Lesson Plan - Session 3 - Bedside Teaching

Learning Objectives

By the end of this session, participants 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

Lesson Plan

1) Welcome
    a) Introduction to the bedside teaching session
    b) Faculty introduce the session and explain the logistics of the session.

2) Introduction to bedside teaching: Slides

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?
     -medical history taking
     -physical examination
     -communication with patients
     -breaking bad news
   • 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.
   • Clarify criteria for desired performance. Can you explain or show learner how to improve any clinical skills?
   • Encourage reflection and self-appraisal
   • End with an action plan

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 feedback is extensive

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

3) Simulation exercise instructions

Faculty explain the simulation exercise as an opportunity to train participants on how to conduct efficient bedside rounds and foster active learning.

Try to focus on the teaching behaviors described in the "BEDSIDE" approach and refer to the handouts when necessary

Use six simple steps to improve encounter:

1. Introduce all members of the team to patient and vice versa.
2. Allow interruptions by all parties'
3. Encourage patient to correct and contribute.
4. Challenge learners with open ended questions.
5. Scale questions up the hierarchy (i.e. easy questions for junior team members and harder questions for experienced learners).
6. Teach to all levels of understanding.

4) Practice teaching cases, with feedback: Talk as a group about what worked and what didn't.

5) Closing
   a) Review of key concepts
   b) Large-group summary of what was learned
   c) Introduction to the next session