

Hattie's Heart

INTRODUCTION:

Hattie is a 68-year old retiree living in a rural community. She has been experiencing some minor chest pain and other symptoms for a few days, but she has gotten used to little aches and pains coming and going in her older age so she doesn't get too worried. When her chest pain worsens, she reluctantly agrees to make the 30-minute trip to the doctor upon her husband's prodding.



GOAL:

Collect a complete Subjective patient history for Hattie and determine if emergency medical response is required.

ROLE:

You are a team of health care professionals working at a health clinic in a small town, located in a large rural county. You are all primary health care providers.

OBJECTIVE:

Obj 6.10a: Identify OPQRST subjective data in a patient case scenario.

Obj 6.10b: Deliver health information to a target audience in a clear, compelling, and accurate way.

DELIVERABLES:

- 1) SOAP Note
- 2) Heart Attack Symptoms Intervention
- 3) Presentation

Health Care Provider Roles:

Determine the role of each team member on the patient care team:

| Role | Description | Team Member |
|-------------------------------------|--|--------------------|
| Nurse (RN) | Takes vitals & measurements (request from instructor); interviews patient initially (SAMPLE); helps coordinate treatment plan | |
| Primary Care Physician (PCP) | Asks questions, focusing on OPQRST; consults with other health care professionals to make final diagnosis; helps coordinate treatment plan | |
| Health Educator | Helps communicate information about health status, possible risk factors, and treatment plan | |
| Pharmacist | Helps reinforce health information; checks drug interactions; helps patient understand plan and maintain compliance | |

Case Introduction:

Hattie is a spunky and stubborn 68-year-old, married for 40 years to the doting and selfless Otis. They live on a 10-acre farm outside of a small town with a population of 12,000. Hattie, a former bank clerk, has been retired for six years, while her husband sold his small business, a fishing bait and tackle store, just three years ago. They have enjoyed retirement so far, but keep mostly to their home sharing their love for crossword puzzles, reading, good television shows, and Scrabble. Hattie also loves to sew and quilt and makes many gifts for her seven grandchildren and four children.

Hattie considers herself to be in fairly good health for someone her age. She makes sure to visit the doctor annually, and although she knows the doctor will talk about her need to lose weight and quit smoking, she usually maintains a positive attitude about these visits. She has tried to quit smoking at least once or twice every year, but can never seem to last longer than a week or two. Hattie feels that she gets a good amount of exercise, as she is the one responsible for walking Rascal and Dixie, her cocker spaniels, every day for at least 15-20 minutes. She also cooks all of their meals at home and they rarely eat out. Otis is a lover of red meat, and she has quite a sweet tooth, so together they have their vices. But they rationalize these habits with the fact that they always eat a vegetable with their dinner.

Hattie's mother died of ovarian cancer at age 72 and her father from a heart attack at age 73. She doesn't have any allergies, but takes a few acetaminophen tablets 2-3 times per week for chronic lower back pain. She also takes a multivitamin and calcium supplement daily. Her knees and shoulders ache sometimes, but the pains always seem to go away before she gets around to taking pain relievers. Hattie attributes most of her minor health inconveniences to the aging process.

Two days ago, Hattie began having mild chest discomfort, but did not tell Otis because the grandchildren were scheduled to visit from out of town and she assumed it would go away. Yesterday, she told Otis that her chest was feeling a bit heavy, but had a difficult time describing the feeling to her husband and still believed it was not a big concern. Today, Otis has convinced her that they must drive into town to the only health clinic in the area to get it checked out, before the grandchildren arrive. Hattie balks and tries to argue, but she is a bit short of breath so finally relents.

Subjective & Objective:

Record information from the story in the appropriate sections of the SOAP note.

| SOAP Note | |
|-------------------------------------|--|
| Subjective: | |
| Signs & Symptoms | |
| Allergies | |
| Medications | |
| Past medical history | |
| Last oral intake | |
| Events leading to injury or illness | |
| Onset | |
| Provocation & Palliation | |
| Quality | |
| Radiation & Region | |
| Severity | |
| Time | |
| Associated Symptoms | |
| Aggravating & Alleviating Factors | |
| Objective: | |
| Measurements | |
| Vital Signs | |
| Exam Results | |
| Lab Results | |

Patient Interview:

Conduct the OPQRST portion of the subjective interview with the patient and add the new information to the SOAP note.

Research:

Make brief hypotheses about what types of illnesses or diseases Hattie may have. Use your initial list to determine: 1) whether the patient needs critical emergency care; 2) what tests would need to be run to gather data.

| Hypothesized Diagnosis | Objective Data Needed / Tests to Perform |
|------------------------|--|
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Gather Objective Information:

Select the tests or labs Hattie needs in order to determine what is happening with her health. Be sure to consider cost, access, and quality, but always make the decisions in the best interest of the patient's health.

Assessment:

Complete the Assessment for Hattie:

| Assessment: | |
|-------------------------------|---|
| Summary | |
| Differential Diagnoses | 1. 2. 3. |
| Final Diagnosis | <p><i>Claim:</i></p> <p><i>Evidence:</i></p> <p><i>Reasoning:</i></p> |

An Update on Hattie:

Listen carefully as your instructor provides an update on Hattie's condition.

Plan:

Create a plan for Hattie, 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> | |

Intervention:

Hattie's outcome may have been better if she sought out medical care sooner. As a team of health professionals working in the local rural health clinic, design an educational intervention aimed the residents of your community. Your goal is to build awareness of the warning symptoms of heart attacks. Use the questions below to brainstorm and plan your intervention:

- 1) What are the warning signs of a heart attack?

- 2) When should someone dial 9-1-1 to seek emergency medical attention?

- 3) What target population should be educated about this health issue?

- 4) What are some possible ways this message could be delivered?

- 5) Which method of building awareness would be most effective? Why?

- 6) How would you measure the effectiveness of the educational intervention?

Final Presentation:

Your health education intervention is a huge success. Heart attack deaths have dropped by 6% in your community over the past year and more people are seeking help sooner. You are asked to present your intervention at a statewide medical conference. Prepare a 2-4 minute presentation.

| PRESENTATION PLANNING | | |
|-----------------------|-------------------------|-------|
| Team Member | Portion of Presentation | Notes |
| | | |
| | | |
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| | | |
| | | |

Rubric:

You will be graded using the rubrics below.

| Obj 6.10a: Identify OPQRST subjective data in a patient case scenario. | | | |
|--|--|--|--|
| Needs Improvement | Emerging Mastery | Partial Mastery | Mastery |
| Data is unorganized and not recorded with precision, clarity, and accuracy, and very little data is aligned within the appropriate section or category; much essential data is missing | Some data is organized and recorded with precision, clarity, and accuracy, and some data is aligned within the appropriate section or category; some essential data may be missing | Most data is organized and recorded with precision, clarity, and accuracy, and most data is aligned within the appropriate section or category | All data is organized and recorded with precision, clarity, and accuracy, and all data is aligned within the appropriate section or category |

| Obj 6.10b: Deliver health information to a target audience in a clear, compelling, and accurate way. | | | |
|--|--|---|--|
| Needs Improvement | Emerging Mastery | Partial Mastery | Mastery |
| Intervention is missing or incomplete, or provides inaccurate information | Intervention provides information in that has errors or is not presented in an engaging manner; target audience and/or measurement of success may be missing | Intervention provides clear and accurate information in a somewhat compelling and engaging manner; is aligned to a some target audience, and attempts to measures its impact. | Intervention provides clear and accurate information in a compelling and engaging manner, is aligned to an appropriate target audience, and measures its impact in a scientific way. |

Post-Case Wrap-up Questions:

| Module 6 Learning Objectives: |
|---|
| Obj 6.1: Identify a community's assets and needs related to rural health. |
| Obj 6.2: Evaluate resources in terms of access, quality, & cost in order to promote health. |
| Obj 6.3: Examine poverty-related barriers that can hinder healthy living. |
| Obj 6.4: Identify risk factors and preventative strategies for reducing chronic disease. |
| Obj 6.5: Analyze risk factors for unintentional injuries in order to provide safety recommendations. |
| Obj 6.6: Analyze the relationship between access to care and health status for migrant workers. |
| Obj 6.7: Determine when professional mental health services are required. |
| Obj 6.8: Evaluate the impact of technology on rural mental health care outcomes. |

ANSWER THE FOLLOWING QUESTIONS ON A SEPARATE SHEET OF PAPER.

Obj. 6.1: Think about heart disease within your own community. What **assets** and **needs** does your community have in promoting and maintaining heart health?

Obj. 6.2: Which aspect of the health care system created the biggest barrier to care in Hattie's scenario: **cost, access, or quality**? Why?

Obj. 6.3: Name three **poverty-related** characteristics common to rural communities that may contribute to high rates of heart disease or heart attack deaths.

Obj. 6.4: Name two **risk factors** and two **ways to reduce the risk** of heart disease.

Obj. 6.5: Assuming Hattie had not had a heart attack, what other types of **unintentional injuries** might she be at risk for?

Obj. 6.6: Imagine Hattie is a **migrant worker** and faces the same health situation as she did in this case. What additional barriers to accessing health care for her problem might she face?

Obj. 6.7: When Hattie returns for her follow up appointments, her physician asks about how she is feeling? She has become increasingly paranoid about the slightest symptoms, has been crying every night, and started having anxiety attacks. What **barriers to accessing mental health** care might Hattie face in her rural community?

Obj. 6.8: How might **telemedicine** help Hattie? What advantages and disadvantages might telemedicine provide in her case?