Intraoperative decision-making

A study used the Grounded Theory Method in its study design. In-depth interviews were conducted with pediatric neurosurgeons about their approaches to training residents in intraoperative decision-making. Data was analyzed line-by-line with codes and categories emerging from participants' narratives.

Setting & Participants: Twenty-six pediatric neurosurgeons from 12 countries were interviewed using video-conferencing technology.

Pediatric Neurosurgeons used a variety of training approaches that included pre-surgery discussions, didactic communication during surgery, post-surgery debriefing, allowing residents to model and observe their own intraoperative behaviors, using case studies to teach, and ongoing mentorship. In addition, they encouraged residents to ask for help when needed and emphasized the importance of empathy as a surgeon. Challenges to training residents included the notion that decision-making could only be learned through personal experience, the trainee's personality, and an over-reliance on algorithms and standardized medicine.

Training neurosurgical residents about intraoperative decision-making appears to be ad-hoc and dependent on both the institution and the availability and willingness of senior surgeons to make this a part of their pedagogy. Surgical departments could use these findings to reflect on their own teaching practices and explore whether they wish to teach these skills more explicitly, and in what ways these skills can be best taught to residents ¹⁾.

Granek L, Shapira S, Roth J, Constantini S. Can Good Intraoperative Judgement Be Taught?: Pediatric Neurosurgeons' Pedagogical Approaches to Training Residents on Intraoperative Decision-Making. J Surg Educ. 2021 Apr 2:S1931-7204(21)00059-3. doi: 10.1016/j.jsurg.2021.03.006. Epub ahead of print. PMID: 33814338.

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