**SMALL GROUP EXERCISE**

**Designing a Bedside Teaching session for your Resident as Teacher Program**

You are an Associate Residency Program Director charged by your Program Director with designing a “Resident as Teacher” (RAT) program. Your program has just been informed by the Clerkship Director that in a recent third year medical student survey, over a third of students reported that they received very little teaching on physical diagnosis during their inpatient rotations. They did not feel that they were adequately observed while doing a history and physical, inpatient rounds were conducted mostly in the hallways or at the computer reviewing patient data. Finally, they received little to no feedback on their physical exam techniques and wondered why a whole year was spent on physical diagnosis teaching during their second year when none of these skills were reinforced in subsequent years when they were engaged in real patient care. Your Program Director would like you to design a session on Bedside teaching to be done as part of a day and a half PGY2 retreat. She would also like you to suggest some ideas for changing the culture of resident teaching to incorporate more bedside teaching at your institution. You do not believe that one-shot training will be effective.

How would you design this session? What elements would you incorporate in this session? What would you recommend in addition to the one-time session? Please keep in mind in designing your program that the residents’ learners also include interns and junior residents.

Please select a reporter from your group to summarize your discussions to the large group.