Teaching in the Operating Room

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Faculty/Presenter Disclosure

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Objectives

• To be able to identify operating room specific learning objectives
• Improve efficiency in teaching in the operating room
• Make use of the mnemonic BOGERD to structure the learning experience in the operating room
Questions?

• Do you have any burning education questions?

• Describe an example of excellent teaching?

• How did you actually learn your discipline?
Goal Based Learning

• Macro Level
  – Produce Competent Medical Doctors who will practice within acceptable limits
  – As defined by the profession
  – Capable of perpetuating the profession
    • Clinical
    • Ethical
    • Research/innovation
  – Socialization
Goal Based Learning

• Micro Level
  – Day-to-Day teaching/interaction
  – Helping students/learner ascend their learning curve
  – Identify where the resident/learner *is* on their curve
  • What and how we teach is of secondary importance
  • What matters is what the learner *actually learns*
  • Understand and work with individual limitations
Settings for Teaching

• Clinic – Seeing Patients

• Operating Room – High risk

• Formal Teaching
Goal Based Learning

TOOLS

• BOGERD – Setting Expectations

• Pendleton Rules – Giving Feedback
BOGERD

When to Use

• Start of a rotation

• Before a clinic

• Before an operation
• Background
• Opportunity
• Goals
• Evaluation
• Rescue
• Deal
The Modular Nature of Learning

• Every teaching opportunity is actually **many** opportunities
  – Assess (BOGERD) to decide which portions of the opportunity the learner can perform independently
  – Clarify Expectations!

• Every teaching opportunity is unique
  – BOGERD to assess the capabilities of the learner **and** the teacher
BOGERD

• Background
  – Clinical experience
  – Reading for case
  – Similar situations
  – Background of the teacher
BOGERD

• Opportunity
  – What is actually going to transpire
  – What the opportunities are for learning
  – What the opportunities are for performance
BOGERD

• Goal
  – Educational
  – Performance
• **Evaluation**
  – How will the learner be evaluated
    • Observation
    • Verbal feedback
    • Written
  – Performance criteria
    • Speed
    • Blood loss
    • Patients seen
    • Completeness of evaluation
BOGERD

• Rescue
  – What is the Bail-Out?
  – When will the attending step in
  – When will he/she step back out
• Deal
  – The “Contracted” agreement between the teacher and learner
• Background
• Opportunity
• Goals
• Evaluation
• Rescue
• Deal
Feedback
Pendleton Rules

• Bulstrode and Hunt (1997)
  – Adapted from Pendleton, a British marriage counselor

• Provides a method for providing feed-back
  – Formalizes the process
  – Makes the encounter non-threatening to the resident
  – Makes it less personal for the attending
Pendleton Rules

• Ask the resident: “What went well?”
• Tell the resident what went well from your perspective
• Ask the resident: “What could have been done differently?”
• Tell the resident what could have been done differently from your perspective; using the field’s “Gold Standards” as your benchmark
8 Guiding Educational Principles

1. What is learned is more important than what is taught.
2. Start where the learner ‘is’ and work within their zone of development.
3. Foster active, rather than passive, learning.

2. Embarrassment and threat diminish learning.
3. Program planning is critical to teaching and learning.

1. Students learn from a hidden curriculum.
2. Students’ perceptions of assessment and accountability drive their learning.
QUESTIONS?