Bringing Education & Service Together (BEST) Faculty Guide - Session 3 - Bedside Teaching

Learning Objectives

By the end of this session, residents will be able to:
1. Define the elements of the BEDSIDE approach to bedside teaching.
2. Practice teaching at the bedside and personalize the BEDSIDE approach by participating in a simulation exercise.
3. Employ effective bedside teaching techniques.

Faculty Guides

We offer two faculty guides below, differing primarily in the amount of time available for the session.

- Because residents work in trios during this session, it is best to allot 90 minutes for the session (Faculty Guide 1).
- If you prefer, you can divide Session 3 into two separate 60-minute sessions (Faculty Guide 2).

Faculty Guide 1: Single 90-minute session

Introduction and slide presentation (10 minutes total)

- o Introduction to the session on bedside teaching (5 minutes)
  - ▪ Faculty introduce the session and explain the logistics of the session.

- o Bedside teaching: slide presentation (5 minutes)

Note: Within the PowerPoint file, please select "view" and then "notes page" in order to see the talking points recommended for each slide.

Practice bedside teaching with feedback (50 minutes total)

- ▪ Residents divide into trios (5 minutes).

- ▪ Depending upon the composition of the group, we recommend mixing up the pairs to encourage collaboration across training levels and departments.

- The more faculty members available to facilitate the small-group component of the session, the better.
- One faculty member assigned to supervise one or two trios of residents is an ideal ratio.

- Case 1: A student learning the cranial nerve examination (15 minutes total)

    - Each faculty member hands each participating resident only the instructions for his or her role, i.e., give "Information for the resident teacher" instructions to the resident who will play the teacher first, "Information for the 'student'" to the resident who will play the student first, and "Information for the patient" to the resident who will play the patient first.

        o Resident #1 of each trio enacts the first bedside teaching case with the "student" and "patient" (10 minutes).
            - The faculty member watches resident #1 teach.
            - Limit interruptions except to call attention to time as needed.

        o Residents #2 and #3 (the "student" and "patient") fill out checklist then gives targeted feedback using checklist (5 minutes).
            - The faculty member provides one copy of the checklist to each participating resident.
            - It is helpful for resident #1 who played the teacher to start by giving self-feedback.
            - Next, the faculty member assists residents #2 and #3, who played the "student" and the "patient", in going through the checklist to give constructive feedback to resident #1.

- Case 2: A student taking a chest pain history (15 minutes total)

    - Again, each faculty member hands each participating resident only the instructions for his or her role.

    - Resident #2 becomes the teacher and teaches the "student" with the "patient" present (residents #1 and #3; 10 minutes).

    - As with Case 1, the faculty member watches resident teacher teach, the assists the other two residents in giving constructive feedback,

- Case 3: A student learning a newborn examination (15 minutes total)

- In this final teaching case, the residents switch roles so that the third resident becomes the teacher for 10 minutes, with 5 minutes of checklist-guided feedback.

- Each resident should have been in each role once by now: teacher, student and patient (or parent).

- A life-size baby doll can be substituted for the "newborn".

Large-group summary of what was learned (10 minutes)

Faculty Guide 2: Two separate 60-minute sessions

Session 1 (60 minutes total):

Bedside teaching demonstration (20 minutes)

The faculty member demonstrates how to use the BEDSIDE teaching model in one of the following ways:

1. The faculty leader can bring the residents to the bedside with an actual patient and demonstrate teaching one of the residents.
2. In the classroom setting, the faculty leader can invite two other participants (faculty members and/or resident physicians) to enact a brief role-play of bedside teaching for the group.

Introduction and slide presentation (10 minutes total)

- o Introduction to the session on bedside teaching (5 minutes)
  - Faculty introduce the session and explain the logistics of the session.

- o Bedside teaching: slide presentation (5 minutes)

Note: Within the PowerPoint file, please select "view" and then "notes page" in order to see the talking points recommended for each slide.

Practice bedside teaching with feedback (20 minutes total)

- o Residents divide into trios (5 minutes).

- Depending upon the composition of the group, we recommend mixing up the pairs to encourage collaboration across training levels and departments.
- The more faculty members available to facilitate the small-group component of the session, the better.
- One faculty member assigned to supervise one or two trios of residents is an ideal ratio.

- Case 1: A student learning the cranial nerve examination   (15 minutes total)

  - Each faculty member hands each participating resident only the instructions for his or her role, i.e., give "Information for the resident teacher" instructions to the resident who will play the teacher first, "Information for the 'student'" to the resident who will play the student first, and "Information for the patient" to the resident who will play the patient first.

    o Resident #1 of each trio teaches the first bedside scenario with the "student" and "patient" (10 minutes).
      - The faculty member watches resident #1 teach.
      - Limit interruptions except to call attention to time as needed.

    o Residents #2 and #3 (the "student" and "patient") fill out checklist then gives targeted feedback using checklist (5 minutes).
      - The faculty member provides one copy of the checklist to each participating resident.
      - It is helpful for resident #1 who played the teacher to start by giving self-feedback.
      - Next, the faculty member assists residents #2 and #3, who played the "student" and the "patient", in going through the checklist to give constructive feedback to resident #1.

Large-group summary of what was learned (10 minutes)

Session 2 (60 minutes total):

  o Brief large-group recap of the BEDSIDE teaching model (10 minutes)

  o Practice bedside teaching with feedback (35 minutes total)

    - Residents divide into trios (5 minutes).

      - Case 2: A student taking a chest pain history (15 minutes total)

- - Again, each faculty member hands each participating resident only the instructions for his or her role.

  - Resident #2 becomes the teacher and teaches the "student" with the "patient" present (residents #1 and #3; 10 minutes).

  - As with Case 1, the faculty member watches resident teacher teach, the assists the other two residents in giving constructive feedback,

- Case 3: A student learning a newborn examination (15 minutes total)

  - In this final teaching case, the residents switch roles so that the third resident becomes the teacher.

  - Each resident should have been in each role once by now: teacher, student and patient (or parent).

  - A life-size baby doll can be substituted for the "newborn".

Large-group summary of what was learned (10 minutes)