

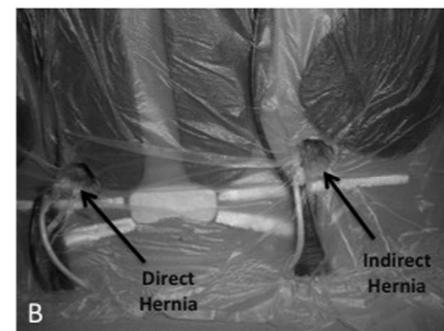
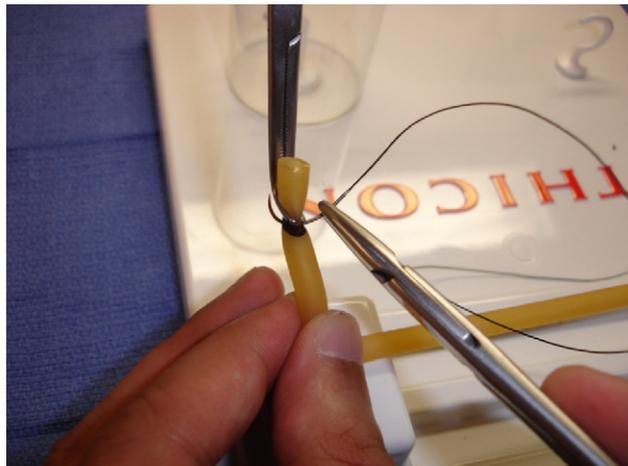
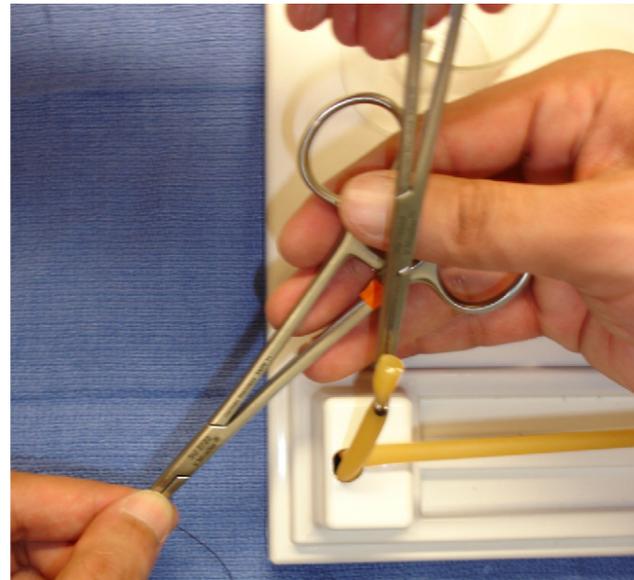
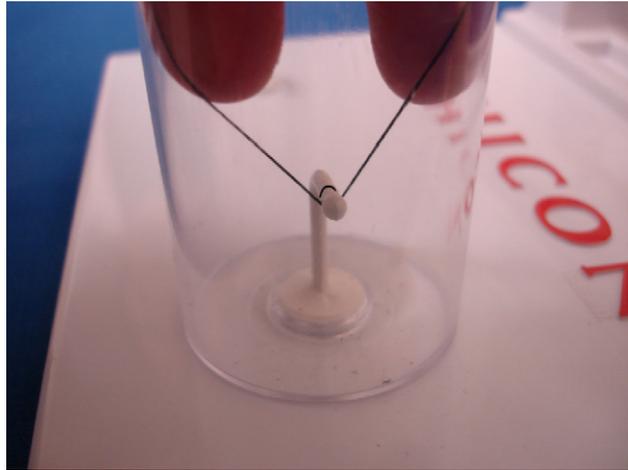


# 欧米における 手術指導の動向

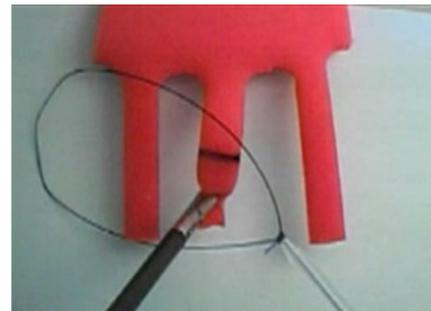
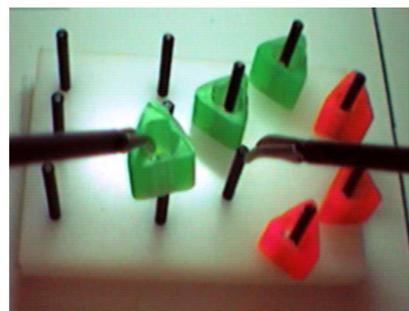
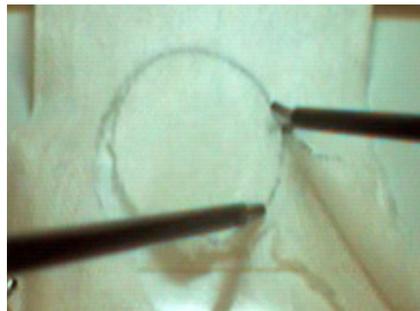
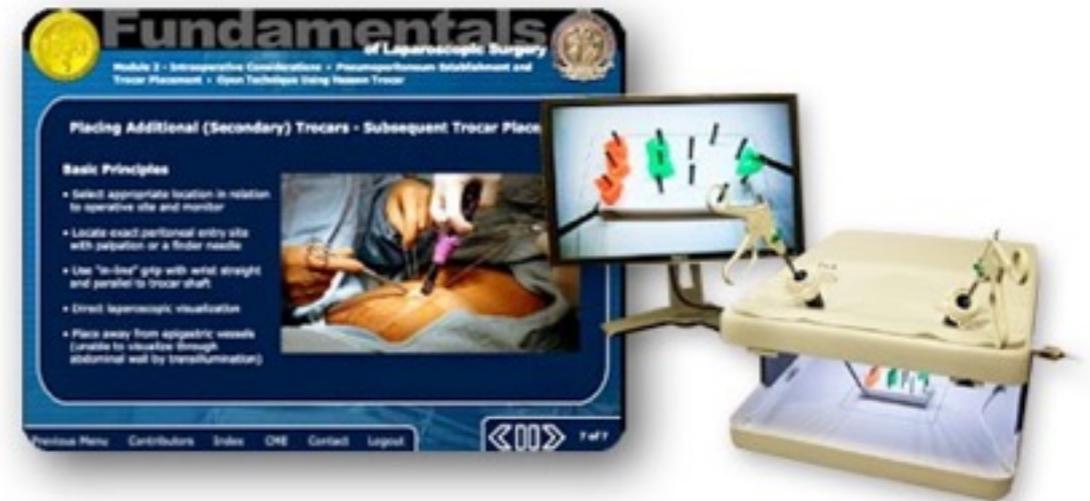
北海道大学消化器外科II  
渡邊祐介



# 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

**B**riefing

目標設定

**I**ntraop  
teaching

**D**ebriefing

振り返り  
強調  
修正



## Disparities between resident and attending surgeon perceptions of intraoperative teaching

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The American  
Journal of Surgery

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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

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The American  
Journal of Surgery

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Aaron R. Jensen, M.D., Med.<sup>a</sup>, Andrew S. Wright, M.D.<sup>a</sup>, Sara Kim, Ph.D.<sup>a,b</sup>,  
Karen D. Horvath, M.D.<sup>a</sup>, Kristine E. Calhoun, M.D.<sup>a,\*</sup> 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,<sup>†</sup> 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

**B**riefing

目標設定

**I**ntraop  
teaching



**D**ebriefing

振り返り  
強調  
修正





国立がん研究センター東病院  
大腸外科長 伊藤 雅昭先生

