SimPHARM Case Description

SimPHARM™

Case Level: Early Learning
Case Run: Single visit, 48 hours
Patient: Daryl Hannergan

Patient Description:

Introduction to Daryl:

Daryl is available as if he was in a secondary care environment - even though he would normally be treated in ambulatory care at home.

The purpose is to give you an opportunity to see how initiating a treatment plan might look for Daryl.

Gender: Male

Weight: 219 lbs. / 98 kg

Height: 5′ 10″ / 178 cm

Age: 51

Case Details

Daryl has four concurrent medical conditions and all are essentially silent. Essential hypertension, hypercholesterolaemia, type II diabetes mellitus and chronic renal failure. While these medical conditions increase Daryl's cardiovascular, risk treatment can be delineated separately.

For most students Daryl will develop allergic rhinitis. This is suppressed by the loratadine and will only be seen by the student if loratadine is discontinued.

Pathologies:

Condition	Severity	Occurrence	Duration	Probability
Hypertension	Mild	Pre-existing	Ongoing	100%
Hypercholesterolaemia	Moderate	Pre-existing	Ongoing	100%
Type II diabetes mellitus	Poorly controlled	Pre-existing	Ongoing	100%
Chronic renal failure	CKD 3	Pre-existing	Ongoing	100%
Hayfever	Mild-moderate	Between 3-48 hours into case	12 hours	80%

Pre-existing Medication:

Gliclizide 40 mg once per day

Loratadine 10 mg once per day

Availability of drugs and laboratory investigations:

All drugs and investigations are available for students.

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Student Activities:

Students are expected to help alleviate any acute symptoms that Daryl may present with, and if appropriate, institute long term preventative care for these. The student should also treat any long term underlying conditions.

Educational Summary

Although this is an early learning case, there are several issues that students need to deal with:

1. Understanding that most patients do not feel unwell despite having several conditions.
2. Understanding conditions.
3. Finding personal time to attend to the purpose of the case.

All conditions may be treated independently; however, consideration and care over the choice of medicines will be critical. This makes the case complexity low-medium. The main purpose for the student is to treat the chronic underlying conditions. These are silent and therefore will not be obvious unless the student monitors Daryl. It is not uncommon for students to either lose sight of what they are trying to achieve or over-treat a condition.

Learning Objectives

Learning objectives for the student:

1. To identify goals for each condition that arises.
2. To prioritize what he/she can achieve for the given time frame of the case.
3. To not attempt to do too many things in a single situation, and maintain self awareness of cognitive load.
4. To develop skills to quickly improve his/her condition knowledge.
5. To understand how to unpack cases using therapeutic decision making processes and to arrive at justifiable treatment choices.
6. To understand the time course of drug effects (how rapidly they work and how long they work for).
7. To reflect on their approach to the case.
    a. How does an acute (non-life threatening but severe) event change their thinking about other conditions?
    b. What mechanisms did they develop or will they need to develop to deal with combinations of acute and chronic issues?

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Teaching Activities:

Debriefing Plan:

Part 1:

Setting: As a group.

Purpose: To normalize experiences and help establish principles of norm-referencing.

Activity: Students discuss what happened during the case.

- What events happened?
- When did they happen?
- What symptoms may have occurred? (Note that not all episodes of a condition will yield the same symptom profile.)
- Did any side effects occur? Some students, by chance, may have seen a rare side effect and when they realize they were the only person in the group who saw this they can start to contextualize and normalize their experience.

Part 2:

Setting: Round table – each student individually.

Purpose: To be able to justify a clinical decision to their peers.

Activity: Each student should choose one decision that they worked up and explain.

- Background information they looked for.
- Their goals in relation to the Daryl's goals.
- Their treatment choice and why they made that choice.
- What happened.

Assessment Criteria:

The student:

- Took a reasonable patient history.
- Worked up the patient in terms of relevant observations and lab tests.
- Set patient-focused goals for treatment of each condition.
- Initiated an appropriate drug at an appropriate dose, dosing schedule, and route with justification of choice.
- Determined, within the 48 hour time frame, whether their choice was reasonable.
- Manage and acute symptoms if present.
- Appropriate monitoring of Daryl's underlying conditions to reduce his long term cardiovascular and renal risks.