



THE UNIVERSITY of NORTH CAROLINA  
**GREENSBORO**  
School of Nursing

# Faculty Guide

## Pharyngitis

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Year: 2022

Source: <https://youtu.be/dzFj5x6QV2E>

## **How These Videos Were Developed**

These patient videos were scripted by UNCG School of Nursing professional educators. The scenarios are fictitious but based upon real circumstances and acted out by professional actors. The videos are available on YouTube and H5p platforms. Interactive questions were inserted into the videos using the h5p.org online platform. Closed captioning is included for increased accessibility.

## **The Academic Practice Partnerships Today for Competent Practitioners**

**Tomorrow** (APPTCPT) video case simulations have been designed to enhance nurse practitioners' skills in health history, advanced physical assessment, diagnostic reasoning, and developing management plans. These video case simulations integrate the *Adult-Gerontology Primary Care Nurse Practitioner Competencies* (AACN, 2016) in the learning objectives.

## **Course Use**

You can link to or embed these videos for your class. H5p videos can be assigned to students to complete as homework or completed in small groups or as a whole class for discussion. H5p videos can be incorporated into a learning management system (LMS) to track student responses. The YouTube videos can be linked or embedded in your course.

## **Using these Videos with an LMS for Formative Learning**

**Blackboard:** Here are instructions for how to incorporate [h5p videos into Blackboard](#).

## **Canvas: Using Canvas with H5P.com**

To collect students' scores, you'll need an h5p.com account. To get started with H5P in Canvas just go to [H5P.com](https://www.h5p.com) and start a 30 days free trial. You should make sure your

Canvas admin is ready to set up the LTI integration. By using H5P.com, the content is inserted right away, grades are stored in the gradebook and you can see what your users answered. Then you can download these ANEW patient videos from h5p.org and import them into your h5p.com account using these [import/export instructions](#).

**Moodle:** See these [instructions for using h5p.org with Moodle](#).

### **Disclaimer:**

As new scientific information becomes available through basic and clinical research, recommended treatments and therapies undergo changes. At the time of development, the authors have done everything possible to make this simulation case accurate with accepted standards at the time of production.

## INTRODUCTION

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This simulation video case, “**Pharyngitis**,” presents primary care nurse practitioner learners an opportunity to develop their diagnostic reasoning and advanced health assessment skills/knowledge to function in an APRN role. Learners can discuss and collaborate to diagnosis the patient presentation and develop an appropriate plan of care for treatment and address any preventative care needs. The learning focus of this simulation video case can be for nurse practitioner learners early in their clinical management program or be adjusted to learners at the end of their education program by adding more content on laboratory testing, appropriate treatments, and applying the current Infectious Diseases Society of America guidelines.




## LEARNING OBJECTIVES

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**This video case simulation prepares learners to:**

1. Distinguish between normal and abnormal findings in patients with complaints of pharyngitis based upon scientific knowledge.
2. Identify differential diagnoses in a patient presenting with pharyngitis.
3. Develop an evidence-based clinical management plan that takes into consideration efficacy, cost, and patient preferences.
4. Adapt teaching based on patient’s age, readiness to learn, and resources.

The charts below were developed through a consensus process by the five nurse practitioner faculty experts who independently reviewed the videos and the faculty guides to determine the relevance of the content of the video and assignments with each of the domains, advanced level nursing education competencies, essentials level 2 sub-competencies and the concepts. The competencies, sub-competencies and concepts listed here have an 80% consensus on the item (Polit & Beck, 2006).

<b>Domain, Competencies, and Sub-competencies for Advanced-level Professional Nursing</b>	
	<b>Knowledge for Nursing Practice</b>
<b>1.1 - Demonstrate an understanding of the discipline of nursing's distinct perspective and where</b>	
1.1e Translate evidence from nursing science as well as other sciences into practice.	
1.1f Demonstrate the application of nursing science to practice.	
<b>1.2 - Apply theory and research-based knowledge from nursing, the arts, humanities, and other</b>	
1.2f Synthesize knowledge from nursing and other disciplines to inform education, practice, and research.	
1.2g Apply a systematic and defensible approach to nursing practice decisions.	
1.2h Employ ethical decision making to assess, intervene, and evaluate nursing care.	
<b>1.3 - Demonstrate clinical judgment founded on a broad knowledge base.</b>	
1.3d Integrate foundational and advanced specialty knowledge into clinical reasoning.	
1.3e Synthesize current and emerging evidence to Influence practice.	
	<b>Person-Centered Care</b>
2.1d Promote caring relationships to effect positive outcomes.	
2.1e Foster caring relationships.	
<b>2.2 Communicate effectively with individuals.</b>	
2.2g Demonstrate advanced communication skills and techniques using a variety of modalities with diverse	
<b>2.3 - Integrate assessment skills in practice.</b>	
2.3h Demonstrate that one's practice is informed by a comprehensive assessment appropriate to the	
<b>2.4 - Diagnose actual or potential health problems and needs.</b>	
2.4f Employ context driven, advanced reasoning to the diagnostic and decision-making process.	
2.4g Integrate advanced scientific knowledge to guide decision making.	
<b>2.5 - Develop a plan of care.</b>	
2.5h Lead and collaborate with an interprofessional team to develop a comprehensive plan of care.	
2.5i Prioritize risk mitigation strategies to prevent or reduce adverse outcomes.	
2.5j Develop evidence-based interventions to improve outcomes and safety.	
	<b>Professionalism</b>
<b>9.6 - Integrate diversity, equity, and inclusion as core to one's professional identity.</b>	
9.6g Ensure that care provided by self and others is reflective of nursing's core values.	

Adapted with permission from American Association of Colleges of Nursing. American Association of Colleges of Nursing. (2021). *The essentials: Core competencies for professional nursing education*. <https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf>

<b>Concepts for Nursing Practice</b>
Clinical Judgment
Communication
Compassionate Care
Diversity, Equity, Inclusion
Ethics
Evidence-Based Practice
Social Determinants of Health

<b>Learners of Advanced Practice Health Professions:</b>
• Family Nurse Practitioner (FNP)
• Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP)
• Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)
• Physician Assistant (PA)

# CASE OVERVIEW

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**Case:** Jenna Smith is a 17-year old female who presents unaccompanied to her primary care provider complaining of a worsening sore throat for 2 days. Pain has been worsening and is now moderate to severe.

**Case Setting:** This is a focused assessment in a primary care setting.

**Case Background Information for Faculty:** Jenna Smith reports a sore throat for 2 days. The pain has been worsening and is now moderate to severe. Pain is described as a burning pain and is worse with swallowing and is slightly relieved by OTC Tylenol. She had a fever at home of 99.6 which was resolved by taking Tylenol. She reports chills with body aches and nausea. She is also fatigued and has a dry cough. She denies rhinorrhea, postnasal drainage, sinus pain or pressure, otalgia, chest pain, or shortness of breath. She missed school yesterday and today and will need a note for missing school. Parental consent has been obtained for today's visit. Jenna does not have health insurance as her father has lost his job, and her family has not been able to apply for Medicaid yet.

**Case Simulation: Pharyngitis: (9:40 minutes)**

- Interactive video h5p link: <https://h5p.org/node/456021>
- YouTube link: <https://youtu.be/dzFj5x6QV2E>

## INTERACTIVE H5P CASE QUESTIONS\*

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1. In treating minors, which of the following statements is correct?
  - a. A parent/guardian must always be present with the minor during the visit
  - b. A parent/guardian must provide consent to treat except in visits pertaining to sexual health**
  - c. A parent/guardian must provide consent to treat in any type of visit
  - d. A parent/guardian does not have to consent to treat for simple acute visits
2. How will knowing that this patient lacks insurance affect how you manage her care? Select all that apply.
  - a. Choose cost-effective generic medications**
  - b. Evaluate the necessity of ordering any labs**
  - c. Offer medication coupon(s) if appropriate**
  - d. Use only over-the-counter medications to treat the condition
3. What are some other associated symptoms that would be important to ask about? Check all that apply.

- a. **Chills, body ache, fatigue**
  - b. Heartburn
  - c. **Nausea, vomiting**
  - d. **Runny nose**
  - e. Backache
  - f. Neck stiffness
  - g. **Cough, postnasal drip, ear pain**
  - h. **Chest pain, shortness of breath**
  - i. **Rash**
4. How do you rate tonsil enlargement?
- a. Small, medium, large
  - b. Size a, b, or c
  - c. **Absent, 1+, 2+, 3+, or 4+**
  - d. There is no rating scale for tonsils
5. What else might you see on the pharynx of a patient with group A streptococcal pharyngitis? Select all that apply.
- a. Cherry angiomas
  - b. **Exudate**
  - c. **Petechiae**
  - d. Papilledema
  - e. Vesicles
6. Which lymph nodes are more likely to be enlarged and tender with strep throat?
- a. Posterior cervical chain lymph nodes
  - b. **Anterior cervical chain lymph nodes**
  - c. Preauricular and postauricular lymph nodes
  - d. Axillary lymph nodes
7. On a CBC, which type of white blood cell would you expect to be elevated in a streptococcal tonsillitis infection?
- a. Lymphocytes
  - b. Monocytes
  - c. **Neutrophils**
  - d. Eosinophils

\***bolded responses** are correct answers

## POSSIBLE DISCUSSION QUESTIONS

1. Describe the regulations for seeing unaccompanied minors in primary care settings.



2. What are the pertinent positives and negatives learned from the history of present illness (HPI) and review of systems (ROS)?
3. Based on the subjective findings of the chief complaint and HPI, what are the top five differential diagnoses? Support your choices with rationales.
4. In conducting a physical examination in a patient with suspected pharyngitis, what physical findings may present in a patient with streptococcal pharyngitis versus viral pharyngitis versus mononucleosis?
5. Identify pertinent positives and negative in the physical findings. Explain the meaning of these findings and how they assist in ruling in or out a differential diagnosis?
6. What diagnostic test(s) are the most appropriate to order during this visit? Explain your rationale for ordering each test(s).
7. If a CBC was ordered, explain what you would expect to find in a viral versus bacterial infection.
8. Develop an evidence-based plan of care taking into consideration efficacy of treatment, cost, and patient preferences.

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