

Toby's Troubles

Planning Notes:

- 1) **Teams:** 3-6 students, selected by instructor
- 2) **Length:** 2-4 class periods (depending on length of class period and how much work is assigned for homework)
- 3) **Resources:** A/V equipment for youtube video (recommended, but not necessary)

OVERVIEW:

Toby has recently experienced anxiety and trouble sleeping. He has scheduled a visit to the psychiatry practice that your team runs. Can you help Toby determine what his problem is and how to treat it in order to improve his quality of life?

GOAL:

Gather subjective information in a thorough and organized way, and use the data as evidence to form a logical conclusion.

ROLE:

You are a team of psychiatrists (physicians who practice mental health care) in a clinical practice that specializes in anxiety disorders.

OBJECTIVE:

PH1.9: Recognize, gather, and organize subjective data in a simple patient case scenario.

DELIVERABLES:

- 1) SOAP Note
- 2) 2-4 minute presentation of conclusion (Toby's diagnosis and supporting evidence from the Assessment section)

**ASSESSMENT:**

Your SOAP note Subjective section will be evaluated on a rubric. You will present your conclusions (diagnosis and treatment plan), which will be evaluated for Claim, Evidence, and Reasoning (CER).

These presentations will be an engaging way to informally assess skills. However, for this first case study they do not need to be evaluated formally on a rubric.

Require students to take time to share contact information and introduce themselves before getting started.

Case Introduction:

Toby, a 23-year old construction worker, is single and a non-smoker. Toby has no known allergies and currently taking Lozol as prescribed by his doctor. Toby's father has hypertension and his mother has Obsessive Compulsive Personality Disorder.

If tech is available, students should independently look up necessary info, such as "What is Lozol?" If unavailable, printouts can be provided. See resources file.

Toby has been back home in Chicago for 6 months after serving a 1-year military tour of Afghanistan where he experienced frequent combat. He has been complaining of nightmares and anxiety to his general practitioner for about 6 months, so she referred him to a psychologist for an evaluation. He claims that traffic makes him very anxious.

Toby has gotten into the habit of drinking 1-3 alcoholic beverages each night before he goes to bed because they help him sleep soundly and reduce nightmares. A high school athlete, Toby had always been a big sports fan, but has recently stopped going to games and following his favorite teams.

Subjective & Objective:

After students read the case introduction, show the clip found here: <http://www.youtube.com/watch?v=KEmck4J64QA&lr=1> (or search for "PTSD Combat Veteran: Symptom Media Sample" on youtube). Important note: Be sure to hide the title when playing so it does not give away PTSD.

Record the information from Toby's story in the appropriate sections of the SOAP note. *Note: There will be some rows left blank due to lack of information.*

Remind students that something may not SEEM relevant at the time (i.e. he works in construction or his mom had OCD), but may be important later. Thoroughness is essential in a SOAP note.

SOAP Note	
Subjective:	
Signs & Symptoms	Heightened anxiety, trouble sleeping, tremor, breathlessness, sweating, nightmares, fear caused by loud noise, loss of interest in activities
Allergies	None
Medications	Lozol for high blood pressure
Past medical history	single, non-smoker, construction worker, drinks 1-3 alcoholic beverages/night mother: hypertension; father: OCD
Last oral intake	
Events leading to injury or illness	Combat in Afghanistan; recently has withdrawn from regular sports activities
Frequency	In traffic/at night
Associated Symptoms	Trouble sleeping, tremor, breathlessness, nightmares
Radiation	
Character	
Onset	3 months ago
Location	
Duration	
Exacerbating Factors	Traffic
Relieving Factors	Alcohol

Objective:	
Measurements	23 years old male
Vital Signs	
Exam Results	
Lab Results	

If students seem unhappy that there is not more information here, ask them to come up with what information would make sense. This will remind them that mental illnesses are diagnosed on specific symptomatic criteria and that while various cognitive tests can be performed to diagnose some illnesses, many rely on the patients reported or observed symptoms only.

Research:

Make brief hypotheses about what types of illnesses or disorders Toby may have. Use your initial list to form research questions. An example is listed below:

Research Question	Owner/Source	New Information
Example: <i>What disorders cause someone to have trouble sleeping?</i>	Example: John <i>psychcentral.com/disorders/sleep</i>	Example: <i>Insomnia: symptoms: trouble falling or staying asleep; causes: stress, unknown</i>
How are the symptoms of Generalized Anxiety Disorder (GAD) and Post-Traumatic Stress Disorder (PTSD) different?		
Is obsessive compulsive personality disorder (OCD) passed down genetically?		
What are the possible negative side effects of the blood pressure medication Lozol?		
What are the possible symptoms of alcoholism and how many drinks per day must one have to be considered alcohol dependent?		
What mental health issues do veterans returning from combat commonly have?		
What are the causes and symptoms of schizophrenia?		

These sample questions are targeted to the "clues" presented in the case. If students' questions seem to general or not aligned to logical information, provide some examples and instruction on asking useful questions.

Assessment:

Write a short summary of the patient's situation, then complete a differential diagnosis including at least three possible diagnoses. Before you make your final diagnosis and support it with evidence and reasoning, move on to the next page and determine whether you need any additional information. Then come back to the assessment box on this page and write your final diagnosis.

Assessment:	
Summary	Toby is a 23-year recently returned from combat in Afghanistan who is experiencing anxiety and difficulty sleeping.
Differential Diagnoses	<ol style="list-style-type: none"> 1. Generalized Anxiety Disorder (GAD) 2. Obsessive Compulsive Personality Disorder 3. Alcoholism <p>Schizophrenia, Depression, etc. also acceptable possibilities</p>
Final Diagnosis	<p><i>Claim:</i> Toby's has Post-Traumatic Stress Disorder.</p> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin: 5px 0;"> <p>Correct Diagnosis: PTSD</p> </div> <p><i>Evidence:</i> Toby demonstrates all 3 classic symptoms of PTSD: 1) Re-experiencing, 2) hyperarousal, and 3) avoidance symptoms. (Recent combat, trigger (being in traffic), withdrawal from activities and all symptoms--anxiety, difficulty sleeping, tremors, breathlessness, etc. are consistent w/ PTSD</p> <p><i>Reasoning:</i> He does not have alcoholism, because he is not withdrawing from regular activities to drink nor is his drinking affecting his life negatively. He is, however, self-medicating with alcohol as a sleep aid. (should provide evidence for at least one differential diagnosis ruled out)</p>

Data Collection:

Determine what additional information you need, if any, to make a final diagnosis. Write any additional questions for Toby in the space below.

Questions for Toby	
Have you had any flashbacks of your time in combat?	These are just possible questions that might come up. Instructor should read background information on PTSD in order to be able to answer other questions in a manner consistent with the disorder.
Other than the anxiety and bad dreams, have you had any other frightening thoughts?	
Have you avoided traffic because of the feelings it causes you?	
What kind of support have you received, if any, since returning from Afghanistan?	

Possible answers:

- 1) No flashbacks, just memories
- 2) Frightening thought: that his car is going to explode
- 3) Yes, avoids busy traffic whenever possible, even if it means extra time.
- 4) Support: very little, most friends drifted away, family lives far away

(OPTIONAL: If time permits.)

Plan:

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

Plan:	
<p style="text-align: center;">Steps of Plan</p> <p><i>(Consider mental, social and physical health; short- and long-term needs, and follow-up care required)</i></p>	<ol style="list-style-type: none"> 1. Psychotherapy (“talk” therapy) twice per week 2. Medications (sertraline “Zoloft”) 3. Discontinue alcohol use 4. Attempt to re-engage in former activities gradually 5. Develop a support network (attend support group)

Final Presentation:

Prepare a 2-4 minute presentation to the psychiatric team at your clinic, covering Toby's diagnosis. Be sure to include all portions of the Assessment box (summary, differential diagnosis and claim/evidence/reasoning in the final diagnosis.)

PRESENTATION PLANNING		
Team Member	Portion of Presentation	Notes

--Have students submit written final diagnosis, evidence, and reasoning ahead of time.
 --Encourage audience members to ask questions and engage in rigorous dialogue, as time permits
 --Provide positive feedback to help students feel at ease presenting so they immediately start to develop a positive attitude toward oral presentations

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 are 3 ways Toby can cope with his illness? (List at least one that relates to his **physical health**, **mental health**, and **social health**.)

PH1.2: Imagine you are Toby's psychologist and you are working through his illness with him by using talk therapy. List one statement that he could make that would demonstrate positive **self-efficacy**.

PH1.3: Toby experienced high levels of stress. Name at least one **cause** and one **effect** of his stress.

PH1.4: Two months later, Toby returns to your clinic and reports that he is worried he will become depressed. He asks for your professional opinion on what factors might increase his risk for depression. List at least 3 factors:

PH1.5: Choose any 2 of the 5 **determinants of health** and describe how Toby's diagnosis relates to each.

PH1.6: Explain how **stigma** might relate to Toby's mental health dilemma.

PH1.7: Name 1 similarities and 1 difference between Toby's correct final diagnosis and Generalized Anxiety Disorder (GAD).