

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

Step	Subcomponents	Example
Briefing (2 mins), can be conducted while scrubbing in	Identify objectives for the operation	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
Intra-Operative Teaching (brief, focused interactions of 1-5 mins)	Focused teaching based upon learning objectives, use of “teaching scripts”	Why does RLQ pain occur in appendicitis? How does the pain evolve?
Debriefing (1-3 mins)	<ol style="list-style-type: none">1) Stimulate reflection2) Teach general rules3) Reinforce what was done well4) Correct mistakes	<ul style="list-style-type: none">-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

Roberts NK. (2009) The Briefing, Intraoperative Teaching, Debriefing Model for Teaching in the Operating Room. *Journal of American College of Surgeons* 208(2):299-303..