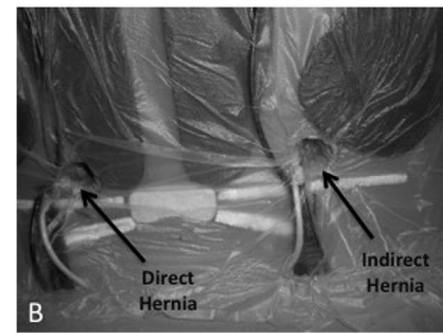
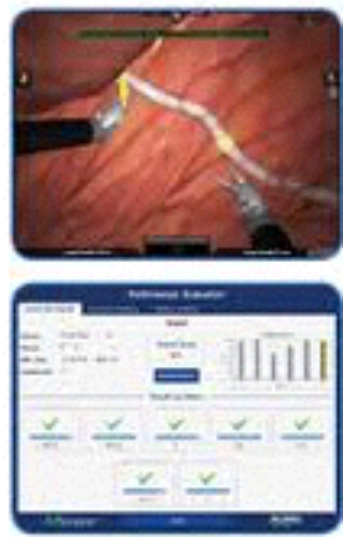
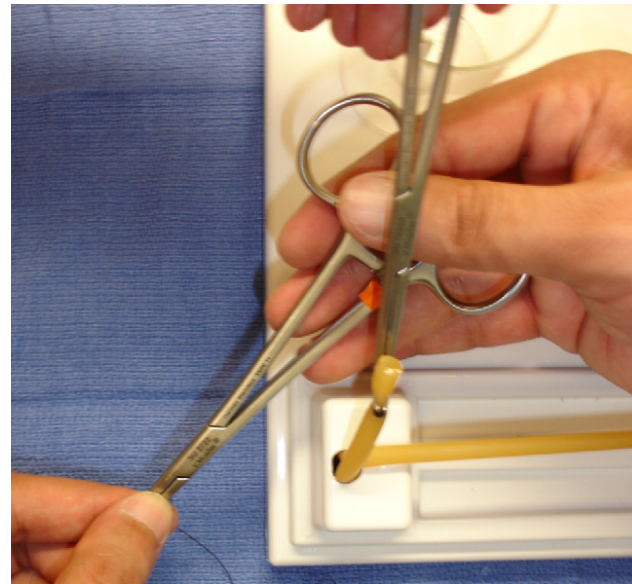
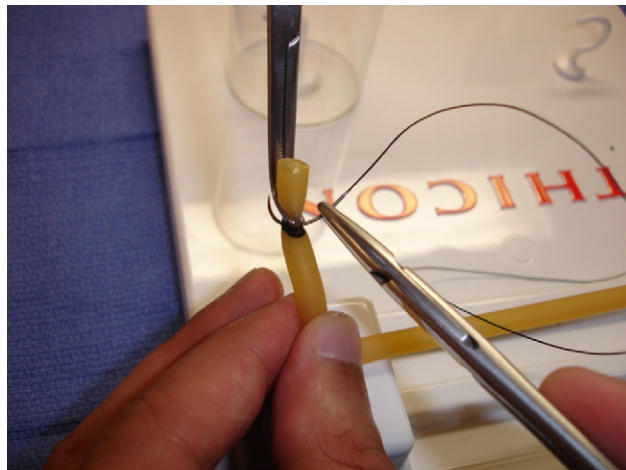
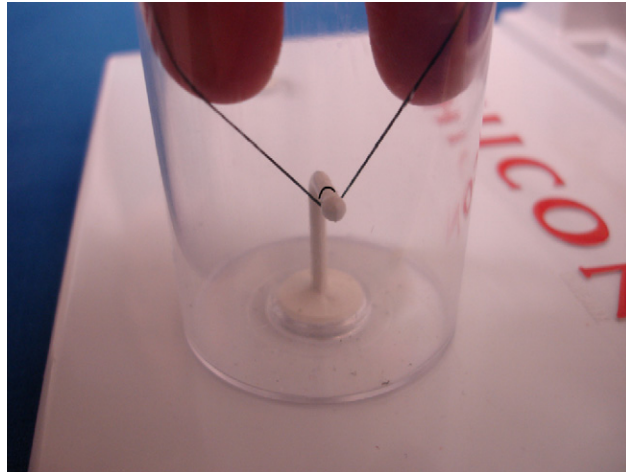


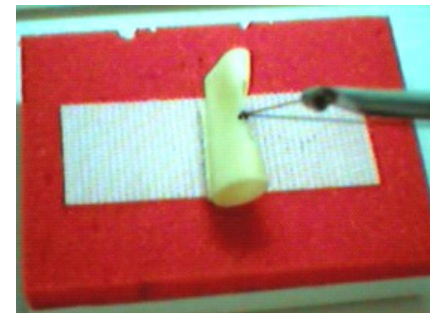
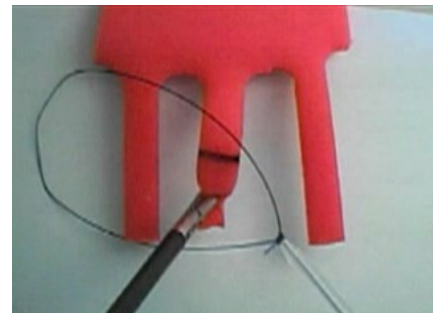
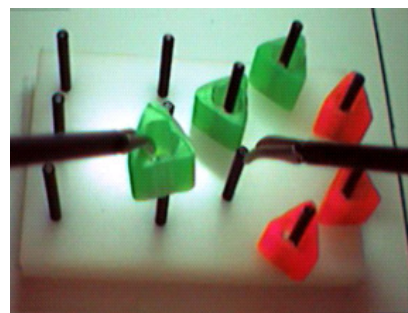
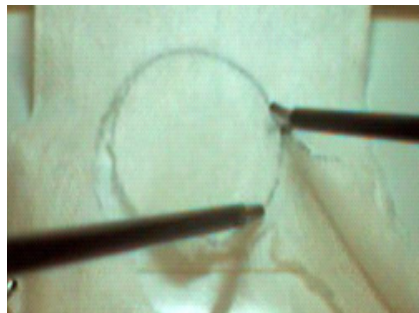
欧米における 手術指導の動向

北海道大学消化器外科II
渡邊祐介

Simulation-Based Training



Simulation-Based Training



手術指導

術前

術中

術後



BID model

術前

Briefing

術中

Intraop
teaching

術後

Debriefing

Roberts, N. K., Williams, R. G., Kim, M. J., & Dunnington, G. L. (2009). The Briefing, Intraoperative Teaching, Debriefing Model for Teaching in the Operating Room. *Journal of the American College of Surgeons*, 208(2), 299–303.



BID model

Briefing

目標設定

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修正



Disparities between resident and attending surgeon perceptions of intraoperative teaching

The American
Journal of Surgery

Lynn D. Butvidas, M.D., M.S., Cheryl I. Anderson, R.N., B.S.N., M.S.A.,
Daniel Balogh, Marc D. Basson, M.D., Ph.D., M.B.A., F.A.C.S.* The American Journal of Surgery (2011) 201, 385-389

Educational feedback in the operating room: a gap between resident and faculty perceptions

The American
Journal of Surgery

Aaron R. Jensen, M.D., Med.^a, Andrew S. Wright, M.D.^a, Sara Kim, Ph.D.^{a,b},
Karen D. Horvath, M.D.^a, Kristine E. Calhoun, M.D.^{a,*} The American Journal of Surgery (2012) 204, 248-255

Do Residents Receive the Same OR Guidance as Surgeons Report? Difference Between Residents' and Surgeons' Perceptions of OR Guidance

Journal of Surgical Education • Volume 71/Number 6 • November/December 2014

Xiaodong (Phoenix) Chen, PhD,* Reed G. Williams, PhD,[†] and Douglas S. Smink, MD*

Disparity Between Resident and Faculty Surgeons' Perceptions of Preoperative Preparation, Intraoperative Teaching, and Postoperative Feedback

Journal of Surgical Education • Volume 68/Number 6 • November/December 2011

Joel S. Rose, MD, Brett H. Waibel, MD, and Paul J. Schenarts, MD



Table 1. Briefing, Intraoperative Teaching, Debriefing Model with Example

Step and timing	Subcomponents	Example: inguinal hernia repair
Briefing: 2 min	Identifying objectives for the operation: “What would you like to focus on today” or “I would like you to focus on . . .”	Attending to resident: “What would you like to focus on today?” Resident: “I would like to focus on improving my identification and dissection of the indirect sac.”
Intra-operative teaching; brief, focused interactions during the operation (1-5 min each)	Teaching focused on identifying learning objectives, augmented with teaching scripts	Attending: “Where do you begin to look for an indirect sac?” Resident: “I usually begin somewhere in the middle between the deep and superficial inguinal ring.” Attending: “It’s important to begin exploration near the deep inguinal ring to avoid missing a very small indirect sac.”
Debriefing: 1-3 min	Stimulate reflection on part of the learner	Attending: “How do you think you did?” Resident: “I felt better about the dissection of the sac. Using a more organized approach resulted in less bleeding by avoiding blunt dissection.”
	Teach general rules	Attending: “I agree. The dissection was careful and precise and you were able to reduce the sac without opening the sac.” Attending: “What will you take away from this case in regard to sac dissection?” Resident: “I need to remember to begin dissection more proximally to avoid missing a small sac.”
	Reinforce what was right	Attending: “Your careful technique for dissection of the sac will avoid the complication of scrotal hematoma.”
	Correct mistakes	Attending: “I would recommend moving the ileoinguinal nerve out of the dissection field early on to avoid possible injury during sac dissection.”



SHARP

5-step Feedback Tool for Surgery

BEFORE CASE

Set learning objectives

What would you like to get out of this case?

AFTER CASE

How did it go?

What went well? Why?

Address concerns

What did not go so well? Why?

Review learning points

Were your learning objectives met for this case?

What did you learn about your technical skills?

What did you learn about your teamwork skills?

Plan ahead

What actions can you take to improve your future practice?



Ahmed, et.al., 2013



BID model

Roberts et.al., 2008

Briefing

目標設定

Intraop
teaching



Debriefing

振り返り
強調
修正





国立がん研究センター東病院
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