

Evaluation of the Briefing Intraoperative Teaching and Debriefing (BID) Model for Teaching in the OR

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Evaluating Faculty Development

- Review in JAMA 2006 Davis, DA et. al. Accuracy of Physician Self-assessment Compared With Observed Measures of Competence
 - Most evidence suggests limited accuracy of physicians to self assess.
- One minute preceptor (OMP)
 - 2002 Salerno et. al. used self evaluation to evaluate amount and quality of feedback using OMP.
 - Modest improvement of quality of feedback in ambulatory settings.



Evaluating Faculty Development

- One minute preceptor (OMP)
 - 2006 Eckstrom et. al. evaluated outcomes of OMP Faculty Development workshop.
 - Faculty reported improvement in behavior
 - Residents reported no significant improvement of faculty teaching behaviors after the intervention.
 - No direct observation.



The BID Model

Step	Task	Script
Briefing	Set Learning Objectives for Encounter	What would you like to focus on? OR I would like for you to focus on...
Intraoperative Teaching	Teaching during the encounter/operation	Focused on stated objectives
Debriefing	Reflection	How do you think you did?
	Rules	What did you learn for next time?
	Reinforcement	You did well at....
	Correction	Next time, do this...

Briefing

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Intraoperative Teaching

Intraoperative
Teaching

Teaching during the
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Debriefing

Debriefing	Reflection	How do you think you did?
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Our Question

- Would surgeons use it?
- How?



Methods

Prior to Workshop (6 week collection period)

1. Direct Observation of Surgeon Teaching Behaviors
2. Interview of Residents Re: Surgeon's Teaching Behaviors

Workshop

Post workshop (6 week collection period)

3. Direct Observation of Surgeon Teaching Behaviors
4. Interview of Residents Re: Surgeon's Teaching Behaviors



Results

Directly Observed Cases	Pre-Intervention N= 14	Post-Intervention N = 24	Significance P-value
Learning Objectives Set	0 (0%)	11 (46%)	.003
Suggestions for improvement given	0 (0%)	15 (63%)	.000
Debriefing completed	3 (21%)	8 (33%)	.488
Refer to LO in Debrief	0 (0%)	4 (17%)	.032

•P value <0.05 significant



Results (cont)

Resident Reports	Pre- Intervention N= 34	Post- Intervention N = 28	Significance P-value
Learning Objectives Set	15 (44%)	20 (71%)	.041
Something Learned in Case	23 (68%)	23 (82%)	.250
Debriefing completed	10 (29%)	9 (32%)	1.000



Conclusions

- Surgeons made moderate changes in teaching behavior
 - They were more likely to set learning objectives
 - They were more likely to make suggestions for improvement based on the objectives
 - They were not more likely to debrief upon completion of case.



Limitations

- Small number of observations
- Small number of surgeons
- Single institution study



Future Work

- Assessment of use of BID model
 - Reflection and improvement of model for teacher/learner needs
 - Multi-institution trial of use of BID model
- Assessment of impact of BID model on learning.
 - Develop methods to assess learning outcomes of BID use
 - Train learners on BID model and get them more involved in the learning process



Future Work (cont)

- We are looking for interested parties to expand this study.
- If you would be interested please let us know!
 - lradford@siumed.edu
 - nroberts@siumed.edu
- Workshop to follow in Superior II conference room at 3:15 pm.

Questions?

