

BEDSIDE TEACHING

**Bringing
Education &
Service
Together**



Learning Objective

After participating in this session, participating residents will be able to conduct a teaching session at the bedside.

The “BEDSIDE” Approach to Bedside Teaching

Briefing

→ **Expectations**

Demonstration

Specific feedback

Inclusion of microskills

→ **Debriefing**

Education

BRIEFING

- **Prepare the learner(s)** before meeting with the patient:
 - Learners' prior experience with topic
 - Learning problems requiring help?
- **Prepare the patient**, explain roles.

EXPECTATIONS

- What are the learner's **learning goals**? Your goals for learner?
- **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.
 - Ask questions to promote active learning.

SPECIFIC FEEDBACK

- Offer **learner-centered feedback**, starting with the positive aspects.
- Can you explain or show learner how to improve any clinical skills?
 - Focus on **organizing** material you present.
 - Help learner **generalize** new knowledge.

INCLUSION OF MICROSILLS

- 1. Get a commitment**
- 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?
 - Readings
 - Computer resources
 - Consultants
 - Other resources



LEVELS OF UNDERSTANDING

- Learners progress through stages when learning new skills:
 1. Unconscious incompetence
 2. Conscious incompetence
 3. Conscious competence
 4. Unconscious competence