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 microskills**

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.
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