

Portia's Pain

OVERVIEW:

Portia, a 5-year-old African American female, has recently started complaining to her parents that she is having pain in her tummy and feet and is sleeping more than usual. Portia excels in her kindergarten class and is very helpful around the house. But lately she has come home from school exhausted. Understandably, her parents are very distressed. You need to help Portia's parents get to the bottom of this problem by making an accurate and evidence-based diagnosis so that Portia can begin a treatment plan.

GOAL:

Identify the illness Portia has by conducting a differential diagnosis and forming an accurate and evidence-based conclusion.

ROLE:

Team members will act as Portia's health care team: one physician, one nurse, one certified nurse assistant, and one social worker.

OBJECTIVE:

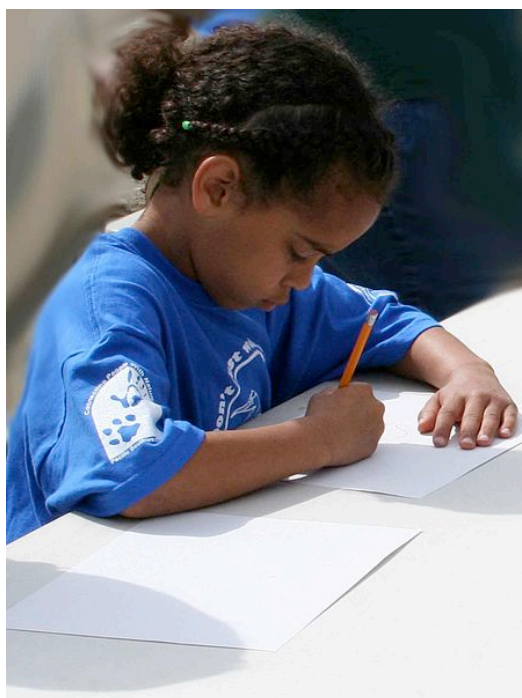
Obj. 5.9: Conduct a differential diagnosis in order to determine an evidence-based final diagnosis.

DELIVERABLES:

- 1) SOAP Note Assessment section
- 2) Presentation of one disease "ruled out" on differential diagnosis

ASSESSMENT:

Your SOAP note Assessment section and presentation will be evaluated on a rubric based on accuracy, evidence, and clear communication.



Case Introduction:

Portia is a happy-go-lucky five year old most of the time, but her mother has always worried about her health. Every three or four months, Portia seems to be unexplainably lethargic and tired for a few days and complains that her body hurts. The symptoms never seem too serious though, and go away on their own, so her mother chalks them up as just normal childhood “bugs.” She was in daycare, then preschool, and now kindergarten, so she has certainly been exposed to plenty of germs.

Portia is an only child. Her mother generally uses complimentary and alternative medicine and avoids the traditional healthcare system as much as possible. She learned her ways from her mother, who tended to her grandmother's health as she lived with sickle cell anemia for many years. She had Portia through a home birth and initially opted out of immunizations, but later decided to catch Portia up so that she would not have problems entering preschool.

Portia is slightly small for her age, but earns the highest praise from her kindergarten teacher for her curiosity, eagerness to learn, and kindness toward others. Two days ago, Portia was sent home from school because she couldn't stop crying due to pain. She complained of pain in her feet and her tummy. Her mother also realizes that she has a minor cough and slight yellowing in the whites of her eyes. The pain continues and Portia's mother is not used to seeing her cry so much, so she makes an appointment with her physician.

Subjective & Objective:

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

| 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 | |

Differential Diagnosis:

Make brief hypotheses about what types of illnesses or disorders Portia may have. Use your initial differential diagnosis list to conduct background research using the table below:

| Differential Diagnosis List | Symptoms | Diagnostic Tests |
|-----------------------------|----------|------------------|
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Assessment:

1. Write a short summary of the Portia's situation
2. Identify 3 possible diagnoses from the research you conducted and list them in order of priority (level of urgency based on danger to patient).
3. Before you make your final diagnosis, move on to the next page and determine whether you need any additional information. Gather the new information.
4. Then come back to the assessment box on this page and write your final diagnosis and support it with evidence and reasoning.

| Assessment: | |
|-------------------------------|---|
| Summary | |
| Differential Diagnoses | 1. 2. 3. |
| Final Diagnosis | Claim: Evidence: Reasoning: |

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 Portia or her parents | Answers |
|-------------------------------------|---------|
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| | |
| | |
| | |

| Diagnostic Tests/Labs Needed | Results |
|------------------------------|---------|
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| | |

Note: Be sure to also go back to your Subjective and Objective sections to fill in the new information gathered here.

Plan:

Create a plan for Portia, using information you research about the treatment and management of her 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> | |

Questions to consider:

- What is the long-term prognosis (expected outcomes) for Portia?
- What complications might Portia face in the future?
- How will Portia's parents cope? Will they need any support?
- What barriers might make effective treatment difficult?

Final Presentation:

It is time to review the cases in the pediatric intensive care unit (PICU). Your team is responsible for presenting for 2-3 minutes on one disease that you “ruled out” during your differential diagnosis. Be sure to include what specific evidence (symptoms, test results, etc.) that allowed you to eliminate this disease as a possibility.

| PRESENTATION PLANNING | | | |
|------------------------------------|-------------|-------------------------|-------|
| Role | Team Member | Portion of Presentation | Notes |
| Nurse | | | |
| CNA (Certified Nurse Assistant) | | | |
| Physician | | | |
| Social Worker | | | |

Rubric:

You will be graded on the stated objective (PH1.9: Recognize, gather, and organize subjective data in a simple patient case scenario) using the rubric below:

| PH1.9: Recognize, gather, and organize subjective data in a simple patient case scenario | | | |
|---|---|---|--|
| Needs Improvement | Emerging Mastery | Partial Mastery | Mastery |
| <p><u>ASSESSMENT:</u> Summary: Missing or incomplete Differential diagnosis: 1 or less diseases researched Diagnosis: Final diagnosis incorrect and not supported with evidence and reasoning or missing.</p> | <p><u>ASSESSMENT:</u> Summary: Some essential facts of the case are present. Differential diagnosis: Research on diseases not thorough or supported with evidence Diagnosis: Final diagnosis incorrect and not supported with evidence and reasoning.</p> | <p><u>ASSESSMENT:</u> Summary: Most essential facts of the case are summarized clearly. Differential diagnosis: Thorough research conducted on 2-3 diseases but may not be prioritized or supported with evidence Diagnosis: Final diagnosis may be correct or incorrect, but is supported with evidence and reasoning.</p> | <p><u>ASSESSMENT:</u> Summary: All essential facts of the case are summarized clearly. Differential diagnosis: Thorough research conducted on 3 or more diseases, listed in priority of urgency, ruled out using specific evidence Diagnosis: Final diagnosis is correct, based on evidence, and supported with logical reasoning.</p> |
| <p><u>PRESENTATION:</u> Information: Total lack of clarity Logic and Evidence: No logic or evidence presented to support Teamwork: Some team members do not contribute</p> | <p><u>PRESENTATION:</u> Information: Symptoms and diagnostic criteria presented with lack of clarity Logic and Evidence: Rationale does not make sense and is not evidence-based Teamwork: Some team members do not contribute</p> | <p><u>PRESENTATION:</u> Information: Symptoms and diagnostic criteria presented with slight lack of clarity Logic and Evidence: Rationale for why the disease was ruled out makes sense but is not evidence-based Teamwork: All team members contribute, but unevenly</p> | <p><u>PRESENTATION:</u> Information: Disease symptoms and diagnostic criteria clearly presented Logic and Evidence: Rationale for why the disease was ruled out makes sense and is evidence-based Teamwork: All team members contribute to presentation</p> |

Post-Case Wrap-up Questions:**Module 5 Learning Objectives:**

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|---|
| Obj 5.1: Identify communities and the factors that shape their health. |
| Obj 5.2: Identify examples of the ten essential functions of public health. |
| Obj 5.3: Analyze a problem to identify factors on various levels of the social-ecological model. |
| Obj 5.4: Differentiate between communicable and noncommunicable disease. |
| Obj 5.5: Differentiate between modifiable, unmodifiable, predisposing, enabling, and reinforcing risk factors. |
| Obj 5.6: Distinguish between primary, secondary, and tertiary prevention. |
| Obj 5.7: Evaluate the potential consequences of the anti-vaccination movement. |

ANSWER THE FOLLOWING QUESTIONS ON A SEPARATE SHEET OF PAPER.

Obj. 5.1: What type of communities may face a greater likelihood of developing the disorder Portia was diagnosed with? Why?

Obj. 5.2: Name three different functions of public health that could be enacted to help reduce the impact of this disease in patients like Portia. Explain an example of how each of those functions would be carried out in the case of this disease.

Obj. 5.3: Consider Portia's treatment plan. Name one factor on each level of the social-ecological model (individual, relationships, community, societal) that will influence her health outcomes.

Obj. 5.4: Is Portia's illness communicable or noncommunicable? Explain your answer. If it was communicable, how was it transmitted? If noncommunicable, how what factors caused her to acquire it?

Obj. 5.5: All 50 states now have laws to test infants for Portia's illness at birth. We know Portia had a home birth and somehow slipped through the cracks so she did not receive this type of testing. Most children with her illness would have been diagnosed sooner. Besides the blood testing she did not receive as an infant, name at least two other risk factors that led to her late diagnosis. Explain what type of risk factors they are--modifiable, unmodifiable, predisposing, enabling, and/or reinforcing.

Obj. 5.6: What type of prevention is Portia now receiving, after being diagnosed, treated and sent home with a long-term treatment plan?

Obj. 5.7: Given what you know about Portia's mother and her attitudes and values related to health, why do you think she might resist getting Portia vaccinated? What consequences may have arisen if she did not get Portia vaccinated?