# Teaching in the OR: The Briefing, Intraoperative Teaching, Debriefing Model *(Roberts et al., 2009)*

<table>
<thead>
<tr>
<th>Step</th>
<th>Subcomponents</th>
<th>Example</th>
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<tbody>
<tr>
<td><strong>Briefing (2 mins), can be conducted while scrubbing in</strong></td>
<td>Identify objectives for the operation</td>
<td>Attending: What would you like to focus on today? Learner: I would like to focus on mastering the pathophysiology of acute appendicitis and identifying key structures during the operation</td>
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<tr>
<td><strong>Intra-Operative Teaching</strong></td>
<td>Focused teaching based upon learning objectives, use of “teaching scripts”</td>
<td>Why does RLQ pain occur in appendicitis? How does the pain evolve?</td>
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| **Debriefing (1-3 mins)**                                           | 1) Stimulate reflection  
2) Teach general rules  
3) Reinforce what was done well  
4) Correct mistakes                                                                                                                                 | -How do you think you did today?  
-What will you take away from this case?  
-Your description of the workup for RLQ pain was well thought out  
-I noticed you had difficulty identifying the difference between small and large bowel, we’ll cover that in the next case |
References