

Integumentary System Project: Writing a Clinical Case Study

Task:

Select on Moodle and research one of the following disorders of the integumentary system. Once you have researched your disorder, write an original case study in a narrative format. A case study is an in-depth presentation of detailed information about a particular subject (medical patient), which frequently includes the accounts of subjects themselves. Case studies typically examine the interplay of all variables affecting the patient in order to provide as complete an understanding of the disorder as possible.

**Type up your case study using a word processing program. Save your file and then upload it to Moodle when you are finished. Ask Mrs. Roach for help with this step if you need.

Disorders:

Alopecia	Psoriasis	1 st -3 rd Degree Burn
Cold Sores	Acne	Cellulitis
Eczema	Melanoma	Anhidrosis
Rosacea	Chicken Pox	Congenital Hypertrichosis
Scleroderma	Athlete's Foot	Male-pattern Baldness
Vitiligo	Basal Cell Carcinoma	MRSA
Warts	Necrotizing Fasciitis	Staph Infection
Impetigo	Ringworm	Lice

What Makes a Good Case Study?

- **A good case tells a story.** It must have an interesting plot that relates to the experiences of the audience. It must have a beginning, a middle, and an end.
- **A good case creates empathy with the central characters.** We should create empathy not only to make the story line more engaging but because the personal attributes of the characters will influence the way a decision might be made.
- **A good case includes quotations.** There is no better way to understand a situation and to gain empathy for the characters than to hear them speak in their own voices. Quotations add life and drama to any case. Quotations provide realism.
- **A good case is short.** It is easier to hold someone's attention for brief moments than long ones. Cases must be long enough to introduce the facts of the case but not so long as to bore the reader. If one must introduce complexity, let it be done in stages. First, give some data and then a series of questions and perhaps a decision point before more information is introduced. After all, that is the way life plays out...little bits at a time.

Above information taken from <http://ublib.buffalo.edu/libraries/projects/cases/teaching/good-case.html>.

Suggested Steps:

- 1) Create a "real life," believable patient, and determine the initial facts about this patient. These would be name, age, marital status, ethnicity where relevant, gender, family, background taking the disorder into consideration.
- 2) Determine the patient's initial problem/symptoms, and subsequent issues that could arise as a result of the disorder or progression of the disorder.
- 3) Plan where the "actions" will take place. Home? Hospital? ER? Vacation? Work? Doctor's office? School?

4) Present facts in an iterative style (e.g. chronologically, as they present, or as the patient describes them, or with complications arising).

Facts to include:

- Initial presentation, crisis or catalyst for problem
- Results from tests, examinations
- Drugs prescribed for treatment, response to drugs, any side effects
- Differential diagnoses that may have initially presented (different diseases that could result in similar symptoms)
- Sources of the Disease: Congenital, Infectious, Traumatic, Metabolic

5) Generate questions around each section of the case study (approximately 2-4 questions per section/paragraph) for students to answer at a later date.

Possible questions:

- Identify the body structures/organ systems affected by this condition.
- Name possible causes for this disorder.
- Explain how symptoms show a direct relationship between the cause and the effects on the body structures.
- Identify similar or other possible diagnoses and confusing symptoms.
- Discuss meaning of test results.
- Present patient's future treatment and prognosis.

6) Include 1-2 pictures per section to enhance the reader's understanding of the concepts presented. You can insert an image into your document before you save & then upload to Moodle.

Rubric for Case Study

Total: 50 Points

	Advanced 5	Proficient 3	Needs Improvement 2	Not Demonstrated 1
Required Information – Disease Facts (Definition/Cause, Symptoms, Tests, Treatments, Prognosis)	All five facts are presented in the case study. Facts are accurate and reliable.	Four of the facts are presented in the case study. Facts are accurate and reliable.	Three of the facts are presented in the case study. Facts have inaccuracies and the information in some cases is not reliable.	Only one or two of the facts is presented in the case study or facts are completely inaccurate.
Engages the Reader	Establishes a situation to engage the reader which <i>includes</i> a description of a “realistic” patient and relevant medical history, initial presentation/catalyst to current problem, and setting.	Establishes a situation which <i>includes</i> a description of a “realistic” patient and relevant medical history, initial presentation/catalyst to current problem, and setting. The writing is not necessarily engaging.	Establishes a situation or context, but is lacking at least one of the following: a description of a “realistic” patient and relevant medical history, initial presentation/catalyst to current problem, and setting. Writing is not necessarily engaging.	Situation presented is incoherent or causes confusion. Lacks two or more of the following: a description of a “realistic” patient and relevant medical history, initial presentation/catalyst to current problem, and setting.
Organization (Progression and Transitions)	Logical progression of patient and disease process. Includes necessary details to assist in the transitions in time.	Progression of patient and disease process, but in some instances details are missing for transitions in time.	Patient is presented in various situations that imply the passage of time, but there is no logical progression of the disease process or sections seem unrelated.	Writing is not organized. There is no evidence to demonstrate the progression of the patient or the disease process. Situations are out of order.
Word Choice	Precise, vivid, natural language creates a clear and complete picture in the reader’s mind. Medical terminology is used correctly and explained when necessary. Dialogue sounds natural and is appropriate to the situation.	Correct, adequate word choice creates a clear picture in the reader’s mind. Medical terminology is used correctly, but not defined or explained where necessary. Dialogue sounds appropriate.	Ordinary word choice attempts to create a picture in the reader’s mind. Very little medical terminology is used, but is used correctly. Dialogue sounds forced.	Limited vocabulary prevents the reader from creating a picture in his or her mind. No medical terminology is used or it is used incorrectly. Dialogue is limited or not used.
Writing Mechanics	The text is written with no errors in grammar, capitalization, punctuation, and spelling.	The text is clearly written with one or two errors in grammar, punctuation, and/or spelling.	Three or more errors in spelling, punctuation, and/or grammar distract or impair readability.	Errors in spelling, capitalization, punctuation, usage and grammar repeatedly distract the reader.
Case Study Length	Three to four paragraphs/sections and at least 10 comprehension or analysis questions. All questions enhance reader understanding of the disorder.	Three paragraphs/sections and only 8-9 comprehension or analysis questions. Most questions enhance reader understanding of the disorder.	Two paragraphs/sections and 5-7 comprehension or analysis questions. Some questions improve reader understanding of the disorder, but not all.	One paragraph/section or fewer than 5 comprehension or analysis questions. Some questions improve reader understanding of the disorder, but not all.