

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:

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