

PEER OBSERVATION OF OPERATING ROOM TEACHING

Observer:	Faculty Member:	<i>Observation/Notes/Quotes:</i>
Learning Environment		
Creates a supportive learning environment		
Gets to know the trainee (asks which skills he/she wants to perform/practice during the operation)		
Delineates expectations for each case		
Encourages learner to ask questions and voice any uncertainty		
Allows for graduated trainee autonomy		
Models and encourages "thinking out loud"		
Balances Patient and Learner Needs		
Models respectful attitude toward the patient		
Models respect for allied professionals		
Addresses the social, ethical, and cost-effective care aspects of medicine		
Discusses rationale/evidence for operative decision making		
Preoperative Assessment		
Discusses cases pre-operatively with trainee		
Asks trainee to describe "steps" of operation		
Addresses potential intraoperative pitfalls		
Reviews salient films		
Intraoperative Teaching Method		
Engages in discussion of retraction techniques		
Demonstrates technical steps		
Lets trainee perform critical technical steps		
Provides immediate feedback to the trainee		
Provides illustrations		
Refers to literature to support decisions		
Discusses topics relevant to the case		
Provides clear verbal instructions		
Demonstrates tolerance and patience w/trainee		
Encourages collaboration in decision making		
Post-Operative Debriefing		
Takes time to discuss case post-operatively		
Provides specific examples of what the trainee did well and what he/she needs to improve		
Makes explicit plan for further learning		