

## Anatomy: Monday 9/19 and Tuesday 9/20

### Do Now:

Turn to page 143 in your e-text and read about Radiologic Technologists. Answer the following questions in your notebook or I-Pad:

1. What does a Radiologic Technologist do?
2. Do you think this profession is something you might be interested in?
3. Which body system do Radiologic Technologists deal with the most?

### Basic Big Idea:

The skeletal system provides an internal framework for the body, protects organs by enclosure, and anchors skeletal muscles so that muscle contraction can cause movement.

### Objectives:

#### Case Objectives:

- Apply anatomical terminology to a specific body system.
- Identify the causes, effects, and treatment options for a specific disease.

### Agenda:

1. Do Now
2. Meet Mrs. Jones
3. SOAP Notes for Mrs. Jones
4. Determine responsibilities for next class

### Homework:

Your job is to research these potential health conditions using any of the sources listed in the **Research section of the PBL Toolbox**. When you come in tomorrow, be able to defend your assessment to the class. Two people will randomly be called upon to share their assessment and defend their answer using research. Fill this in using the chart below.

**We have a special guest, Mrs. Jones, coming in today.**

DAY 1
<b>Background information: (Read this before our special guest enters)</b> Mrs. Jones is a 65 year old woman who just entered the hospital complaining about a sore hip. Listen carefully and fill in your SOAP notes based upon what she says. She will be talking to <b>you</b> , her doctor.
<b>Mrs. Jones Script:</b> Doctors, I am in SO much pain. I fell getting out of the bathtub this morning, and now my hip is absolutely killing me. I can't put any weight on it...I mean, seriously, I can barely walk. My back has been hurting for the past year, but I've just been dealing with the pain and avoiding coming in to the doctor. What do you think?
<b>Teamwork:</b> Consult with your team to decide which answers to the SOAP notes you have and which questions you still need to ask Mrs. Jones. (2 min)

**Consult the Patient:** Now it's your turn to find out more information from Mrs. Jones. Look at your SOAP notes and at the example of what thorough SOAP notes look like. Highlight the areas of the SOAP notes that are missing. \*Remember, you may not need to ask her ALL of the questions. From there, you must ask Mrs. Jones more questions to help determine what might be causing her problem. (10-15 min) As she answers fill in your notes.

**Teamwork:** Regroup and discuss the new information, where you recorded it in your SOAP notes, and if there are any additional questions you'd like to ask or tests you'd like to run. Write down any of the additional tests you'd like to run or questions you'd like to ask here. (5-10 min)

**Consult the Patient/Labs:** As the patient answers your questions or the questions from your group members, please continue to fill out your SOAP notes. (10 min)

**Lab Tests that *can* be run:**

Reference the "Diagnostic Tests" section from:

<http://www.merckmanuals.com/home/appendixes/ap2/ap2a.html>

**Teamwork:** As a team, look at all of your information and brainstorm **all** of the possible conditions that you *think* the patient might have. List these in the ***differential diagnosis section of your SOAP notes***. (5 min)

**Homework:** Your job is to research these potential health conditions using any of the sources listed in the **Research section of the PBL Toolbox**. When you come in next class, be able to defend your assessment to the class. Two people will randomly be called upon to share their assessment and defend their answer using research.

*Example: Mrs. Jones is most likely suffering from \_\_\_\_\_ . This diagnosis was made based on the following pieces of evidence: (Please make a LIST (not a paragraph) and relate the information you received about Mrs. Jones to the information you found in your research).*

## Anatomy: Wednesday 9/21 and Thursday 9/22

### Do Now:

Write the answers to the following questions in your notebook or on U-Pad. Be ready to share.

- Have any of the elderly members of your family ever encountered a painful health condition? If so, what was it?
- How did they deal with the pain?
- How did this health condition affect his/her mood?
- Besides basic training in Anatomy and medical skills, how else should doctors/nurses be trained to help elderly patients?

### Basic Big Idea:

The skeletal system provides an internal framework for the body, protects organs by enclosure, and anchors skeletal muscles so that muscle contraction can cause movement.

### Objectives:

#### Case Objectives:

- Apply anatomical terminology to a specific body system.
- Identify the causes, effects, and treatment options for a specific disease.

### Agenda:

1. Do Now
2. Diagnosing Mrs. Jones
3. Planning to treat Mrs. Jones
4. Filming your Plan for Mrs. Jones

### Homework:

Use page 146 and 147 in your e-text to help you complete [this online quiz](#). Keep taking the quiz until you get them all correct. You will have a labeling quiz during our next class AND you will see this on your test on Friday.

### DAY 2

**Do Now:** Use the SOAP notes answer key to correct the SO sections of your neighbor's SOAP notes. Make SURE they have included the appropriate directional and regional vocabulary. This will be a major part of your quiz. (10 min)

**Whole Class:** What is the most likely explanation for Mrs. Jones' pain? List every option mentioned. (5-10 min)

**Teamwork:** Narrow down the list from the class. Research the risk factors, definitions, symptoms, and treatments for these diseases. Using your research, once again choose the most likely cause for Mrs. Jones' discomfort. (15 min)

**Revealing the Truth:** Mrs. Jones

has \_\_\_\_\_

**Teamwork:** Research and complete the Plan part of your SOAP notes. (10 min)

**Teamwork:** Mrs. Jones and her husband come back for a follow-up visit. They are very concerned about her condition and want to fully understand her diagnosis and treatment plan. In your groups, you will have 15 minutes to prepare a video response (**Max: 2 minutes**) to Mr. and Mrs. Jones. It is up to you to decide which of the information you have gathered is the **most important** information for them to hear and understand. Before recording, you must:

1. Decide which information is the most important information for them to hear.
2. Decide which parts of the treatment plan Mrs. Jones will have to do on her own. Figure out how you can **motivate** her to follow-thru on those plans when you're not there.
3. Determine which words you will need to translate for her. (ie: If you mention the posterior side of her sacral region, make sure you ALSO translate that into: the back side of her lower back.
4. Write your script, practice, and record!

### Helpful Terms

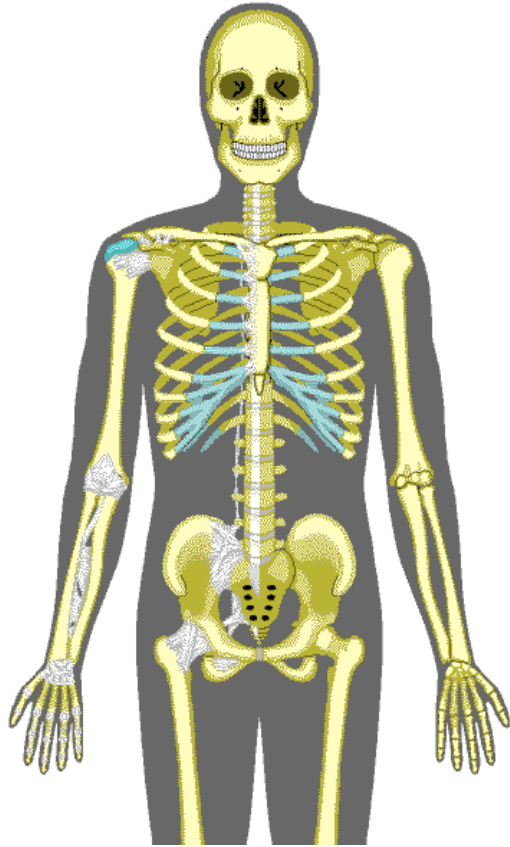
#### **Lab Tests that *can* be run:**

Reference the "Diagnostic Tests" section from:

<http://www.merckmanuals.com/home/appendixes/ap2/ap2a.html>

**\*\*Be careful!** Diagnostic tests can be VERY expensive and ordering excessive tests costs the patient, the hospital, and the taxpayers extra money. Be sure to *only* order the tests that seem to relate to this problem.

**Location (cont.)-Label the parts Mrs. Jones refers to by using appropriate anatomical vocabulary.**



## SOAP Notes

<b>SOAP Notes</b>	
<b>Subjective:</b>	
Signs & Symptoms*	
Allergies	
Medications	
<b>Past medical history</b> <b>Social:</b> <i>alcohol, smoke, drug use, marital status, children, occupation, sexual history, living situation, etc.</i> <b>Family:</b> <i>conditions &amp; diseases run in the family</i>	
Last oral intake	
Events leading to injury or illness	
*Frequency	
*Associated Symptoms	
*Radiation	

*Character	
*Onset	
*Location	
*Duration	
*Exacerbating Factors	
*Relieving Factors	
<b>Objective:</b>	
Measurements	
Vital Signs	
Physical Exam Results	
Lab Results	
<b>Assessment:</b>	
Summary	
Diagnosis	
Differential Diagnosis List	
<b>Plan:</b>	
Plan steps	

Learning Questions	Owner	New Information
		Source:
		Source:
		Source:
		Source:
		Source: