

Is Tawny Okay?

Planning Notes:

- 1) **Teams:** 3-5 students, selected by instructor
- 2) **Length:** 2-3 class periods
- 3) **Resources:** actor to portray Tawny (can be the instructor or outside guest); all info in the SOAP key can be used for answers in the interview; actor can also improvise as needed)

OVERVIEW:

Tawny seems like a happy, successful teenager. She gets good grades, runs on the cross-country team, and dresses well. She smiles a lot and seems eager to please everyone. But Tawny's teacher has become concerned about her lately. She seems to withdraw from friends, appears pale, and seems less outgoing and energetic than usual. Is Tawny okay? Or does she have a serious problem?

GOAL:

Develop an accurate and effective diagnosis and treatment plan for Tawny by gathering objective & subjective information and using evidence to form a logical conclusion.

Although students will complete all portions of the SOAP for this case, emphasis will be on the Assessment, using the skill of making a strong conclusion with a Claim, Evidence, and Warrant (Reasoning)

ROLE:

You are a team of social workers who work at the large high school that Tawny attends.

OBJECTIVE:

PH1.10: Use subjective and objective data to form an evidence-based conclusion in a simple patient case scenario.

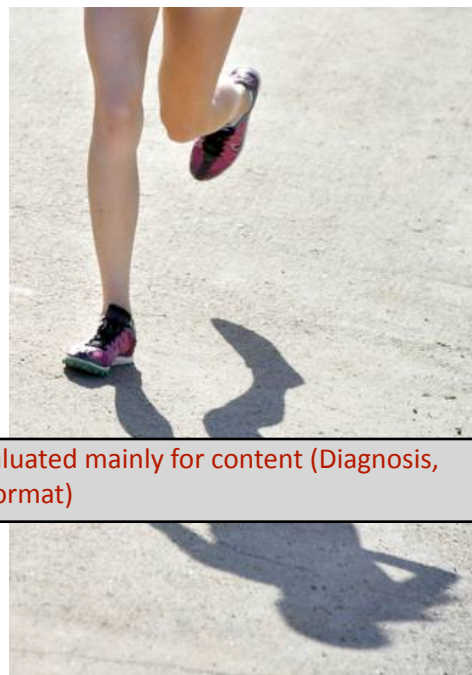
DELIVERABLES:

- 1) SOAP Note
- 2) Role-played conversation with Tawny about her diagnosis

ASSESSMENT:

Your role-played skit will be evaluated on a rubric that assesses your conclusion about her final diagnosis within the CER framework (Claim, Evidence, Reasoning)

Role plays can be informal and will be evaluated mainly for content (Diagnosis, presented in Claim-Evidence-Reasoning format)



Case Introduction:

Students may not be aware of what BMI is and how to calculate them. Optionally, you can direct students to websites to calculate her BMI to determine whether her weight is healthy or not.

Tawny is a 17-year-old female referred to you by her teacher. In her records from her most recent physical exam (from two months ago), you learn that she is 5'5" and weighs 130 lbs. Her temperature is 98.5 degrees Fahrenheit and her blood pressure is 110/75. Her pulse was 62 beats per minute and respiration rate was 25 breaths per minute. No other irregularities were noted by her doctor.

Tawny's teacher has a good relationship with her, so she noticed that Tawny seemed to be withdrawing from the friends she usually spends time with and uncharacteristically missed a few homework assignments.

Subjective & Objective:

When the actor is "on stage" she should portray Tawny as a normal teenager. But she should answer in a way that seems to be "hiding" something and suggesting poor self-image. Don't make it too easy on students by making the diagnosis obvious.

Record the information from Tawny's story in the appropriate sections of the SOAP note. Then prepare interview questions for your visit with Tawny.

Question	Information Learned	SOAP Category

Students can use extra paper if the space below is not enough for their number of questions. To be thorough, students should really be asking a question for EVERY section of the SOAP note, but explain to them that just reading down the list in order does not make for good communication between a mental health care provider and patient. The interview with Tawny can be done a number of ways. Each group could select a representative to stand in a line at the front of the room to take turns asking questions, each group could have all members come up and ask questions for one minute; or students could raise hands and be called on from their seat.

SOAP Note

Subjective:

Signs & Symptoms	Withdrawing from friends; pale; less energy than usual; Upon further questioning, patient admits she's not happy w/ weight/appearance
Allergies	None
Medications	Takes laxatives occasionally (claims they are for constipation)
Past medical history	Mother: Type 2 diabetes & obesity; Father: Hypertension Weight fluctuations over the past few years; no drug or alcohol use; stopped "dieting" when she joined cross country and coach advised against it
Last oral intake	Salad for lunch
Events leading to injury or illness	Teacher noticed academic and social changes; Boyfriend broke up with her approx. 6 months ago, changes have occurred since then
Frequency	Goes to bathroom for long periods of time almost every day after lunch (claims digestive issues)
Associated Symptoms	Occasional Toothaches and sensitive gums; Headaches; Goes to bathroom during and after lunch; Hiding bag of chocolate in book bag
Radiation	
Character	<p>Tawny should over-emphasize her "digestive problems" in order to "cover" for her purging (by throwing up and using laxatives). She should also allude to overeating, secretive eating, or unhealthy eating patterns if directly asked. It is up to the actor how straightforward the case should be presented. In reality, many suffering from an eating disorder are not initially ready to admit their problem.</p>
Onset	
Location	
Duration	
Exacerbating Factors	
Relieving Factors	Headaches: drinking water or having a healthy meal

Objective:

Measurements	17 year old female 130 lbs; 5'5"
Vital Signs	HR: 62 Temp: 98.5 deg F RR: 25 BP: 110/75
Exam Results	
Lab Results	

Research:

Write your research questions below. Use your research to rule out differential diagnoses, confirm your final diagnosis, and develop a treatment plan.

Research Question	Owner/Source	New Information
How do the symptoms of anorexia nervosa and bulimia nervosa differ?		
What methods do anorexics and bulimics use to try to lose weight?		
What other mental illnesses may explain her symptoms?		
What other mental illnesses may explain her symptoms?		

Assessment:

Write a short summary of Tawny's case, then complete a differential diagnosis including at least three possible diagnoses. Make a final diagnosis and support with evidence and reasoning.

Assessment:	
Summary	Tawny is a 17-year-old female experiencing a change in academics and social withdrawal. She appears to have disorganized eating habits and admits to overeating sometimes. Purging is suspected due to symptoms consistent with frequent vomiting and secretive laxative use.
Differential Diagnoses	<ol style="list-style-type: none"> 1. Anorexia nervosa 2. Drug use/addiction 3. Depression or bipolar disorder
Final Diagnosis	<p>Claim: Tawny is a 17-year-old female with bulimia nervosa.</p> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 5px;"> <p>Correct Diagnosis: Bulimia nervosa</p> </div> <p>Evidence: Her symptoms of bingeing (overeating and secretive eating) and purging (disappearing to bathroom after meals, laxative use), combined with social/academic changes, physical symptoms (headaches, sore gums/teeth), and self-image issues, align with bulimia nervosa.</p> <p>Reasoning: Since bingeing and purging are present and extreme weight loss and restriction of food are not present, bulimia rather than anorexia is the diagnosis. In addition, her BMI is 21.6 (within normal range) and bulimics often are within the normal weight range though their weight may fluctuate frequently.</p>

To review another good example of Claim-Evidence=Reasoning, go back to Toby's case. For example: (Claim-Evidence-Reasoning): Toby is a 23-year old Caucasian male. He suffers from anxiety and nightmares, and experiences shaking and sweating during traffic. Toby has Post Traumatic Stress Disorder. As a combat veteran, Toby has been victim to gunfire and explosives overseas, and this is the source of his fear of a bomb rolling underneath his vehicle. His nightmares, presumably about war, are a common symptom of a person with PTSD. Overall, Toby's symptoms align with those of Post Traumatic Stress Disorder. Although increased anxiety is associated with Generalized Anxiety Disorder, Toby does not have that illness because there is a definite source for his symptoms: his experiences during war.

Plan:

Create a plan for Tawny, using information you research about the treatment and management of her diagnosed illness or disorder.

Students can complete a plan in order to begin practicing this component of the SOAP note. However, their plan will not be evaluated for content. If necessary, this component can be omitted at instructor's discretion.

<p>Plan:</p> <p>Steps of Plan</p> <p><i>(Consider mental, social and physical health; short- and long-term needs, and follow-up care required)</i></p>	<ul style="list-style-type: none"> - Antidepressants can be considered - Psychotherapy and frequent counseling - Nutrition education - Eating disorder support group
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Role Play:

Prepare a short role play (2-4 minutes) involving one social worker, Tawny, and her mother and father. Be sure to include the clear diagnosis and evidence/reasoning as well as discussion about the treatment plan.

PRESENTATION PLANNING		
Character	Team Member	Notes for Role Play
Tawny		
Social worker		
Tawny's Mother		
Tawny's Father		
<i>Additional Social Worker (if 5 team members)</i>		

Rubric:

You will be graded on the stated objective (PH1.10: Use subjective and objective data to form an evidence-based conclusion in a simple patient case scenario.) using the rubric below:

PH1.10: Use subjective and objective data to form an evidence-based conclusion in a simple patient case scenario.

	Needs Improvement	Emerging Mastery	Partial Mastery	Mastery
CLAIM:	Makes inaccurate claim or missing claim.	Makes an accurate, but incomplete claim.	Makes an accurate and complete claim.	Makes an accurate, specific, and complete claim.
EVIDENCE:	Provides inappropriate evidence or evidence that does not support claim; or does not provide any evidence.	Provides appropriate, but insufficient evidence to support claim.	Appropriate and sufficient evidence lacking detail. Evidence supports claim.	Appropriate and sufficient (2 symptoms minimum), detailed evidence to support claim.
REASONING:	Provides inappropriate reasoning or does not provide reasoning.	Provides appropriate, but incomplete reasoning (not all evidence is accounted for).	Provides reasoning that connects the evidence to the claim.	Provides reasoning that connects the evidence to the claim and includes reference to the counter claim (differential diagnosis).

Post-Case Wrap-up Questions:

Unit 1 Learning Objectives:
PH1.1: Identify three main components of health, given a scenario.
PH1.2: Distinguish between self-esteem, self-image, and self-efficacy.
PH1.3: Analyze the causes & effects of stress.
PH1.4: Analyze risk factors and protective factors for depression.
PH1.5: Identify the five determinants of health.
PH1.6: Describe stigma and its relationship to mental illness.
PH1.7: Identify mental illnesses by their symptoms.

ANSWER THE FOLLOWING QUESTIONS ON A SEPARATE SHEET OF PAPER.

PH1.1: What were 3 signs or symptoms of Tawny's illness? (List at least one that relates to her **physical health**, **mental health**, and **social health**.)

PH1.2: Tawny's may have been at higher risk for her mental illness because her self-concept was poor. Write one **self-esteem** statement and one **self-image** statement that you might expect Tawny to think or say.

PH1.3: List 5 possible **stressors** that may have contributed to Tawny's situation.

PH1.4: Consider Tawny's treatment plan. List 3 **protective factors** that you could establish in her life to prevent future recurrences of her mental illness.

PH1.5: Consider Tawny's situation. Within her social environment or social characteristics (one of the 5 **determinants of health**), explain at least one way that her her situation may have increased the likelihood of her illness.

PH1.6: As Tawny's social worker, you have ensured her that all information she shares is confidential. If other students were to learn of her illness, what effects of **stigma** might Tawny face?

PH1.7: Choose another mental health illness MOST similar to Tawny's. Name 3 differences between Tawny's illness and the other one.