Teaching and Evaluating General Surgery Skills during Surgery

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Abstract

Intraoperative teaching and evaluation are pivotal components of surgical education, providing real-time learning opportunities and performance assessment for general surgery trainees. This paper explores the methodologies and best practices for effective intraoperative instruction and evaluation, highlighting their impact on surgical competency and patient outcomes. The study reviews various instructional strategies, including direct supervision, hands-on practice, and the use of advanced technologies such as surgical simulators and augmented reality. Evaluation techniques, ranging from formative feedback to summative assessments, are examined for their roles in skill development and competency verification. Emphasis is placed on creating a supportive learning environment that balances educational needs with patient safety. The paper also addresses the challenges faced in intraoperative teaching, such as time constraints, varying levels of trainee experience, and the need for standardized assessment tools. By integrating innovative teaching methods and robust evaluation frameworks, the field of general surgery can enhance the training of future surgeons, ensuring they are well-prepared to meet the demands of modern surgical practice.

Keywords:

Introduction

Acknowledgement

Conflict of Interest

References

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