



SRMS
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IMPACT OF STRUCTURED BEDSIDE CLINICAL TEACHING

EVALUATING AN
INTERVENTIONAL STUDY
AMONG PHASE 2
MBBS STUDENTS

DR SANDHYA CHAUHAN

PROFESSOR, DEPARTMENT OF PAEDIATRICS, SRI RAM MURTI SMARAK INSTITUTE OF MEDICAL SCIENCES, BAREILLY, U.P.
Email: drsandhyapedia@gmail.com, Ph no. 9359599797

BACKGROUND

Bedside Clinical Teaching (BST) is a pedagogical approach that is pivotal in developing essential clinical skills among Students, enhancing their educational experience in real-life settings.

INTRODUCTION

Despite its significance, the effective practice of BST has been declining over recent years. This decline jeopardizes the development of crucial skills in medical trainees, emphasizing the need for structured teaching programs.

AIM & OBJECTIVES

1. Prepare & Implement Structured BST Method.
2. Compare Structured BST with the Conventional
3. Gather the perception of the students and Faculty for the Structured BST Method (Kirkpatrick's Level 1 evaluation)

RESULTS/FINDINGS

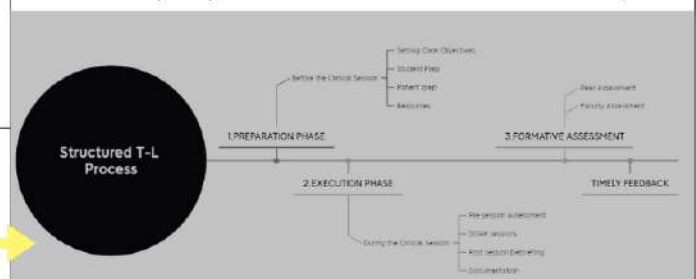
The Statistical analysis of comparing the Pre Test and Post Test Scores was done on the same set of Students. The Students perceived the process was highly effective. Faculty felt that the execution as well as the outcome was optimum but the preparation of the module was time taking

METHODOLOGY

Design: Educational Interventional Study

Population: 60 Phase 2 MBBS students posted in Pediatrics ward who fulfilled the Inclusion Criteria

Place of study: Department of Pediatrics, SRMS IMS, Bareilly



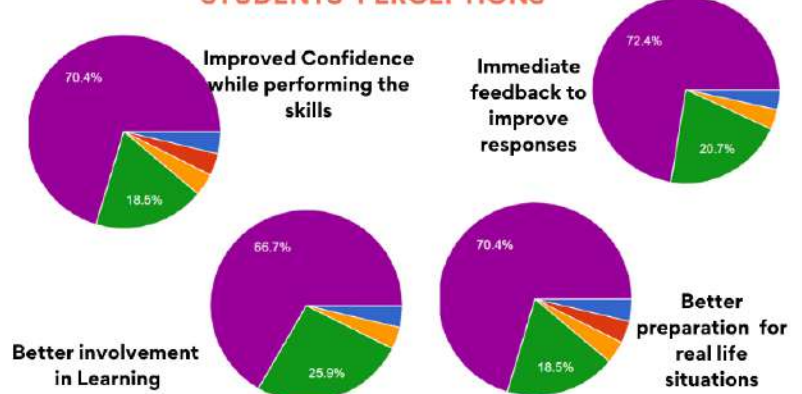
PRE PROJECT:

- (a) Sensitization of Students (n=60) and Faculty Members (n=6) done.
- (b) The Structured BST Module was prepared.
- (c) Validation done by the Faculty members of Department of Paediatrics, Respiratory Medicine and Internal Medicine

FACULTY PERCEPTIONS

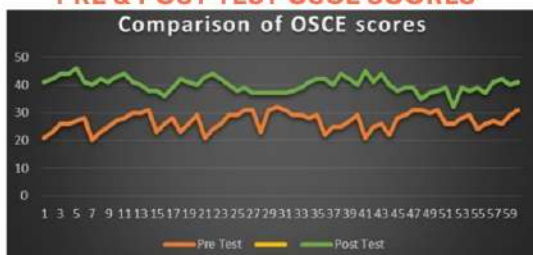
Questions raised for Faculty Feedback	Response of Faculty (n=6) on Likert Scale									
	1	2	3	4	5					
	N	%	N	%	N	%	N	%	N	%
1. Difficulty level for Preparation of the Bedside Class.			2	33.3	3	50	1	16.7		
2. Difficulty level for the execution of the bedside clinic with the help of the structured BST module.	4	66.7	2	33.3						
3. Adequate Coverage of the Topic							6	100.0		
4. Better Involvement of Students							6	100.0		
5. Improvement of the desired Learning Outcome			2	33.3	3	50	1	16.7		

STUDENTS' PERCEPTIONS



PRE & POST TEST OSCE SCORES

Comparison of OSCE scores



CONCLUSION & IMPLICATIONS

For Educators:

1. Creating a Structured BST Module lays down the framework for developing Five EPAs for bedside Clinical Teachers.

For Students:

1. Helps in integrating and navigating through multiple Competencies of different domains, making a pathway for Workplace based Curriculum Development in Undergraduate Medical Education.

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