**Tell the Story -> Case Presentation**

In 501, we will work on having the students practice ***telling a story***. The goal is to practice talking in front of others and putting together information that is meaningful, as when you tell a good story. This will lay the foundation for the formal training in oral presentation that will come in 503. I will share the second step when we start 502.

-Kimberly

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| TELLING THE STORY | ORAL PRESENTATION | **Not Done** | **Partially Done** | **Done** | **Narrative** |
|  | SUBJECTIVE |
|  | Opening |  |
| **Exposition** –Who is the patient?What is the setting? | Chief Complaint(from Case Preview) |  |  |  |
|  | **HPI** |
| **Rising Action**Building tension...What is going to happen? | Gives a clear opening statement |  |  |  |
| Begins with when illness began (not when care sought) |  |  |  |
| Includes elements relevant to patient presentation and/or care |  |  |  |
|  | **Meds/Allergies** |
| **Rising Action** | Includes medications & allergies  |  |  |  |
|  | **PMH** |
| **Rising Action** | Expands on relevant past medical history |  |  |  |
|  | **Family History** |
| **Rising Action** | Includes relevant family history (Pertinent positives & negatives) |  |  |  |
|  | **Social History** |
| **Rising Action** | Includes relevant social history |  |  |  |
|  | **ROS** |
| **Rising Action** | Includes relevant ROS (Pertinent positives & negatives) |  |  |  |
|  | OBJECTIVE |
| **Rising Action**Building tension...What is going to happen? | Includes vital signs  |  |  |  |  |
| Includes general appearance |  |  |  |
| Explains relevant physical exam in detail (Pertinent positives & negatives)  |  |  |  |
| Include relevant diagnostics/imaging |  |  |  |
|  | **ASSESSMENT** |
| **Climax** – Turning point in the story | Makes an opening argument that prioritizes the list of problems |  |  |  |  |
| Formulates a differential diagnosis (DDx) with ≥ 3 possibilities |  |  |  |
| Commit to a diagnosis, explaining your reasoning why it is most likely |  |  |  |
|  | PLAN |
| **Falling Action** – Consequences unfold | Lists further diagnostic workup and explains rationale behind tests |  |  |  | We do not expect the students to resolve the story in 501. |
| **Resolution** – Conflict resolvesLoose ends tied up | Provides a plan for therapeutic interventions  |  |  |  |
| Lists appropriate patient education |  |  |  |
| Provides follow-up recommendations |  |  |  |