

**PEER OBSERVATION OF BEDSIDE TEACHING FORM**

| <b>Observer:</b>  | <b>Faculty Member:</b> | <i>Observations/Notes/Quotes</i> |
|---|------------------------|----------------------------------|
| <b>Learning Environment</b>   |                        |                                  |
| Gets to know the learners   |                        |                                  |
| Identifies the learners' needs  |                        |                                  |
| Demonstrates enthusiasm for teaching  |                        |                                  |
| Builds on learners' knowledge and skill-base                                    |                        |                                  |
| Models and encourages "thinking out loud"                                       |                        |                                  |
| Encourages learners to voice uncertainty  |                        |                                  |
| Teaches to the range of learners  |                        |                                  |
| Demonstrates respect for learners   |                        |                                  |
| Encourages team leadership and decision making                                  |                        |                                  |
| <b>Learner Engagement</b>   |                        |                                  |
| Fosters active learning by asking open-ended, analytic, or evaluative questions |                        |                                  |
| Encourages learners to share information and experiences                        |                        |                                  |
| Elicits learner's thought process   |                        |                                  |
| Encourages learners to ask questions and discuss issues                         |                        |                                  |
| Ensures that all learners can see/hear key physical findings                    |                        |                                  |
| Asks learners to discuss differential diagnosis; probes for supporting evidence |                        |                                  |
| Encourages learners to pursue and critically appraise the literature            |                        |                                  |
| <b>Balance of Patient and Learner Needs</b>                                     |                        |                                  |
| Models sensitive and respectful attitude toward patients                        |                        |                                  |
| Engages patient as a teacher of the team  |                        |                                  |
| At the bedside demonstrates history-taking and PE skills                        |                        |                                  |
| Models respect for allied professionals   |                        |                                  |
| Addresses the social, ethical, and cost-effective care aspects of medicine      |                        |                                  |
| <b>Teaching Methods</b>   |                        |                                  |
| Reasons through issues of medical uncertainty and provides necessary direction  |                        |                                  |
| Challenges learners' assumptions and explores their reasoning                   |                        |                                  |
| Highlights key teaching points  |                        |                                  |
| Discusses complex issues in concise and logical manner                          |                        |                                  |
| Emphasizes understanding of concepts  |                        |                                  |
| Models and encourages critical thinking   |                        |                                  |
| Cites examples from the literature  |                        |                                  |
| Makes explicit plan for further learning  |                        |                                  |
| Summarizes key points or asks learners to summarize                             |                        |                                  |