

## Case Reports by Sam McCarter

### Notes for teachers

#### Aim

Help medical students to write a case report.

#### Objectives

Help students to:

- practise the language used in writing up medical case reports
- practise making questions in history taking
- become aware of colloquial language in talking to patients
- practise using sub-technical language

#### Level of the Exercises

The exercises may be used with different levels depending how much help you want to give your students.

#### Materials

The materials (all PDFs) consist of:

- teacher's notes
- 11 exercises and a key

#### Methodology

Exercises 1-6 are variations on the same text. You may want to do several of them with one group. You may also want to adapt other texts in the same way using a computer or writing the text out by hand.

### Exercise 1

- Put the students into pairs. And give them Exercise 1. You can ask them to cover the text and look at the items for insertion. Ask them to give you the meaning of the words and phrases and also where they're likely to occur in writing up a report. For example, the words *pulse/ on examination/ On auscultation* are likely to be in the later part dealing with the examination rather than the first part which will relate to the history taking. You may want to focus on time phrases.
- You can then give the students the text and ask them to cover the items for inclusion. Ask them to complete the text. As they have discussed/ looked at the words/ phrases for inserting, they should be able to remember some of them.
- If they cannot remember the words, tell them to look at the list.
- When the students have finished, check the answers with the class as a whole.
- Or you can just give the students the whole exercise and ask them to do the exercise looking at the list and text together.
- Or give the students the text with the gaps, but ask them to cover the list. Or even print the exercise and delete the list before photocopying by folding the paper so that the list is obscured. Ask the students to read through the text and then read the full Key aloud at normal speed. Ask the students to fill in the blank spaces as you read. Then have them compare their answers in pairs before you give them the Key.
- Or you can make a short recording of the text in the Key and play it. Or you can ask one of the students to read it aloud.
- As a follow up exercise, you can read the text aloud/ play a recording of the text and have the students take notes as they listen.
- When they have finished you can read the text/ play the recording through once again so they can check their notes.

- Ask the students to compare their notes and then write the complete text.
- Or you may wish to start with the listening and then go on to the text.
- Note: look at the students notes and see what abbreviations they have used. You may wish to keep a copy of the notes of several students and use them with future groups.

## Exercise 2

- You can put the students into pairs and follow the procedures described for Exercise 1 above. This exercise is obviously more difficult than Exercise 1.
- Reading the text or playing a recording will help lower level students. You can ask them to mark the text where there are obviously extra words as you read and then ask them to insert the relevant items.

## Exercise 3

- You can use instructions for Exercises 1 and 2 above. For lower level students, you may want to give them the words written, but see if they can find the missing words first without any help.

## Exercise 4

- Put the students into pairs and ask them to reconstruct the text. Remind them to use sentences and paragraphs.
- When they have done this read the full text in the Key aloud/ play a recording of a text and ask them to check what they have written as they listen.
- Give them the Key on a separate sheet and ask them to check their text in pairs. Or show the text on an OHT/ Magic White Board etc and ask them to check. Then answer any questions they may have.

## Exercise 5

- Put the students into pairs and ask them to construct the text as per the instructions for Exercise 4. You may want to do the paragraphs one at a time.
- Remind the students to use the grammar to help them and to think about writing in sentences.

## Exercise 6

- Put the students into pairs and ask them to construct the text as per the instructions for Exercise 5. You may want to do the paragraphs one at a time. Remind the students to use the grammar to help them and to think about writing in sentences.
- The students may want to write the text out or just to insert the missing parts.

## General note on Exercises 1 – 6

- You can take any case report and make your own exercises.
- You can also make recordings of case reports in books and use them for note taking. When the students have written up the report you have recorded, ask them to discuss the diagnosis/ management and any further investigations. Prepare for a lively discussion. As they discuss, make notes of any grammar, vocabulary and pronunciation you might want to discuss later.
- What is the diagnosis in this present case?

## Exercise 7 and 8

- Put the students into pairs and then ask them to do the exercises.
- When you have checked the answers, ask the students to role-play the history taking. Ask them to take turns at being the patient.
- Or before you do the exercise, give the students the complete Key or using the complete text they have constructed after doing any one of the Exercises 1-6, ask them to decide what questions the doctor asked in order to be able to write the case report.
- You may do this with any case report that you take from a textbook.
- Or you can start with a history and ask the students afterwards to write up the case report. You may then want to give them the text in the Key and ask them to compare what they have written.
- You may want to have the students using rising tones at the end of the questions. If they find it difficult do not push them too far, but at least have them attempt it.

## Note for Exercise 8

- Point out to the students that this type of question usually occurs in the general history, but will be used throughout (Any pain anywhere else?) Also point out the questions are generally asked with a rising tone as they are usually checking questions.

## Exercise 9

- Give the students the exercise to do in pairs. You may wish to do the exercise as filler at the beginning or the end of a lesson.

## Exercises 10 and 11

- Give the students the exercise to do in pairs. You may wish to do the exercise as a filler at the beginning or the end of lesson.
- When they have checked their answers ask the students to write sentences in pairs using as many of the verbs as possible.
- You can ask the students to write their sentences on large sheets of paper which you can put up on the wall so the whole class can look at them
- You can also ask the class to do the corrections and then you can go round checking and correcting.