SESSION 1-B

Teaching in the Operating Room
60 minutes

Objectives:
1. Describe the benefits of good operative teaching
2. Understand the key elements of good operative teaching

Materials:
1. Powerpoint presentation
2. Internet connection

Notes for slides:
Slide 1: Title Slide

Slide 2: Title

Slide 3: What not to do
Play video

Slide 4: Why do we need to teach in the OR
- Ask the question of the audience
- Animation—make sure these reasons were covered in the discussion

Slide 5: Benefits of good teaching
- Ask the question of the audience
- Animation—make sure these benefits were covered in the discussion

Slide 6: Influence
- Explain why residents have such an important role in students’ education
- Residents influence students’ career choices!

Slide 7: Effective OR Teaching
- These are some of the main components of effective teaching in the OR
- Start with “remembering the student perspective”

Slide 8: Student Perspective
- Where do I go?
- How should I feel?
- What should I learn?
- How do I act?

Slide 9: Introducing them to the team
Slide 10: Introducing them to the team
- Don’t forget to do this.
- Can facilitate relationship with nursing, anesthesia, etc.

Slide 11: Make use of the white board
- Can list names of team members
- Ask the student to list the patient’s brief history
- Student can list pertinent labs, etc. here

Slide 12: Effective OR Teaching
- Understanding their learning needs

Slide 13: Understanding Learning Needs
- Anatomy: can be done at the beginning and throughout the case, starting with the exam under anesthesia
- Pathology: review abnormal findings
- Management: can be done while instructing the resident as well.
*Consider using the medical student to prompt the resident without calling the resident out. Example: “Now you’ll see Dr. X (resident) carefully dissect the uterine artery while staying medial to avoid the ureter.” This way the resident gets your hint without being too obvious.

Slide 14: Effective OR Teaching
- Facilitate participation of your students

Slide 15: Student Involvement
- Students do best when they feel necessary
- Consider allowing them to drive the camera during laparoscopy
- Ask them to palpate and visualize the normal or abnormal anatomy
- Make sure they can see—uninvolved learners are unengaged.

Slide 16: Student Involvement
- In a study that looked at factors effecting interest in a career in surgery,
  - Animation—students who had the opportunity to suture or drive the camera were more interested in surgical specialties

Slide 17: Effective OR teaching
- Ask and answer questions

Slide 18: Questioning in the OR
- Ask a few probing questions to learn a little about the student’s level
- Aim your questions at their level, consider what may be covered in the exam or relevant to their reading
- Pimping is good for facts that require memorization
- Consider how you would educate a referring physician
Slide 19: Effective OR teaching
- Give feedback: don’t forget to do this.

Slide 20: Observation Activity
- Consider a team debrief at the end of the surgery, highlighting parts of the case that went well and what can be improved upon for each member.

Slide 21: Back to the video
- Consider the video again. What was the teaching and learning environment like? How were the attitudes of the teachers and the student? How did the student’s attitude change?

Slide 22: Your own teaching moments
- Consider your own teaching moment that went particularly well.
- Ask a volunteer to talk about it.
  - Why good?
  - Can it be reproduced?

Slide 23: The Ideal
- This is a video put forth by APGO, a perfect example.
- It is 15 minutes long, consider cutting short if short on time. Can always email the link out if can’t spend 15 min on this.

Slide 24: The Ideal
- Impossible to do every time, but remember that every moment is a teachable moment.
- Get in the habit.

Slide 25: Questions?