



The Oral Case Presentation: Better, faster, stronger

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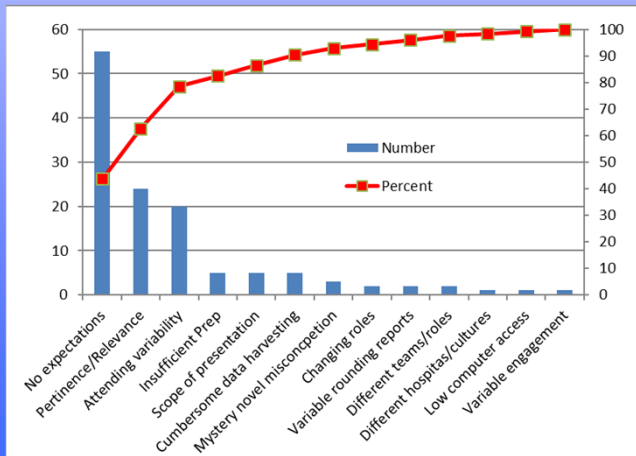


PURPOSE

- Standardize the daily oral case presentation (OCP)
- Reduce time and variability of the daily OCP
- Increase the number of daily OCPs delivered in ≤ 4 minutes

METHODS

- We identified barriers to optimal daily OCPs, which were then ranked in order of importance and developed into a Pareto based on responses from attendings, residents, and medical students
- Lack of explicit expectations and difficulty knowing which information is pertinent accounted for 63% of the major contributors to daily OCP variability



Oral Case Presentation Script for Subsequent Daily Presentations

1. Patient Identifier (≤ 10 seconds)

2. Subjective (≤ 30 seconds for entire section)

a. Overnight Events (≤ 10 seconds)

b. Subjective Information (≤ 10 seconds)

c. Review of Systems (≤ 10 seconds)

3. Objective (≤ 60 seconds for entire section)

a. Vital Signs (≤ 10 seconds)

b. Physical Exam (≤ 20 seconds)

c. Laboratory Values and Diagnostic Studies (≤ 30 seconds)

4. Assessment and Plan (≤ 2 minutes for entire section)

a. Disposition (≤ 5 seconds)

Total time for presentation: 4 minutes or less

Aim to Include PERTINENT information only

Pertinent means: Info DIRECTLY supporting or refuting the working diagnosis or differential diagnosis for an ACTIVE problem

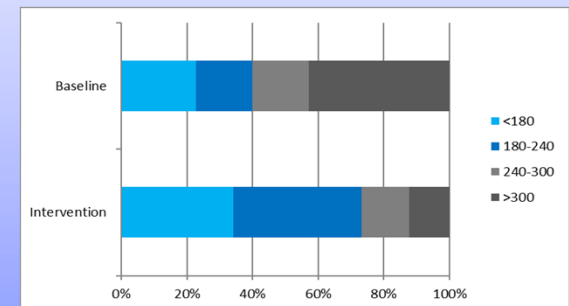
Only include info that: (a) influences management of the most active problems, or (b) are grossly and unexpectedly abnormal

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- The script was distributed via internal medicine residency program meetings, and handouts were distributed to teaching teams each month
- Teaching team rounds were timed before and after the daily OCP script implementation
- General medicine ward teaching teams were from Chandler Medical Center, Good Samaritan Medical Center, and the Lexington VA Medical Center

RESULTS

- Thirty-five and thirty-four OCPs were timed prior to and after the daily OCP script implementation, respectively
- The average daily OCP duration was reduced by >1 minute per patient after the intervention ($p=0.002$)
- The standard deviation in the daily OCP duration decreased substantially (2.46 vs 1.15 minutes)



IMPLICATIONS

- More time for direct patient interaction and bedside teaching and earlier attention to orders and other clinical work
- Increased educational value for trainees
- May be used in other inpatient settings to have a broader impact on daily rounding and trainee education

REFERENCES

1. Lingard L and Haber RJ. Teaching and Learning Communication in Medicine: A Rhetorical Approach. *Academic Medicine*. May 1999; 74(5): 507-510.
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4. Melvin L and Cavalcanti R. The Oral Case Presentation: A Key Tool for Assessment and Teaching in Competency-Based Medical Education. *J-IM-A*. December 6, 2016; 316(21): 2187-2188.