

The Doctor Is In – Project Overview

1. Students receive their symptoms and are given 5 minutes to read them over and prepare to act as the patient.
2. Students take turns being the doctor and patient. **Doctors** are responsible for **asking questions**, and **taking note** of the patient’s family history, social life and medical symptoms.
3. Each student is responsible for taking their “doctor’s notes” home, and **researching** the symptoms to come up with:
 - a. The **most possible diagnosis** of the symptoms with a detailed **explanation**. Students should **add** any **symptoms** that may arise if the disorder remains untreated, as the patient may experience some of these before treatment kicks in.
 - b. **Possible tests** to help confirm a diagnosis.
 - c. A list of **possible treatments** and or **cures**.
4. Students may also want to include **other possibilities** of what the disorder could be.

Marking Scheme:

Thinking

The student’s research results in a reasonable **diagnosis**, with appropriate **tests** to help confirm, along with appropriate **treatments** and or cures. A detailed **description** of the **condition** should follow diagnosis including **symptoms** that may arise if the disorder remains untreated, as the patient may experience some of these before treatment kicks in.

If there is no cure, students should come up with some treatments to help alleviate the patient’s stress/symptoms during the duration of their illness.

Communication

A bibliography and in-text citations were included with the report in proper APA format - <http://www.michener.ca/lrc/lrcapa.php> .

Detailed doctor’s notes were handed in that represented their patient’s symptoms as accurately as possible in an easy to read format.

T /10 marks

C /10 marks