengths?
3. What concerns do you have for Judy and/or Karen?
4. What other information would you like to have?
5. How do the recent changes in Judy's health complicate Karen's ability to manage her healthcare needs?

*Some of 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

1. Issues: Previously Judy had problems with executive functioning. Now she is hearing strange sounds and her mind does not know how to interpret them; she is hallucinating.
2. Strengths: Karen is committed to taking care of her mother. Living together helps maintain Judy at her highest level of functioning.
3. Concerns for Judy: Judy's safety and her confusion seem worse than what Karen was describing.  
Concerns for Karen: Caring for Judy may lead to caregiver role strain.
4. Other information: What was Judy like before she got sick? How was she managing with her ADLs?
5. Complications related to care management: Judy's physical health care needs and her change in mental status may make it difficult for Karen to keep Judy safe in the home while she maintains her teaching position.

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.

You may wish to make the following points with students:

- Many people have memory loss issues — this does not mean they have Alzheimer's or another dementia. There are many different causes of memory problems.
- Psychological and sociologic factors impact quality of life with aging individuals. Perception of health and coping skills determine impact successful aging.
- Dementia is a condition characterized by changes in cognition and function. Memory loss is an example. Dementia is not a normal part of aging.
- Dementia is not a specific disease. It's an overall term that describes a wide range of symptoms.
- Alzheimer's is a type of dementia that causes problems with memory, thinking and behavior.

Other ideas:

- Have students listen to the monologue and respond to a set of questions before coming to class.
- After listening to the monologue, have students develop a concept map regarding the effects of cognitive changes. Have learners expand the concept map as the simulations unfold.
- Investigate the residential and nonresidential community resources for older adults in your community and the requirements for participation in varying levels of care.

Review the material in the [ACE.Z Teaching Strategies](#) section for other ideas.