Faculty Instructions for Report
Integrated Clerkship for Primary Care and Psychiatry
Version 6.18.15

Morning report is held as part of the regular Thursday classroom sessions for students in the Integrated Clerkship for Primary Care and Psychiatry. According to a detailed schedule issued to students at the beginning of each month, two students present a patient at each report session for 30 minutes each. Students are instructed to prepare a brief two-four minute oral presentation of their patient. Subsequently the faculty member(s) orchestrate a discussion based on the presented patient. Here are some strategies that I have found helpful over the years:

1. Avoid interrupting the student during the case presentation.
       Caveat 1: don't let the presentation go too long.
       Caveat 2: you often need to violate this strategy to get clarification!

2. As the student presents, write the essentials of the case on the board. It constantly reminds other students of essential details and improves the quality of the discussion.

3. After the case presentation, orchestrate an active discussion, using probing questions to check understanding and to provoke thought.   Some suggestions:
    a. Go around room and ask each student to contribute to a differential.
    b. Use "what if" and clarifying questions ("tell me what you mean by that")
    c. When appropriate, speak in depth on a topic (3 minute mini-lecture) or broaden the discussion to improve students' overall understanding of an area.

4. Ask students if they have questions about a particular case and address these.

5. Try to use each case to teach important general principles of medical care.

6. At the end of each case discussion, ask the presenting student if he or she has any other points he or she wishes to point out. If you don't do this, some students will be frustrated that they were not able to convey critical information, teaching points, or interpretations.

7. Where appropriate, at the end of a case discussion, give the presenting student an assignment. For instance, ask him or her to return with the results of diagnostic testing or research question.

WNK/mv