



Teaching Tips for the OR BIS and COACH - 2 Models Suited to the 3 X 5 card

The OR is an important teaching environment that presents unique challenges for both preceptor and student. Achieving an effective learning experience in this time sensitive setting with consideration of patient safety is the goal. In addition to modeling professionalism, teamwork and respect, a deliberate and consistent structure to operative teaching can enhance the experience for both learner and teacher.

The Briefing, Intraoperative Teaching, Debriefing (BID) Model described by Roberts and colleagues (1) provides an outline that can be used by preceptors in the operative setting to achieve their educational objectives within the confines of a busy OR schedule. Both student and attending surgeon focus on similar objectives for the case, which then guide the intraoperative teaching and inform the end of encounter feedback.

The BID Model for Teaching in the Operating Room

Briefing	A needs assessment: 2 min
Inquire about learner's past experience and goals for the case/procedure.	"Have you ever scrubbed on one of these?" "What do you need/want to learn from this case?"
Establish common learning objectives.	"What should/will we focus on?"
Intraoperative Teaching	Teaching points focused on learning objectives: 1-5 min each
The COACH Model (2) uses 5 questions to structure the teaching of psychomotor skills.	<ul style="list-style-type: none"> • Am I Providing a Clear Performance Model?(Accurate Demonstration) • Am I Promoting an Openness to Learning? (Enthusiasm. Supportive Learning Climate) • Am I Assessing Performance? (Attentive. Timely Feedback) • Am I Communicating Effectively? (Listen. Ask Questions.) • How do I Provide Help? (Know Resources. Have a Plan.)
Debriefing	Specific focus on intra-op teaching and learning objectives: 2 min
Reflection	"How do you think you did?"..."Why?"
Rules	Teach general rules for next time
Reinforcement	"You did well at..."
Correction	Discuss mistakes. "Next time do this.."

References:

1. Roberts NK, Williams RG, Kim MJ, Dunnington GL. The briefing, intraoperative teaching, debriefing model for teaching in the operating room. J Am Coll Surg. 2009; 208:299-303.
2. Hampton BS. Effective Operating Room Teaching; #11 in the Effective Preceptor Series, The Association of Professors of Gynecology and Obstetrics, 4/2014. (Adapted by Dr. Debra DaRosa from training materials developed by Jhpieg)