

## Appendix A: Case Discussion Format

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Aim	To develop critical thinking skills, work collaboratively through discussion, and apply theoretical concepts to real case situations.
Participants	Final-year medical students, fifth-year medical students, interns, paediatric residents, supervisors and other faculty.
Duration	1 hour
Role of peer-tutor	Perform teacher role and lead the discussion panel, select an interesting case from the ward setting, prepare the topic, develop a PowerPoint presentation and discuss with supervisor (pre-presentation). The peer-tutor begins with the case presentation, asks and responds to all questions from the audience and facilitates clinical reasoning through discussions.
Role of supervisor	Counsellor for peer-tutor during preparation, supervises the session, helps to guide and clarify unclear issues and makes comments on the case.
Role of peer-tutees	Responsible for gathering evidence from the history and physical examination data presentation; collaborating to develop/propose problem lists, differential diagnoses; and join in with discussions. To propose the most likely diagnosis, suggest ordering and interpreting investigations, and propose management ideas.
Assessment	Peer-tutors are assessed by the supervisor in relation to: preparation, presentation (slides, references), teaching skills and ability to handle questions. The grade for the peer-tutor contributes to 10% of the grade for the placements (when summed with the grade for the Journal Club performance).
Equipment	Conference room equipped with computer, projector screen and wireless microphones.

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