

**PEER OBSERVATION OF BEDSIDE TEACHING FORM**  
**THIS FORM IS ONLY INTENDED TO BE USED FOR FORMATIVE PURPOSES.**

<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		

**Additional Comments:**