

**ORAL CASE DISCUSSION AND PRESENTATION ACTIVITY AND ASSIGNMENT GUIDE**  
**OS 216: Human Disease and Treatment - Hematopoiesis and the Immune Response**  
**Hematology Module**

**Description of Activity:**

Integrating data to come up with a coherent picture of a clinical case and to arrive at a correct working diagnosis/impression is key to coming up with a proper management plan. Analyzing clinical scenarios and presenting a logical thought process is an essential skill for a physician. This activity is intended to guide students in honing this skill particularly for analyzing hematologic complaints. This activity is synchronous.

**Learning Objectives:**

At the end of the case discussion, the students should be able to:

- Formulate a correct diagnosis and differential diagnosis of benign and/or malignant hematologic disorder
- Correlate epidemiologic and pathophysiologic data to clinical manifestations of a patient
- Interpret and correlate laboratory findings to clinical manifestations of a patient
- Formulate appropriate diagnostic and therapeutic plans
- Present and discuss cases in a logical and concise manner
- Demonstrate sensitivity to the human needs and social implications of the patient's disease
- Work harmoniously with peer groups

**Activity Resource Material**

1. Assigned Paper Case
2. Reference Materials for the module (as stated in Course Guide)
3. Module Lectures

**Tasks and Processes:**

Note that this activity is intended for face to face learning. Each group will be given a paper case and the group is expected to discuss the case and prepare an oral case presentation during the "Approach to Hematologic Complaints" lecture time slot. This will be a reverse classroom type in that the lecture slides will be given ahead of time and students may use this as a guide to their own discussion and presentation.

Each group will have at most 20 students and is expected to prepare 1 case presentation with visual aids. The case presentation should be a maximum of 20 minutes and should focus on how the group arrived at the diagnosis. During the discussion, groups should assign a single presenter but any of the members may help in answering any questions posted to the group.

It is recommended to follow these steps during the discussion:

1. Give a quick summary of the history and physical exam findings of the patient
2. Give a primary working impression based on history and PE

3. List the differential diagnosis and their basis in the history and PE
4. Discuss diagnostic plan to reach a definitive diagnosis
5. Discuss the interpretation of the labs (if available) and how they help you narrow down your differential diagnosis
6. Discuss any other lab tests that you would have wanted to request for the patient and why they are needed
7. Give a final working impression given the complete picture of history, PE and lab results
8. Present an algorithm on how you arrived at this diagnosis
9. If time allows, present principles of management of the case, prognosis or any other must know details about the final diagnosis.

Remember that the faculty present during the presentation will act both as an evaluator and resource speaker who can clarify points for students. Clarification is usually done after the discussion but the faculty may opt to insert some clarification during the discussion if necessary.

During the presentation all group members are expected to actively participate. Proper classroom decorum (as stated by University and College rules) should be observed.

### **Evaluation**

Assessment will be done as a group. If a student is unable to contribute to the oral report, then a written report using a different paper case will be the basis for summative evaluation.

### **Assessment Criteria for Written Case Report**

For the Academic Year 2024 – 2025, OS 216 Hematology Module is one of the modules assigned to pilot test the proposed UPCM evaluation forms. For this activity, the evaluation form for ORAL CASE PRESENTATION will be used.