

# Is Tawny Okay?

## 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.

## 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)



**Case Introduction:**

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.

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**Subjective & Objective:**

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

**SOAP Note**

**Subjective:**

Signs & Symptoms	
Allergies	
Medications	
Past medical history	
Last oral intake	
Events leading to injury or illness	
Frequency	
Associated Symptoms	
Radiation	
Character	
Onset	
Location	
Duration	
Exacerbating Factors	
Relieving Factors	

**Objective:**

Measurements	
Vital Signs	
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

**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.

<b>Assessment:</b>	
<b>Summary</b>	
<b>Differential Diagnoses</b>	1. 2. 3.
<b>Final Diagnosis</b>	Claim:  Evidence:  Reasoning:

**Plan:**

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

<b>Plan:</b>	
<p style="text-align: center;"><b>Steps of Plan</b></p> <p><i>(Consider mental, social and physical health; short- and long-term needs, and follow-up care required)</i></p>	

**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
<b>CLAIM:</b>	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.
<b>EVIDENCE:</b>	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.
<b>REASONING:</b>	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:
<b>PH1.1:</b> Identify three main components of health, given a scenario.
<b>PH1.2:</b> Distinguish between self-esteem, self-image, and self-efficacy.
<b>PH1.3:</b> Analyze the causes & effects of stress.
<b>PH1.4:</b> Analyze risk factors and protective factors for depression.
<b>PH1.5:</b> Identify the five determinants of health.
<b>PH1.6:</b> Describe stigma and its relationship to mental illness.
<b>PH1.7:</b> 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.