

Instructor's Toolkit for Katrina Roberts Monologue

Katrina'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 Katrina's strengths?
2. What are your concerns about Mia?
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. Mia has dental insurance coverage
- b. Katrina and Mike are in a stable relationship
- c. Katrina and Mike are both employed
- d. Mia has reliable childcare from grandparents
- e. Katrina recognizes Mia's problems and wants to help her
- f. Mike and Katrina are healthy

2. Concerns:

- a. Mia has serious oral health problems
- b. Katrina has oral health problems
- c. Katrina and Mike do not have dental insurance
- d. Katrina did not finish high school
- e. Grandparents are not in good health
- f. Occasional financial stress

3. Cause of concern:

- a. Mia's poor oral health is a concern since she has several risk factors associated with oral health problems: low-socio-economic status, history of mother's oral health problems and grandparent who provides a cariogenic diet

- b. The family's financial situation is a cause of concern since they 'live paycheck to paycheck' and the parents do not have dental insurance. They do not need to pay for childcare at this time, which may change as the grandparents age.
- c. Potential for Mia being bullied because of her oral health and her clothing
- d. Lack of social support outside of the immediate family. Mia doesn't have many friends; Katrina's work schedule is inconsistent and Mike works as much overtime as he can.

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 write a monologue from Mia's or the grandmother's perspective. Mia could explain how she feels about her teeth, the way the other children make fun of her, the dental treatments, the foods she likes to eat but is advised not to eat. The grandmother could express her feelings about trying to care for a child while aging and how she feels about providing food for her grandchild. 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.