

# Kim's Crisis

**OVERVIEW:**

Kim, a 21-year-old college student, is experiencing intense lower abdominal pain. Will the paramedics and emergency room team gather the right information to make a quick and accurate diagnosis to save Kim's life?

**GOAL:**

Gather a comprehensive SAMPLE history and determine an accurate diagnosis, using objective & subjective information.

**ROLE:**

You will play two roles: First, you will act as the paramedic team picking up Kim to transport her to the hospital and taking her SAMPLE history. Second, you will be the Emergency Room team, working together to make a diagnosis for Kim.

**OBJECTIVE:**

Obj. 4.9: Recognize, gather, and organize subjective and objective data in a complex patient case scenario.

**DELIVERABLES:**

- 1) SOAP Note
- 2) Presentation of SAMPLE history

**ASSESSMENT:**

The SOAP note Subjective & Objective section will be evaluated on a rubric, with a specific focus on the SAMPLE history. The presentation of the patient will be evaluated based on comprehensiveness, clarity, and concision.



**Case Introduction:**

Kim is a 21-year-old college student who has been in a relationship with her boyfriend, Luke for two years. Kim leads an active life on campus, as the president of the Pre-Nursing Club on campus and a pitcher for the school softball team. She works a part-time job at a local coffee shop as well. Her busy life forces her to drink lots of coffee though, as she rarely gets enough sleep.

Kim had a healthy youth with nothing beyond the usual childhood illnesses. She has had all her routine vaccinations. Her last visit to the doctor was four months ago for a routine physical for participating in athletic involvement, and no abnormalities or illnesses were discovered. Prior to that, she had a yearly gynecological exam and has been taking a hormonal contraceptive, the Pill, for 2.5 years. She was diagnosed and treated for chlamydia in her senior year of high school, a consequence of a sexually active relationship with her previous boyfriend.

About a week ago, Kim started feeling some mild cramps. She wrote them off as no big deal, but in the past few days she has complained to Luke of a growing pain toward the right side of her lower abdomen. Today it got so bad that she was unable to move. As she tried to move to the bathroom she fainted briefly. This was the final straw; she agreed to allow Luke to call 9-1-1 to get some help.

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**Subjective & Objective:**

Record the information from Kim's story in the SOAP note.

Use the additional space below for a more detailed SAMPLE history:

<b>SOAP Note</b>	
<b>Subjective:</b>	
<b>Signs &amp; Symptoms</b>	
<b>Allergies</b>	
<b>Medications</b>	
<b>Past medical history</b>	
<b>Last oral intake</b>	
<b>Events leading to injury or illness</b>	
<b>Frequency</b>	
<b>Associated Symptoms</b>	
<b>Radiation</b>	
<b>Character</b>	
<b>Onset</b>	
<b>Location</b>	
<b>Duration</b>	
<b>Exacerbating Factors</b>	
<b>Relieving Factors</b>	

<b>S</b>	
<b>A</b>	
<b>M</b>	
<b>P</b>	
<b>L</b>	
<b>E</b>	

**Research:**

**(1)** Make hypotheses regarding Kim's diagnosis. **(2)** Determine the subjective questions and objective data needed. **(3)** Request information. **(4)** Add new information to subjective and objective sections.

Hypotheses & Additional Information Needed:

Hypothesized Diagnosis	Additional Questions and/or Objective Data Needed

<b>Objective:</b>	
Measurements	5'6" 135 lb
Vital Signs	HR: 112 beats/min      Temp: 96.9 deg F RR: 24 breaths/min      BP: 80/56
Exam Results	
Lab Results	

**Assessment:**

Write a short summary of Kim's situation. Complete a differential diagnosis including your top three possible diagnoses. Then make your final diagnosis (claim) and support it with evidence and reasoning.

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

*(OPTIONAL: If time permits.)*

**Plan:**

Create a plan for Kim, 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>	

**Patient Presentation:**

You are the paramedics bringing Kim into the emergency room. When you arrive, you hand over the patient's SOAP note (including her SAMPLE history), but you also need to present the information to the emergency room team verbally. Assign one (or more) portions of the SAMPLE history to each team member, and prepare to present it out. Your presentation should not be long--being concise and clear is very important, especially in an emergency situation like this. But also be thorough--you do not want to miss any key information that might help the emergency room team.

PRESENTATION PLANNING		
SAMPLE History	Team Member	Notes
S		
A		
M		
P		
L		
E		

**Rubric:**

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

Needs Improvement	Emerging Mastery	Partial Mastery	Mastery
<p><b>SOAP:</b> Data is missing or very disorganized; SAMPLE history info is missing or very incomplete</p> <p><b>Presentation:</b> Not concise, clear, or thorough; missing most relevant details; or major misalignment in SAMPLE history</p>	<p><b>SOAP:</b> Data is somewhat disorganized and lacking in precision, clarity, and accuracy; SAMPLE history info is somewhat incomplete and misaligned</p> <p><b>Presentation:</b> Not concise, clear, or thorough; includes some relevant details; some misalignment in SAMPLE history</p>	<p><b>SOAP:</b> Most data is organized and recorded with precision, clarity, and accuracy; SAMPLE history info is nearly complete and mostly aligned</p> <p><b>Presentation:</b> Concision, clarity, and thoroughness are adequate but could use some improvement; includes most relevant details; aligned to SAMPLE history</p>	<p><b>SOAP:</b> All data is organized and recorded with precision, clarity, and accuracy; SAMPLE history info is complete and aligned</p> <p><b>Presentation:</b> Concise, clear, and thorough; includes all relevant details; aligned to SAMPLE history</p>



**Post-Case Wrap-up Questions:****Module 4 Learning Objectives:**

<b>Obj 4.1:</b> Distinguish between the terms sex, gender, and sexuality.
<b>Obj 4.2:</b> Explain the anatomy & physiology of the male reproductive system.
<b>Obj 4.3:</b> Explain the anatomy & physiology of the female reproductive system.
<b>Obj 4.4:</b> Describe the events of pregnancy.
<b>Obj 4.5:</b> Compare and contrast the benefits of and barriers to practicing abstinence.
<b>Obj 4.6:</b> Compare the efficacy of various contraceptive methods
<b>Obj 4.7:</b> Identify the symptoms of STIs and their impact on physical, mental, and social health.

ANSWER THE FOLLOWING QUESTIONS ON A SEPARATE SHEET OF PAPER.

**Obj. 4.1:** Suppose Kim identifies as bisexual. Explain this self-identification in terms of sex, gender, or sexuality.

**Obj. 4.2:** After this health scare, Kim and her partner decide that they are serious about a relationship, but do not want children. While they are not rushing into anything, they discuss the possibility of her partner getting a vasectomy in the future. Explain how the vasectomy works, in terms of the male reproductive anatomy and physiology.

**Obj. 4.3:** Kim is confused about what happened to her. Write an explanation of her diagnosis using the appropriate anatomical terms of the female reproductive system.

**Obj. 4.4:** Kim asks about what would have happened in a normal pregnancy. Write a short description of the first 9 days of pregnancy, assuming ovulation occurs on Day 0 and the egg is fertilized on Day 1. Be sure to describe fertilization, cell division, and implantation.

**Obj. 4.5:** Kim decides she wants to be abstinent for the near future. Explain two benefits of abstinence.

**Obj. 4.6:** Kim decides to start using Depo-Provera injectable birth control. Write a short explanation for Kim about the risks she still faces, even when using Depo, in terms of pregnancy and STIs.

**Obj. 4.7:** Kim may have had this problem due to untreated Pelvic Inflammatory Disease (PID). Name at least two STIs that could cause PID. For each STI, list its symptoms, possible long-term effects, and type of pathogen that causes it.