

PLANNING NOTES: (1) **Format: Individual or Partners;** (2) **Length:** Approx. 3 classes (Day 1: Determine disease; research, begin SOAP answer key; Day 2: Finish SOAP answer key, create case introduction/narrative; Day 3-4: Finish case studies and/or exchange and solve peer case studies)

Sexual Health: You Write the Case!

OVERVIEW:

Resources needed: Computers/Internet; Copies of student workbook

For this case study, YOU will decide on the patient, his or her health problem, and all of the details. You will devise a scenario, create a script, narrative, or other artifact to communicate key information, and create a SOAP note answer key with subjective & objective information that health professionals should document about the case, the true diagnosis, and a comprehensive treatment plan.

GOALS:

1. Devise a complex health problem by outlining **subjective** and **objective** data for a hypothetical patient.
2. Identify an evidence-based conclusion (diagnosis) and aligned, thorough plan.

ROLE:

You are an attending doctor who is training resident and medical students. It is your responsibility to present them with cases and help them work through the steps and conclusions they should reach.

OBJECTIVE:

Obj. 14.8: Identify the structures, functions, and pathophysiology of the reproductive system.

DELIVERABLE:

- 1) SOAP Note Answer Key
- 2) Case Introduction: Script/Post-Assessment Questions
- 3) Script, Narrative or other Artifact

ASSESSMENT CRITERIA:

SOAP Note Answer Key: 1) organized & recorded clearly & accurately; 2) thorough and information-rich, but summarized clearly; 3) information is aligned with appropriate section and question; 4) Conclusion is evidence based; 5) Plan is comprehensive (includes physical, social & mental health) & addresses short- & long-term

Note on use of case studies: These case studies are designed to be used as an introduction to a body system in an A&P course OR as a supplement &/or authentic assessment tool to the middle or end of unit. The case studies are compatible with any other A&P curricula & reference online resources so that no formal text or other curricular source is required. They can also be used in a shorter "survey"/case-based course of A&P to give students a preview of applications for A&P, while engaging & "hooking" them on A&P! :)

Case Study Steps:

Steps: This checklist will help orient students, encourage them to manage their time and tasks, and help them process the flow of the case.

_____ 1. Decide what disease, condition, or illness you will focus on within the reproductive system.

_____ 2. Determine the identity of your patient. Sketch out as many details as possible of their story. Include details that are specifically relevant to the illness or condition as well as other details that help make your fictional character human.

_____ 3. Complete the SOAP Note (Answer Key). You will essentially “work backwards” to create the case study. You first need to know all of the answers, then you can weave them into the story of your patient.

_____ 4. Decide what format your case study will be presented. Will you record a video or audio segment? Will you write a narrative account (like a story)? Will you write a transcript of the “scene” at the visit with a doctor or other health care professional? Or will you come up with some other creative way to present the case?

_____ 5. Create your case study presentation in the medium you selected.

_____ 6. Exchange Case Studies (NOT answer keys though!) with a partner and try to solve one another’s case study.

_____ 7. Complete Post-Case Questions.

Choose Your Disease:

Brainstorm: List possible diseases or conditions....

Sites with listings of disease:

http://www.ncbi.nlm.nih.gov/pubmedhealth/s/diseases_and_conditions/a/

<http://www.cdc.gov/diseasesconditions/>

<http://www.cdc.gov/reproductivehealth/womensrh/>

Decide: Read more about your top choices and select one....

Research: Note background information (e.g., symptoms)

Identify Your Patient:

Character Sketch: Describe your patient in as much detail as possible.

Ask students: “How important is it for health care providers to know their patients well, beyond the information they must know to treat the conditions/illnesses they may have? How might knowing someone well help & hinder the process of accurately diagnosing and treating a patient?”

History of Present Illness: Explain the patient's history with the condition, illness, or disease. Be detailed!

SOAP Note

Subjective:

Signs & Symptoms	
Allergies	
Medications	<p>Students may choose to leave certain sections blank if they don't make sense for the situation or if the information is kept unknown for any particular reason. For example, a patient may not remember when a problem started, so Onset could be "Unknown." Alternatively, a patient may be unconscious and family, friends, or bystanders might not know if they have allergies or are taking any medications. Finally, in certain situations, some questions may not be relevant or commonly asked by medical professionals. For example, in a routine visit, a ob/gyn may not ask about the last oral intake.</p>
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	

Assessment:

Summary	
Differential Diagnoses	
Final Diagnosis	<p><i>Claim (Diagnosis):</i></p> <p><i>Evidence:</i></p> <p><i>Reasoning:</i></p>

Plan:

<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>	
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Case Information:

Use the space on the following two pages (attaching additional sheets, if necessary) to draft your introduction to the case.

Remind students that they have many options here:

- Will you write a narrative account (like a story)?
- Will you write a transcript of the "scene" at the visit with a doctor or other health care professional?
- Will you record a video/audio segment, or perform a skit live?
- Will you come up with some other creative way to present the case?

Case Information:

PURPOSE: These questions will help learners connect the case study patient scenario with the structure, function & pathophysiology of the skin system.

USE OF THESE QUESTIONS: The amount of time students need to research answers to these questions will depend on the concurrent or previous level of instruction/pre-reading about the skin system.

Post-Case Questions:

1. What are the functions of the male and female reproductive systems?

Source Suggestions:

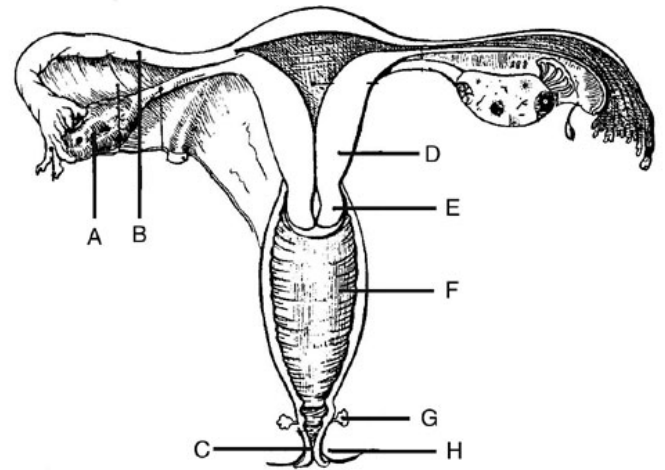
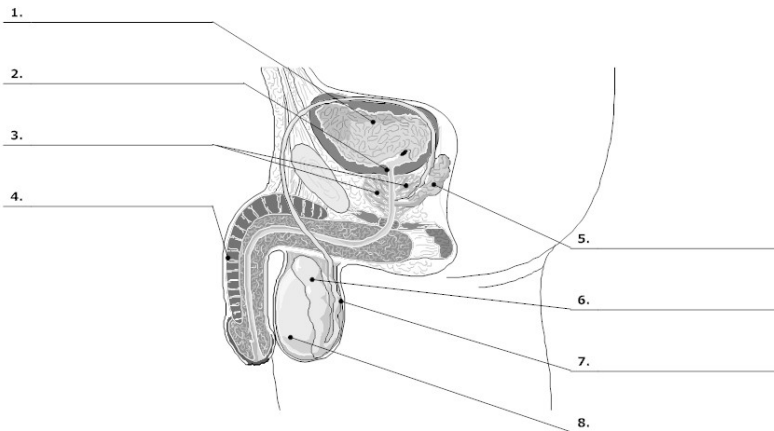
WebMD: <http://www.webmd.com/sex-relationships/guide/male-reproductive-system>

Kidshealth: http://kidshealth.org/parent/general/body_basics/female_reproductive_system.html

Innerbody: <http://www.innerbody.com/image/repfov.html>

2. Label the diagrams below with the main anatomical structures of the male and female reproductive systems.

Male Reproductive System and Organs



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3. Was the disorder/illness/condition in your case study affecting the male or female reproductive system, or both? What differences, if any, exist in its symptoms and pathophysiology in the male vs. female systems, if it does indeed affect both?

4. Describe the normal developmental changes that occur in the male and female reproductive system at the time of puberty.

Source Suggestions:

Univ of Maryland: <http://umm.edu/health/medical/ency/articles/puberty-and-adolescence>

Kidshealth: http://kidshealth.org/kid/grow/body_stuff/puberty.html

WebMD: <http://teens.webmd.com/girls/facts-about-puberty-girls>

5. What changes does the female reproductive system undergo during menstruation? Describe the phases.

Source Suggestion:

WebMD: <http://www.webmd.com/women/tc/normal-menstrual-cycle-topic-overview>