Bedside Teaching

Learning objective: At the end of this session, participating residents will be able to conduct a teaching session at the bedside.

1. Benefits of bedside teaching
   - Allows resident teacher to provide professional role modeling for junior medical learners.
   - Can benefit the patient and family.
   - Allows resident teacher to observe learner’s clinical skills and give immediate, direct feedback.
   - Facilitates active, case-based learning.
   - Can be used in almost any patient care setting – inpatient or outpatient.

2. The “BEDSIDE” approach to bedside teaching

   Briefing
   - Prepare the learner(s) before meeting with the patient: learners’ prior experience, problems requiring help?
   - Prepare the patient and explain roles.
→ **Expectations**
- What are learner’s learning goals?
- Why learn this particular topic today?

**Demonstration**
- If your goal is observation and feedback, watch learner interact with the patient, *keeping interruptions to a minimum*.
- If your goal is to model clinical skills, let the learner(s) watch you interact with the patient at the bedside. **Organize** what you demonstrate to facilitate learning.
- Facilitate active learning through questioning: What “**learning questions**” will stimulate thinking while you assess knowledge base and technical skills?

**Specific feedback**
- Offer learner-centered feedback, starting with the positive aspects.
- Can you explain or show learner how to improve any clinical skills?

→ **Inclusion of “microskills”**
- Will Neher’s “five-step microskills model” work here? If so, include it:
  1. Get a commitment (a plan)
  2. Probe for supporting evidence
  3. Teach general rules
  4. Reinforce what was done right
  5. Correct mistakes
Debriefing
- Start with input from patient and learner.
- Any questions from learner or patient?
- You can also talk to learner alone, especially if your feedback is extensive.

Education
- What resources can the learner read or use to promote further learning?

3. Bedside psychomotor teaching
Learners must progress through four levels of understanding:
1. Unconscious incompetence
2. Conscious incompetence
3. Conscious competence
4. Unconscious competence

You can tailor teaching to each level:
To get to “conscious incompetence”...
- State the goals of the physical exam.
- Explain how to do it.
- Have learner explain each step of the exam.
To get to “conscious competence”...
- Observe learner practicing the exam.
- Allow self-feedback, then give your feedback.
To get to “unconscious competence”...
- Observe more practice in “real” situations.
- Refrain from interrupting while you observe.
- Tailor feedback to teaching the fine points.
References:


