# 2015 Clinical Tutorials: Tutor Handbook

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Clinical Tutorials 2015

The overall goal for the Clinical Tutorials Course is to prepare the second year medical students to successfully transition to Core Clerkships starting in the third year of medical school.

Mission Statement for the Clinical Tutorials Course:

The mission of this course is to allow second year medical students to begin to integrate basic science knowledge, preclinical training, and history and physical skills to prepare them for third year clinical clerkships. This includes practical application of acquired knowledge and skills with six real-life patients. Students are expected to be able to complete a thorough history and physical, including eliciting a chief complaint, a pertinent review of systems, and most likely diagnoses. They are also expected to demonstrate strong interpersonal skills and professionalism by development of rapport with patients and families as well as hospital staff and colleagues. Students are expected to present and intelligently discuss their six cases in a small group setting in a manner that demonstrates their understanding of the clinical significance of their findings, thought processes in development of differential diagnoses, and understanding of pathophysiologic mechanisms.
CLINICAL TUTORIALS COURSE LEARNING OBJECTIVES:

Learning Objectives for Rotations

Rotation 1: Foundations

- Student is competent in identifying and documenting chief complaint
- Student is competent in completing a thorough collection of data from a complete history and physical exam
- In their oral presentations, the student is able to appropriately and systematically identify, organize, and assign relevant data from H&P into:
  - Chief Complaint
  - History of Present Illness
  - Review of Systems
  - Past Medical History
  - Social History
- In their written documentation of patient cases, the student is able to appropriately and systematically identify, organize, and assign relevant data from H&P into:
  - Chief Complaint
  - History of Present Illness
  - Review of Systems
  - Past Medical History
  - Social History
- Student is able to construct a basic problem list based upon information collected from H&P
- Student is able to identify relevant questions/topics based upon the case presentation for which they can complete independent inquiry to augment and/or clarify their knowledge.
- Student demonstrates the ability to research and teach others about their assigned learning issue in a manner that is concise and at an appropriate level for second year medical students.

Rotation 2: Interpreting and Integrating Evidence

- Student is able to use and integrate lab data and other information such as from the electronic medical record (as determined by site assignment) in the student’s evaluation and write-up.
- Student is able to construct a systematic and comprehensive problem list based upon information collected from History & Physical Exam.
- Student is able to articulate a Bio-Psycho-Social assessment and discussion of the patient related to their chief complaint and other relevant factors in their medical history.
- Student is able to construct and rank a differential diagnosis for the patient supported by evidence documented in the HPI and from the remainder of the H&P.
- Student is competent in identifying relevant questions/topics based upon the case presentation for which they can complete independent inquiry to augment and/or clarify their knowledge.
• Student is competent in the ability to research and teach others about their assigned learning issue in a manner that is concise and at an appropriate level for second year medical students.

Rotation 3: Communicating and Preparing for the Wards
• Student is able to integrate information from the H&P, Differential Dx, and Problem List to formulate an organized and accurate assessment of the patient.
• Student is able to integrate information from the H&P, Differential Dx, and Problem List to formulate a basic treatment plan for the patient; emphasis is on appropriate therapeutic regimens, but not dosing.
• Student is competent in identifying relevant questions/topics based upon the case presentation for which they can complete independent inquiry to augment and/or clarify their knowledge.
• Student is competent in the ability to research and teach others about their assigned learning issue in a manner that is concise and at an appropriate level for second year medical students.
• Students will gain experience in consolidating and prioritizing history and physical exam data into a presentation format that could be employed in clinical rounds.
• Students will gain experience in consolidating and prioritizing history and physical exam data into a SOAP note.

Learning Objectives for Specialty Days

Emergency Medicine Specialty Day
• The student will be able to demonstrate familiarity with the major content and organization of a focused interview among Emergency Department patients.
• The student will be able to produce a differential diagnosis (1st and 2nd most likely) for an observed patient in the emergency department.
• The student will be able to demonstrate familiarity with treatment options with regards to the patient’s differential diagnosis.
• The student will be able to identify clinical considerations that arise in working with/caring for an acute adult population being treated in the emergency department.
• The student will be able to identify ethical considerations that arise in working with/caring for an acute adult population being treated in the emergency department.
• The student will be able to identify personal or social considerations that arise in working with/caring for an acute adult population being treated in the emergency department.
• The Student will be able to write a SOAP note used in emergency medicine.

Psychiatric Medicine Specialty Day
• The student will be able to demonstrate familiarity with the major content and organization of the psychiatric patient interview.
• The student will be able to demonstrate a basic ability to interpret a patient’s clinical presentation and interview responses using psychiatric clinical terms.
• The student will be able to demonstrate a basic ability to apply relevant psychiatric clinical terms that describe the presentation of the patient within the mental status exam.
• The student will be able to identify clinical considerations (diagnosis, treatment, ...) that arise in working with/caring for an adult inpatient psychiatric population.
• The student will be able to identify ethical considerations that arise in working with/caring for an adult inpatient psychiatric population.
• The student will be able to identify personal considerations that arise in working with/caring for an adult inpatient psychiatric population.
• The student will be able to identify and organize information from the psychiatric interview into the core elements of a psychiatric SOAP note.
• The Student will be able to write a psychiatric SOAP note.
Tutor Roles and Responsibilities

I. Instructional Development
   1. The tutor participates in in-service education of tutors, and completes appropriate preparation material in advance of in-service meetings.
   2. The tutor participates in self-evaluation activities by viewing reviewing end-of-rotation evaluations, and seeking additional feedback about his/her performance.

II. Administration of Rotation:
   1. The tutor records student attendance, and reports problems to the course director.
   2. The tutor meets with students for the required number of tutorial sessions and hours.
   3. The tutor completes required forms and student evaluations, and transmits those on time to the Tutorials Coordinator, Debbie Deedrich, for the Clinical Tutorials course.

III. Facilitation of Rotation Sessions:
   1. Although the student presenting each case should take primary responsibility for leading the tutorial discussion, the tutor should serve in an advisory capacity in order to:
      a. assure that tutorial objectives are met,
      b. to monitor elapsed time,
      c. to facilitate discussion when necessary,
      d. to ensure a balance of student views and voices are represented, and
      e. to help define relevant learning issues.
   2. The Tutor creates a supportive group atmosphere conducive to the participation of all group members. The tutor also encourages and helps students to resolve conflicts that may arise among group members.
   3. The tutor should help guide discussion of case presentations to:
      a. emphasize relevant underlying pathophysiological concepts,
      b. principles of patient centered care, and
      c. a holistic, bio-psycho-social approach to the patient.
      Cost containment should also be discussed where applicable.
   4. The tutor refrains from a predominantly lecture-type approach in tutorial groups, and instead encourages students to be active group participants.
   5. The tutor challenges students to integrate knowledge from multiple sources and apply it enhance understanding and critical thinking skills. Utilizes the following strategies within session discussions:
      a. asks for justifications and explanations of thought processes and bases for action and encourages students to model the questioning behavior.
      b. asks probing questions which cause students to demonstrate their abilities to apply and integrate knowledge.
      c. discourages simple recitation of "facts".
   6. The tutor helps students identify learning issues relevant to each patient; the tutor also encourages students to suggest readings or other relevant learning activities to group members.
7. The tutor asks students to use relevant resources to gain knowledge about the case; on occasion, assigns specific resources to be consulted.

8. When appropriate, the tutor encourages students to seek resources beyond journal or textbook references (e.g., talk with other health care professionals, consult with laboratory personnel).

9. The tutor contributes to the professional development of the medical student by:
   a. modeling and holding students accountable for timeliness,
   b. professional comportment, and
   c. respect for patients and members of the health care team, hospital policies, and ethical codes of conduct.

IV. Evaluation of Students:
   1. Tutor participates in College of Medicine - developed evaluation systems that include:
      d. providing written comments to each student on the adequacy and appropriateness of the written patient write-ups,
      e. participating in mid-point and end-of-rotation evaluations, and
      f. completing the end-of-tutorial evaluation form for each student and discussing it with each student.

2. The tutor encourages specific, honest, and non-superficial student and self-evaluation and discusses it with each student by:
   a. asking for student evaluative comments throughout each tutorial period,
   b. offering suggestions and guidelines regarding remediation of student deficiencies, and
   c. telling student when he/she was not prepared adequately and helps student understand what was not adequate.
Guidelines for Tutor Sessions and Student Case Presentations

Daily Agenda (suggested)
Generally, each tutorial session should be of approximately two hours duration. Time commitments above and beyond the two hour session minimum requirements should be negotiated within each tutorial group.

1. Group convenes
2. Old business/learning issue discussion (10-15 minutes)
3. Case presentation/clinical simulation and discussion (90-110 minutes)
4. Assignment of learning Issue topics for next session (5 minutes)
5. Adjourn

Format of Case Presentations and Discussion:
As the Tutor, you can facilitate the students’ case presentations in one of a number of appropriate formats. These include the following:

a) The presenting student presents a traditional, organized, sequential, and concise presentation of patient history and physical examination data followed by a discussion of HxPx Dx findings and the formulation of a problem lists or diagnostic possibilities.

b) A modified version of style a) above, characterized by the tutor or students’ periodic interruption of the presentation of the history and physical examination for clarification and further elucidation/elaboration of HxPx Dx findings.

c) The presenting student gives an initial presentation of the patient’s chief complaint. The tutor than facilitates a question and answer period (during which non-presenting students elicit selected historical, physical examination, laboratory, radiographic, and ancillary data from the presenter). Finally, the tutor facilitates the students to construct a by a group-directed formulation of the problem list, differential diagnosis, and preliminary treatment plans. (Please see attached October, 1983, NEJM “Sounding Board” reference.)
Tutor Guides for Conducting Student Evaluations

You will be completing both written and verbal evaluations of the students in your rotation that take the form of:

1. **Tutor Written Feedback on Student Write-Ups** – All patient write-ups need to be **de-identified** by the student before being presented and submitted to the tutor. The graded/evaluated patient write-up should be evaluated for completeness, organization, and against the relevant learning objectives for each rotation. The write-up should be returned to the student by the following session. The original, graded evaluation should then be turned into Debbie Deedrich or Ron Brewer to be placed in the student’s individual file within one week of the student receiving it from the tutor.

2. **Mid-point Written Evaluations** – Each student will obtain the *Mid-Point Narrative Assessment Form* from Debbie Deedrich that is to be turned into the tutor at the beginning of each rotation. (These evaluation forms are also available to be reprinted from the Clinical Tutorials course website at: [http://www.med.illinois.edu/m2/ClinicalTutorials/tutors/forms/](http://www.med.illinois.edu/m2/ClinicalTutorials/tutors/forms/) ) The tutor will complete the *Mid-Point Narrative Assessment Form* and return it to the student. The student **must** return the completed narrative assessment form to Debbie within one week to then be placed in the individual student file.

3. **End-of-Rotation Verbal and End-of-Rotation Written Evaluations** – By the final/10th session, the clinical tutor will be provided with two end-of-rotation evaluation forms from Debbie Deedrich. (These evaluation forms are also available to be reprinted from the Clinical Tutorials course website at: [http://www.med.illinois.edu/m2/ClinicalTutorials/tutors/forms/](http://www.med.illinois.edu/m2/ClinicalTutorials/tutors/forms/) ) The Tutor must complete *Final Narrative Assessment Form* and *Clinical Tutorials Final Student Evaluation Form*. The tutor is then responsible for meeting with each student individually to discuss the *Final Narrative Assessment Form* and *Clinical Tutorials Final Student Evaluation Form*. Both the student and tutor should **sign the evaluations after completing the verbal discussion of each**.

4. Thus, the tutor will provide each student with **written feedback on student write-ups**, **three written evaluations per rotation**, and **one verbal evaluation**.
Student Roles in Case Presentations

Presenter:
Each student is required to obtain and prepare two new written patient histories and physical examinations for each rotation as specified in the Tutorials Rotation Schedule. These presentations and write ups must be based upon the completion of a history and physical exam of a new patient for each assigned presentation date. Additional briefer presentations are asked of students in the second half of the 3rd rotation; these presentations can be based upon either a new patient or the revision and consolidation of the H&P and write up form any of the six new patients presented in earlier rotations. Students are expected to make their case presentations to the tutor and colleagues a valuable and engaging learning experience for all participants.

Each patient write-up must be submitted to the tutor at the end of the student's assigned presentation day. In cases of significant problems with the student's submitted write-up, the tutor may request revisions from students. Tutors should ensure that the student has appropriate written and/or verbal feedback on how to make the required revisions.

Scribe:
The scribe is a non-presenting group member, and is the recorder of all important aspects of group discussion for a given case presentation. Important aspects of the group discussion are typically defined as follows:

1) pertinent positive and negative findings as organized around clinically relevant categories (CC, HPI, ROS, etc) and derived from the patient history and physical exam, inclusive of the medical record.

2) Student contributions to a working problem list, differential diagnosis, and/or assessment and treatment plan as appropriate and specified in the curricular objectives for each rotation.

Each student must be appointed to serve as scribe for a minimum of two sessions within each rotation. Use of the chalk board or white board is strongly encouraged in order to make information visible and accessible through out the session.

Participants:
Students are required to actively participate in all scheduled tutorial sessions as a presenter, scribe, or discussant. Students are expected to participate in specified group and individual evaluation activities; to share knowledge and relevant experiences; to actively discuss case presentations; and ask relevant, focused questions that seek to clarify and/or advance the discussion. Students are also expected to contribute to a professional, supportive, and collegial group atmosphere and dynamic.

Presenting Learning Issues:
By assignment from or consultation with the tutor, students are required to research and prepare brief learning issues for tutorial sessions. These issues are designed to clarify and resolve questions with regard to any of the following: pathophysiological foundations of a patient’s condition, unobtained data that is available upon further follow-up with the patient or elsewhere in the medical record, current standards of diagnostic and/or treatment, or broader demographic, epidemiological, or socio-political dimensions of the
patient's presenting illness(es). Students may be required to perform selected abbreviated literature reviews designated to elaborate upon the assigned learning issues. In general, learning issues will be formulated by all tutorial participants, but the tutor will make the designation and assignment of learning issues to individual students.
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Tutorials 2015
Rotation 1: Foundations

Sessions for 1st Patient Presentations (2 hr student presentations)
Writing Assignment: each student will submit a full H&P write-up of the patient they present on their assigned day

Objectives for student presentations and write-up for 1st patient:
Tutor evaluation of student work should help the student develop the following competencies:

- Student is able to identify and document a strong chief complaint.
- Student is able to conduct and document a thorough collection of data from a complete patient history and physical exam.
- Student is able to assign and organize most data from the History & Physical Exam data into appropriate categories and components of the presentation and write-up.
- Student is able to identify relevant questions/topics based upon the case presentation for which they can complete independent inquiry to augment and/or clarify their knowledge.
- Student demonstrates the ability to research and teach others about their assigned learning issue in a manner that is concise and at an appropriate level for second year medical students.

Tutorial Session Activities (suggested):

- Have students write out CC on board.
- Have students complete relevant sections of HPI, PMH, ROS, labs etc on board
- Have students ID what evidence/data is relevant to CC and HPI.
- Identify gaps in the student’s data collection or organization where applicable.

Tutor Points for Discussion:

- Discussion of case presentation should emphasize relevant underlying pathophysiological concepts, problem solving strategies, principles of patient centered care, and a holistic, bio-psycho-social approach to the patient. Cost containment should also be discussed where applicable.
- Review what makes for a good HPI; remind students that the goal of write-ups is to cultivate strong critical thinking skills, a systematic way of approaching and organizing multiple lines of evidence from the H&P, and to communicate clearly to other health care providers your findings and interpretations.
- Review how to organize information in a write-up.

**COMPLETE MID-POINT EVALUATIONS**
Sessions for 2\textsuperscript{nd} Patient Presentations (1 hour student presentations)

Writing Assignment: each student will submit a full H&P write-up of the patient they present on their assigned day

Objectives for student presentations and write-up for 2\textsuperscript{nd} patient:
Tutor evaluation of student work should help the student develop the following competencies:

- Student is competent in identifying and documenting chief complaint.
- Student is competent in completing a thorough collection of data from a complete history and physical exam.
- Student is able to \textit{appropriately and systematically identify, organize, and assign relevant data from H&P} into:
  - Chief Complaint
  - History of Present Illness
  - Review of Systems
  - Past Medical History
  - Social History
- Student is able to \textit{construct a basic problem list} based upon information collected from H&P.
- Student is able to identify relevant questions/topics based upon the case presentation for which they can complete independent inquiry to augment and/or clarify their knowledge.
- Student demonstrates the ability to research and teach others about their assigned learning issue in a manner that is concise and at an appropriate level for second year medical students.

Tutorial Session Activities (suggested):

- Have student present their patient through a traditional, organized, sequential, and concise presentation of patient history and physical examination data.
- Tutor than facilitates a discussion of History and physical exam findings and the formulation of a problem list.

Tutor Points for Discussion:

- Discussion of case presentation should continue to emphasize relevant underlying pathophysiological concepts, problem solving strategies, principles of patient centered care, and a holistic, bio-psycho-social approach to the patient. Cost containment should also be discussed where applicable.
- Help students identify the relationship between the chief complaint, History of Present Illness, and evidence from patient History and Physical exam.

**COMPLETE FINAL EVALUATIONS**
Tutorials 2015
Rotation 2: Interpreting and Integrating Evidence

Sessions for 3rd Patient Presentations (1.5 hr student presentations)
Writing Assignment: each student will submit a full H&P write-up of the patient they present on their assigned day

Objectives for student presentations and write-up for 3rd patient:
- Student is able to use and integrate lab data and other information such as from the electronic medical record (as determined by site assignment) in the student’s evaluation and write-up.
- Student is able to construct a systematic and comprehensive problem list based upon information collected from History & Physical Exam.
- Student is able to articulate a Bio-Psycho-Social discussion of the patient related to their chief complaint.
- Student is able to construct a differential diagnosis (4-5 Dx) for the patient.
- Student is competent in identifying relevant questions/topics based upon the case presentation for which they can complete independent inquiry to augment and/or clarify their knowledge.
- Student is competent in the ability to research and teach others about their assigned learning issue in a manner that is concise and at an appropriate level for second year medical students.

Tutorial Session Activities (suggested):
- Have students generate a problem list together. Student scribe documents problem list.
- Have students identify biological, psychological, and socio-cultural dimensions of the patient’s case.
- Have students generate a differential diagnosis; have each student contribute a potential diagnosis and the evidence that supports their suggestion.

Tutor Points for Discussion:
- Discuss with group the relationship between the HPI and DDx; demonstrate how a thorough HPI will lead other health care providers to infer something about the treating clinician’s operating differential diagnosis and assessment.
- Discuss the relationship between the biological, psychological, and social conditions of the patient. How might each help or hinder management of the patient while in-patient and upon discharge? What is the physician’s role in addressing each of these dimensions of the patient’s circumstances?

**COMPLETE MID-POINT EVALUATIONS**
Sessions for 4th Patient Presentations (45 min student presentations)

Writing Assignment: each student will submit a full H&P write-up of the patient they present on their assigned day

Objectives for student presentations and write-up for 4th patient:

- Student is able to use and integrate lab data and other information such as from the electronic medical record (as determined by site assignment) in the student’s evaluation and write-up.
- Student is able to construct a systematic and comprehensive problem list based upon information collected from H&P.
- Student is able to articulate a Bio-Psycho-Social assessment and discussion of the patient related to their chief complaint and other relevant factors in their medical history.
- Student is able to **construct and rank a differential diagnosis (6-8 Dx)** for the patient supported by evidence documented in the HPI and from the remainder of the H&P.
- Student is competent in identifying relevant questions/topics based upon the case presentation for which they can complete independent inquiry to augment and/or clarify their knowledge.
- Student is competent in the ability to research and teach others about their assigned learning issue in a manner that is concise and at an appropriate level for second year medical students.

Tutorial Session Activities (suggested):

- Have students generate a comprehensive problem list together. Student scribe documents discussion on board.
- Have students identify biological, psychological, and socio-cultural dimensions of the patients case.
- Have students generate a differential diagnosis; have each student contribute a potential diagnosis and the evidence that supports their suggestion.
- Next, have students rank this differential diagnosis list and suggest what further tests or evidence that the clinical team could pursue to support their assessment.

Tutor Points for Discussion:

- Discuss with group the relationship between the HPI and DDx; demonstrate how a thorough HPI will lead other health care providers to infer something about the treating clinician’s operating differential diagnosis and assessment.
- Discuss the relationship between the biological, psychological, and social conditions of the patient. How might each help or hinder management of the patient while in-patient and upon discharge? What is the physician’s role in addressing each of these dimensions of the patient’s circumstances?

**COMPLETE FINAL EVALUATIONS**
Tutorials 2015
Rotation 3: Communicating and Preparing for the Wards

Sessions for 5th Patient Presentations (1 hr student presentations)
Writing Assignment: each student will submit a full H&P write-up of the patient they present on their assigned day

Objectives for student presentations and write-up for 5th patient:
• Student is able to integrate information from the H&P, Differential Dx, and Problem List to **formulate an organized and accurate assessment of the patient.**
• Student is able to integrate information from the H&P, Differential Dx, and Problem List to **formulate a basic treatment plan for the patient;** emphasis is on appropriate therapeutic regimens, but not dosing.
• Student is competent in **identifying relevant questions/topics** based upon the case presentation **for which they can complete independent inquiry** to augment and/or clarify their knowledge.
• Student is competent in the **ability to research and teach others** about their assigned learning issue in a manner that is concise and at an appropriate level for second year medical students.

Tutorial Session Activities (suggested):
• Foster independence and leadership skills by having presenting student assume the role of tutor (start and direct the case presentation and discussion, assign learning issues to peers, etc).
• Have students generate a differential diagnosis and assessment. Student scribe documents discussion on board.
• Have students formulate a treatment plan that addresses their problem list.
• Have students make connections between their understanding of pathophysiology and appropriate planning and management of their patient’s medical condition and prognosis.

Tutor Points for Discussion:
• The goals of these sessions is to help prepare students for their clinical rotations by helping them appropriately employ H&P skills and data to formulate and communicate an assessment and treatment plan for their patient. Emphasis should be on developing these skills, as well as fostering independence, initiative, and motivation to direct their own learning as they transition to the wards.

**COMPLETE MID-POINT EVALUATIONS**
Sessions for 6th Patient Presentations (30 min student presentations)

Writing Assignment: each student will submit a full H&P write-up of the patient they present on their assigned day

Objectives for student presentations and write-up for 6th patient:

- Students will gain experience in **consolidating and prioritizing history and physical exam data into a presentation format that could be employed in clinical rounds.**
- Student is able to integrate information from the H&P, Differential Dx, and Problem List to **formulate an organized and accurate assessment of the patient.**
- Student is able to integrate information from the H&P, Differential Dx, and Problem List to **formulate a basic treatment plan for the patient;** emphasis is on appropriate therapeutic regimens, but not dosing.
- Student is competent in identifying relevant questions/topics based upon the case presentation for which they can complete independent inquiry to augment and/or clarify their knowledge.
- Student is competent in the ability to research and teach others about their assigned learning issue in a manner that is concise and at an appropriate level for second year medical students.

Tutorial Session Activities (suggested):

- Foster independence and leadership skills by having presenting student assume the role of tutor (start and direct the case presentation and discussion, assign learning issues to peers, etc).
- Have students generate a differential diagnosis and assessment.
- Have students formulate a treatment plan that addresses their problem list.
- Have students make connections between their understanding of pathophysiology and appropriate planning and management of their patient’s medical condition and prognosis.

Tutor Points for Discussion:

- The goals of these sessions is to help prepare students for their clinical rotations by helping them appropriately employ H&P skills and data to formulate and communicate an assessment and treatment plan for their patient. Emphasis should be on developing these skills, as well as fostering independence, initiative, and motivation to direct their own learning as they transition to the wards.
Sessions for Short Presentations and SOAP Notes (15 minute and 5 minute student presentations)

Writing Assignment: each student will submit 1 SOAP note for one of the above presentations on their assigned day

Objectives for student presentations and write-up for the SOAP note:

• Student is able to integrate information from the H&P, Differential Dx, and Problem List to **formulate an organized and accurate assessment of the patient.**
• Student is able to integrate information from the H&P, Differential Dx, and Problem List to **formulate a basic treatment plan for the patient;** emphasis is on appropriate therapeutic regimens, but not dosing.
• Students will gain experience in **consolidating and prioritizing history and physical exam data into a presentation format that could be employed in clinical rounds.**
• Students will gain experience in **consolidating and prioritizing history and physical exam data into a SOAP note.**

Tutorial Session Activities (suggested):

• Have students generate a SOAP note for the patient being presented.
• Have students identify what information is critical to the case presentation.
• Have students identify what information could be “stream lined” in the student presentation.

Tutor Points for Discussion:

• Review the components of a SOAP note, and help students refine their skills in writing a SOAP note.
• Help students identify the most relevant and succinct manner of presenting information in a way that would be beneficial for case presentations during clerkships.

**COMPLETE FINAL EVALUATIONS**