

How to enhance learning at morning report by Today's Case

Today's Case is a scheme for presentation and discussion of a selected case at morning report. It has recently been shown that Today's Case combining oral and written presentation with interaction in buzz-groups increases clinical reasoning and thereby learning.¹

Preparation

The medical team on-call team selects an authentic, fresh case that opens opportunities to discuss differential diagnoses. The resident on-call fills in Today's Case ABC (figure) on a piece of paper, a transparency or in a PowerPoint Scheme. At the morning report Today's Case is presented as a regular agenda item and discussed in small buzz-groups of two or three. A good buzz-group includes participants with a spectrum of experience, for instance medical student- resident or resident-consultant groups.

Procedure

- A) The resident on-call presents the case verbally and in writing. After presentation of age, gender, and primary complaints the resident asks for collaborative clinical reasoning in the buzz-groups. The younger participants are urged to speak first. The duration of discussion is approximately 1 minute.
- B) The findings and test results are presented. Lab results, images, drawings or video are relevant at this stage. The entire group discuss if these findings changes the clinical reasoning.
- C) The clinical course is presented. Are more differential diagnoses relevant? The plan is discussed. Finally, one of the senior participants comments on the case. Maximum time expenditure for Today's Case is 10 minutes.

| Today's case | |
|---|---|
| Date: _____ Initials: _____ | |
| A | Age and gender |
| | Primary symptom |
| Other important symptoms | |
|  | |
| B | Diagnostic hypothesis/Most probable diagnosis (prior to exam) |
| | Findings (Graphics are optional) |
|  | |
| C | Diagnostic hypothesis/Most probable diagnosis (after exam) |
| | Important differentials |
| | Plan/treatment |
|  | |

This three-step approach to presentation and discussion of selected clinical cases is readily implemented and is highly recommended as a regular agenda item at morning report to improve clinical reasoning and learning. The scheme may be downloaded from the homepage of [The Danish Paediatric Association](#).

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¹ Balslev T, Rasmussen AB, Skajaa T, Nielsen JP, Muijtjens A, de Grave W, van Merriënboer J. Combining bimodal presentation schemes and buzz groups improves clinical reasoning and learning at morning report. Medical Teacher IN PRESS