OVERVIEW:
Briana, a fourteen-year-old African American female, was recently diagnosed with asthma and was prescribed an inhaler 3 months ago. Since then her symptoms have gotten worse. She has had four severe attacks in the past month, one of which sent her to the hospital. She needs a clear and effective action plan that she and her parents understand in order to improve her health outcomes.

GOAL:
Identify a comprehensive treatment plan (action plan) and communicate it to the patient using the teach-back method.

ROLE:
You are a group of health professionals working in a clinic that specializes in asthma treatment for adolescents.

OBJECTIVE:
Obj. 8.9: Create a clear and effective treatment plan and communicate this action plan and relevant health information using the teach-back method.

DELIVERABLES:
1) Asthma Action Plan
2) Teach-back method skit

ASSESSMENT:
The action plan and skit will both be graded on a rubric.
Case Introduction:

Briana is a 14-year-old African American teenager living with one younger sister (age 10) and two parents in an urban area with high poverty and unemployment rates. Her father is a steelworker and her mother is a secretary at the local elementary school. Briana was playing with friends in a park near her home three months ago when she was forced to stop running because she could not catch her breath. Her friends called her mom on her cell phone and she came immediately and took her to the Emergency Room, where they placed her on supplemental oxygen and administered medication to relax her airways (which were constricting). She went home a few hours later with a diagnosis of exercise-induced asthma and obtained a prescription at her local pharmacy for twp inhalers to use in case of future attacks. She is supposed to keep one in her backpack or purse so that she has it wherever she goes but she lost it a few weeks ago.

In the past two months, Briana has had four more nerve-wracking episodes. These asthma attacks didn’t seem to follow a pattern, but were each triggered by various things. In one case, she was at a friends’ house who is a cat owner. In another, she was in her basement folding laundry, another occurred on her walk to school on a day she was particularly late and in a rush. The final attack occurred when she was with her grandfather who is a smoker. Only one of these episodes was severe enough for her and her caregivers to decide to take her to the doctor, but each was “scary” enough to make her feel increasingly anxious about her breathing in the days and weeks that followed.

During her check up appointment, her pediatrician plans to determine whether or not to adjust her medication and plans to continue to educate her and her family about prevention and triggers, managing symptoms, and dealing with severe attacks. The pediatrician expects that the pharmacist will go over some of this crucial information as well.
Subjective & Objective:

Record the information from Briana’s story in the appropriate sections of the SOAP note. Wherever there is MISSING information, you and your team should fill in details that are appropriate, aligned, and logical.

<table>
<thead>
<tr>
<th>Subjective:</th>
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<tbody>
<tr>
<td>Signs &amp; Symptoms</td>
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<tr>
<td>Allergies</td>
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<td>Medications</td>
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<td>Past medical history</td>
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<td>Last oral intake</td>
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<tr>
<td>Events leading to injury or illness</td>
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<tr>
<td>Frequency</td>
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<td>Associated Symptoms</td>
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<td>Radiation</td>
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<td>Duration</td>
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<td>Exacerbating Factors</td>
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<td>Relieving Factors</td>
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</table>
Assessment:
Write a short summary of the patient’s situation. For your differential diagnosis, instead of diagnosing the disease (we know she has asthma), list three possible reasons her symptoms may be worsening. Then, your final diagnosis will include the factors responsible for worsening her symptoms (you may determine it is more than one factor!). Support your conclusion with evidence and reasoning,
**Research:**
Gather information about different treatment, symptom management, and prevention options for asthma. As Briana’s healthcare team, your goal is that she and her family will take actions that will reduce the frequency and severity of asthma attacks, manage her illness, and enact appropriate treatment measures in the case of severe attacks. Be sure to address all three of these issues in your research.

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Owner/Source</th>
<th>New Information</th>
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Plan:

Create a plan for Briana using information you researched about the treatment and management of her asthma. First, brainstorm and take notes in the box below. Then complete the Asthma Action Plan in the handout.

<table>
<thead>
<tr>
<th>Steps of Plan</th>
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<tbody>
<tr>
<td>(Consider mental, social and physical health; short- and long-term needs, and follow-up care required)</td>
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</tbody>
</table>
Asthma Action Plan:

**For:**

**Doctor:**

**Hospital/Emergency Department Phone Number:**

**Date:**

### Doing Well

- No cough, wheeze, chest tightness, or shortness of breath during the day or night.
- Can do usual activities.

And, if a peak flow meter is used:

- Peak flow: ______________ (70 percent or more of my best peak flow).

My best peak flow is:

**Before treatment:**

- **After treatment:**

### Asthma Is Getting Worse

- Cough, wheeze, chest tightness, or shortness of breath, or
- Staying at night due to asthma, or
- Can do some, but not all, usual activities.

**Or:**

- Peak flow: ______________ (50 percent or more of my best peak flow).

### Medical Alert

- Very short of breath, or
- Quick relief medicine has not helped, or
- Can't do usual activities, or
- Symptoms are new or get worse after 3 hours in Yellow Zone.

**Or:**

- Peak flow: ______________ (30 percent or more of my best peak flow).

**Emergency Action Plan:**

- **Take these long-term control medicines each day (include an anti-inflammatory):**

  - **Medicine:**
  - **How much to take:**
  - **When to take it:**

### Danger Signs

- Trouble walking and talking due to shortness of breath
- Lips or fingernails are blue
- Go to the hospital or call for an ambulance

See the reverse side for things you can do to avoid your asthma triggers.

### How To Control Things That Make Your Asthma Worse

**Allergens**

- **Animal Dander:**
  - Some people are allergic to the hair of animals who live with them.
  - The best thing to do: Keep the pet out of your home.
  - If you can’t keep the pet outdoors, then:
    - Keep the pet out of your bedroom and other sleeping areas at all times, and keep the door closed.
    - Remove carpet and furniture covers with cloth from your home.
  - If this does not help, keep the pet away from fabric-covered furniture and carpets.

- **Dust Mites:**
  - Many people with asthma are allergic to dust mites. Dust mites are tiny bug-like insects that are found in every home, especially in mattresses, pillows, carpets, upholstery, furniture, bedding, clothes, stuffed toys, and fabric-covered furniture items.
  - The best thing to do:
    - Encourage the patient to use a special mattress cover or wash the cover every week in hot water.
    - Do not sleep with amatress cover around them.
    - Keep the air dry and clean by using a dehumidifier or by keeping the room closed.
    - Try to keep the room cool and do not use extremely soft pillowcases or comforters.
    - Iron the blankets and sheets on the dry heat setting.
    - Keep stuffed toys out of the bed or wash the toys weekly in hot water or cooler water with detergent and bleach.

**Indoors:**

- **Indoor Mold:**
  - Many people with asthma are allergic to mold. Mold is a fungus that grows on moist surfaces.
  - The best thing to do:
    - Keep food and garbage in sealed containers.
    - Avoid moldy food.
    - Use air purifiers in moldy areas.

**Pollinators and Outdoor Mold:**

- **Outdoor Pollinators:**
  - Some people are allergic to pollen from flowers, grasses, and trees.
  - The best thing to do:
    - Take steps to avoid pollen (see page 22).

**Pollen and Outdoor Mold:**

- **Outdoor Pollen:**
  - Some people are allergic to pollen from trees, grasses, and weeds.
  - The best thing to do:
    - Stay indoors with windows closed from 5 AM to 7 PM.
    - Use air purifiers in pollen-prone areas.
    - Keep pets indoors.

**Inhalants:**

- **Tobacco Smoke:**
  - Some people are allergic to tobacco smoke.
  - The best thing to do:
    - Ask family members not to smoke.
    - Do not allow smoking in your home or car.

- **Seniors, Strong Odors, and Sprays:**
  - Some people are allergic to strong fragrances from perfumes, colognes, and aerosol sprays.
  - The best thing to do:
    - Try to stay away from strong scents and sprays.

**Other Things That Bring on Asthma Symptoms in Some People:**

- **Vacuum Cleaning:**
  - Try to get someone else to vacuum for you once or twice a week.
  - If you can, stay out of rooms where people are vacuuming or where they are not vacuuming.
  - If you vaccum, use a vacuum that is dustless, or use a vacuum cleaner bag, or vacuum cleaner with a HEPA filter.

- **Other Things That Can Make Asthma Worse:**
  - **Dust:**
    - Some people are allergic to dust in their homes.
    - The best thing to do:
      - Keep your home clean and dry.
      - Use air purifiers in dusty areas.
      - Use air purifiers in the bedroom.

- **Other Things That Can Make Asthma Worse:**
  - **Scents:**
    - Some people are allergic to scents from perfumes, colognes, and aerosol sprays.
    - The best thing to do:
      - Avoid using these products.

- **Other Things That Can Make Asthma Worse:**
  - **Food:**
    - Some people are allergic to foods.
    - The best thing to do:
      - Avoid eating these foods.

- **Other Things That Can Make Asthma Worse:**
  - **Exercise:**
    - Some people are allergic to exercise.
    - The best thing to do:
      - Avoid exercising in dusty areas.

- **Other Things That Can Make Asthma Worse:**
  - **Cold Air:**
    - Some people are allergic to cold air.
    - The best thing to do:
      - Avoid cold air.
      - Use a nose and mouth mask with a filter during cold or wet days.

- **Other Things That Can Make Asthma Worse:**
  - **Medication:**
    - Some people are allergic to medication.
    - The best thing to do:
      - Avoid taking these medications.
      - Use air purifiers in medication-prone areas.

- **Other Things That Can Make Asthma Worse:**
  - **Environmental Factors:**
    - Some people are allergic to environmental factors.
    - The best thing to do:
      - Avoid these factors.
      - Use air purifiers in environmental-prone areas.
Final Presentation:

Prepare a 2-4 minute role play depicting the portion of a care visit in which Briana and her parents are receiving instructions from a healthcare professional (i.e. a pharmacist, pediatrician, etc.). Use the teach-back method in the communication between health care professional and patient/family.

<table>
<thead>
<tr>
<th>Team Member</th>
<th>Portion of Presentation</th>
<th>Notes</th>
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## Rubric:

**Obj. 8.9:** Create a clear and effective treatment plan and communicate this action plan and relevant health information using the teach-back method.

<table>
<thead>
<tr>
<th>Needs Improvement</th>
<th>Emerging Mastery</th>
<th>Partial Mastery</th>
<th>Mastery</th>
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<tbody>
<tr>
<td><strong>Treatment Plan:</strong></td>
<td>-MISSING 2 or more of the following: Medication(s), Action plan for dealing with symptoms, and Environmental Factors contributing to asthma poorly identified and not explained sufficiently in written form</td>
<td>-Medication(s), Action plan for dealing with symptoms, and Environmental Factors contributing to asthma partially identified and explained sufficiently in written form</td>
<td>-Medication(s), Action plan for dealing with symptoms, and Environmental Factors contributing to asthma appropriately and comprehensively identified and clearly explained in written form</td>
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<tr>
<td><strong>Role Play:</strong></td>
<td>-0 or 1 of the 6 following elements are present: Verbal communication demonstrates plain language, slow pace, short statements, and focuses on key ideas. Understanding is evaluated using teach-back method effectively; re-teaching occurs if patient does not understand</td>
<td>-2 or 3 of the 6 following elements are present: Verbal communication demonstrates plain language, slow pace, short statements, and focuses on key ideas. Understanding is evaluated using teach-back method effectively; re-teaching occurs if patient does not understand</td>
<td>-4 or 5 of the 6 following elements are present: Verbal communication demonstrates plain language, slow pace, short statements, and focuses on key ideas. Understanding is evaluated using teach-back method effectively; re-teaching occurs if patient does not understand</td>
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</table>

**Role Play:**

- Verbal communication demonstrates plain language, slow pace, short statements, and focuses on key ideas. Understanding is evaluated using teach-back method effectively; re-teaching occurs if patient does not understand.
Module 8 Learning Objectives:

<table>
<thead>
<tr>
<th>Obj. 8.1</th>
<th>Identify the roles pharmacist and pharmacy technicians play in providing health care.</th>
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<tbody>
<tr>
<td>Obj. 8.2</td>
<td>Differentiate between the four main pharmacy services.</td>
</tr>
<tr>
<td>Obj. 8.3</td>
<td>Differentiate between types of medication obtained at a pharmacy.</td>
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<tr>
<td>Obj. 8.4</td>
<td>Identify causes and effects of the painkiller abuse problem.</td>
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<tr>
<td>Obj. 8.5</td>
<td>Differentiate between the four principles of ethics in pharmacy.</td>
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<tr>
<td>Obj. 8.6</td>
<td>Apply effective communication &amp; cultural competency skills to community pharmacy situations.</td>
</tr>
<tr>
<td>Obj. 8.7</td>
<td>Identify factors that influence patient medication adherence.</td>
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<tr>
<td>Obj. 8.8</td>
<td>Demonstrate the teach-back method to communicate health information.</td>
</tr>
</tbody>
</table>

ANSWER THE FOLLOWING QUESTIONS ON A SEPARATE SHEET OF PAPER.

**Obj. 8.1**: Briana comes to the pharmacy with her mother to refill a prescription for her inhaler. Would her interactions be different based on whether the pharmacist or pharmacy technician was helping customers at the time? If so, how? If not, why not? Be sure to explain the differing roles of a pharmacist and pharm tech in your answer.

**Obj. 8.2**: Briana needs an inhaler. Which type(s) of pharmacy is she most likely to visit to get her inhaler? Why?

**Obj. 8.3**: Is Briana’s medication most likely to be over-the-counter, prescription, or pharmacist-controlled? Why?

**Obj. 8.4**: Briana’s male cousin abuses prescription painkillers. Explain three possible factors that might influence his problem and three possible effects.

**Obj. 8.5**: Describe a scenario where Briana and her father are speaking with a pharmacy technician who DOES NOT display the four principles of ethics in pharmacy. What does the tech say, do, or convey to demonstrate a lack of the principles?

**Obj. 8.6**: Describe a scenario where Briana and her father are speaking with a pharmacist who DOES NOT display cultural competency in pharmacy. What does the pharmacist say, do, or convey to demonstrate a lack of the cultural competency?

**Obj. 8.7**: Name five factors that might influence Briana’s compliance with the action plan.

**Obj. 8.8**: Write a script showing the teach-back method between a pharmacist and a person obtaining a prescription for ear drops for their babies. (You can make up the details!)