

**Morning Report Blog:
A web resource to complement case-based teaching**

Author(s):	I. Bogoch, T. Lee, S. Bridge, W. Gold, D. Panisko, R. Cavalcanti
Institution(s):	University Health Network. University of Toronto—Toronto, ON
Keywords:	blog; morning report; web-based teaching, internal medicine

Medical students and residents who attend a daily clinical service case-based round, known as the “internal medicine morning report,” are exposed to various clinical teaching topics. We aimed to improve this teaching experience by creating a freely accessible weblog (blog)¹ to reinforce and supplement teaching topics.

Morning report blog entries expand on teaching covered in rounds and provide links to the medical literature. New blog posts are communicated by email to attendees. Evaluation of the blog’s educational impact combined website visit metrics with an Internet survey of trainees’ views on the accessibility, usefulness and clinical applicability of blog content. Blog entries covered a variety of common internal medicine topics in diagnosis and management (e.g., pleural effusion, cavitary lung lesions, hypernatremia). The majority of posts were linked to journal articles.

Forty-three blog posts received 2486 page hits over 3 months. Links to the literature were frequently accessed. Traffic evolved from a predominantly local origination to international coverage. Direct traffic averaged 1.95 page views and 3.5 minutes per visit. Survey responders (45/77) indicated excellent blog accessibility (> 90%), usefulness in expanding knowledge (67%) and applicability to patient care (60%). Forty percent of respondents provided examples of applying blog content to clinical management (Kirkpatrick level 3).

We believe that blogs can effectively complement case-based discussions in morning reports. Combining web metrics with surveys aids the evaluation of a blog’s educational impact, including trainee satisfaction, accessibility and self-reported transfer of knowledge.

Reference(s):

1. Boulos MN, Maramba I, Wheeler S. Wikis, blogs and podcasts: a new generation of Web-based tools for virtual collaborative clinical practice and education. *BMC Med Educ.* 2006; 6:41.