

Decision-making in surgery

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Learning outcomes for this lecture

1. Define terms used within surgical education
2. Select appropriate tools for training and assessment of surgical skills
3. Define the multidimensional nature of surgical performance
4. Justify the importance of simulation (as prerequisite to surgical practice)
5. Evaluate research studies (in simulation) and their limitations



What is a *decision* in clinical practice?

What is *good clinical judgement*?

Judgement & decision-making

■ Judgement

- How bright is a light?
- How likely is a diagnosis?
- How tender is the abdomen?
- How likely is a patient to quit smoking?

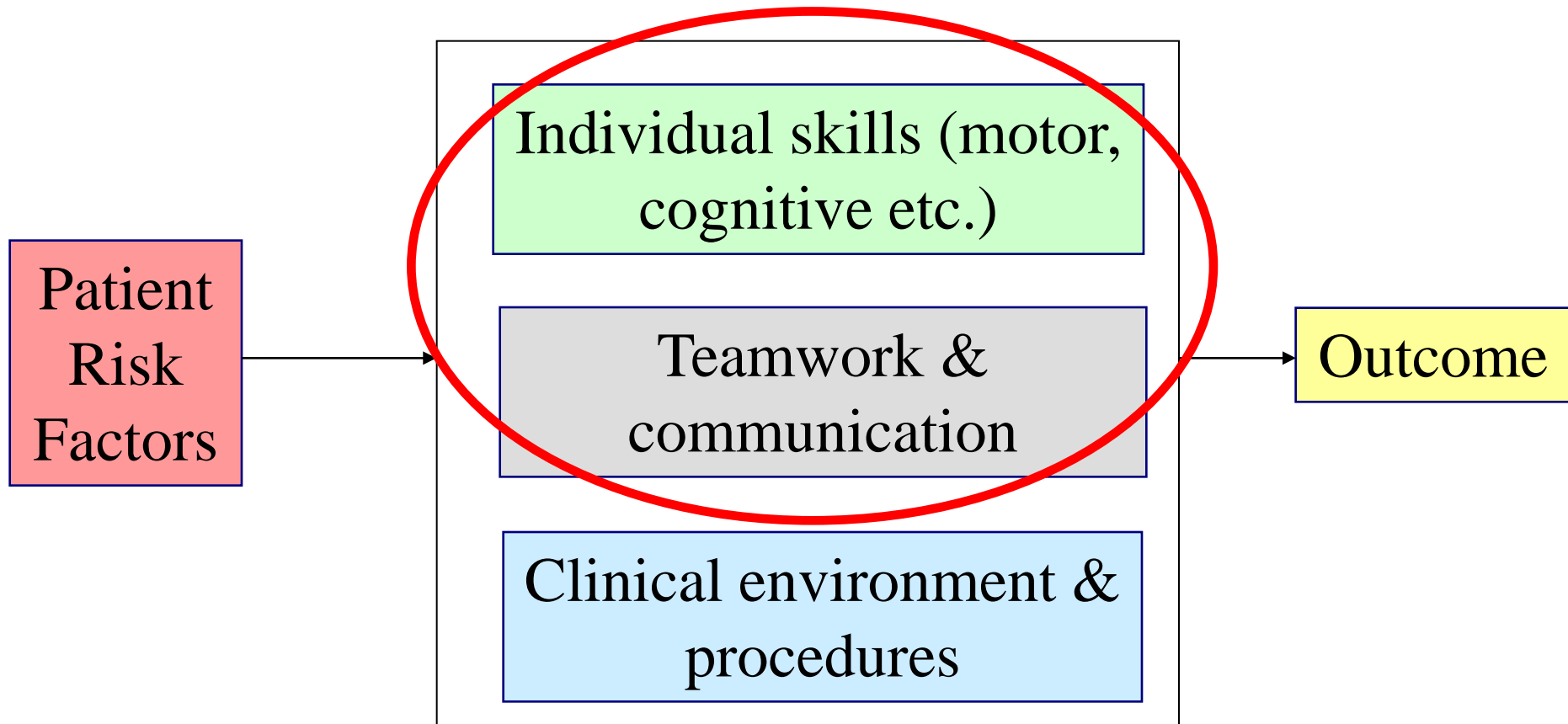
← *perception*

■ Decision-making

- Deciding whether to treat
- Choosing a treatment to follow

← *action*

'Systems approach' to patient outcomes

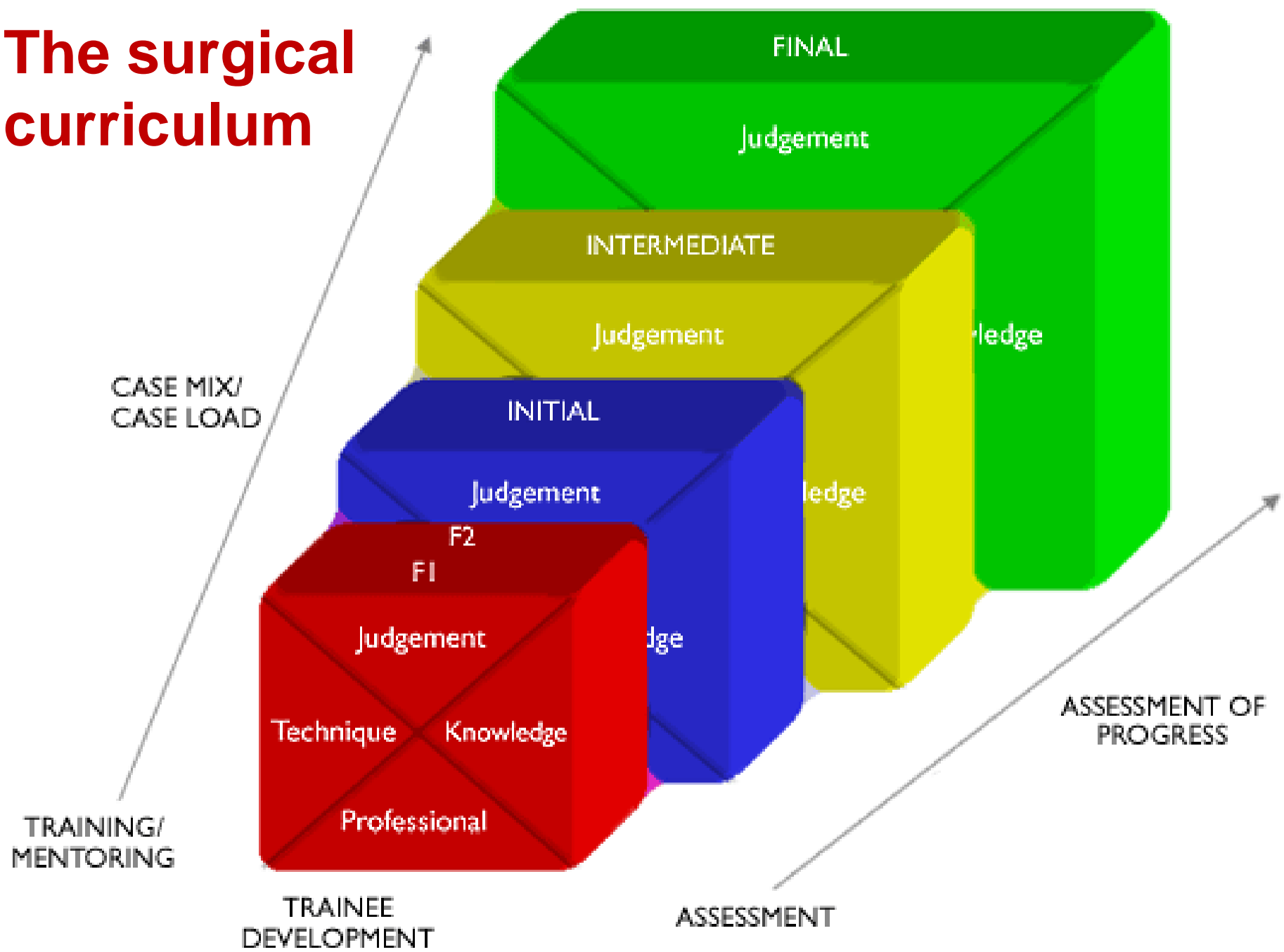


Decision-making as a surgeon's skill

■ Individual decision-making


- Diagnosis
- Whether to offer treatment; choice of treatment
- On-going decision-making as the treatment progresses
-

The surgical curriculum



Decision-making as a team skill

- **Team decision-making**
 - Multidisciplinary cancer teams
- **Decision-making between doctors and patients**
 - Shared; how much is truly shared?



Think of a patient with symptomatic
gallstone disease

What decisions would you have to make
pre-, intra- and post-operatively?

Preop

Intraop

Postop

Elective

Emergency

Symptoms due to gallstones or not?

Whether to admit

Whether to start antibiotics

Which investigations to do (US +/- OGD)

Whether to operate

Operate early or delayed

Whether to image the ducts

Open or laparoscopic

Port insertion method

Identification of anatomy

(Whether to perform intraop cholangiogram)

Whether to use a bag to extract the gallbladder

Whether to use a drain

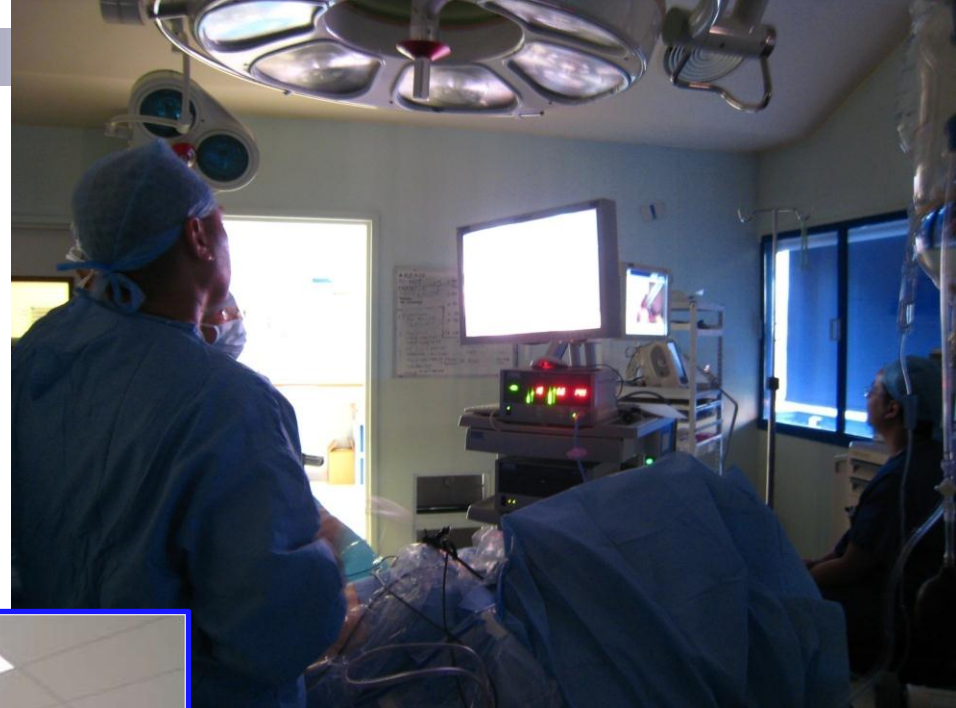
Choice of instrument

Feasibility of laparoscopic approach/Whether to convert to open

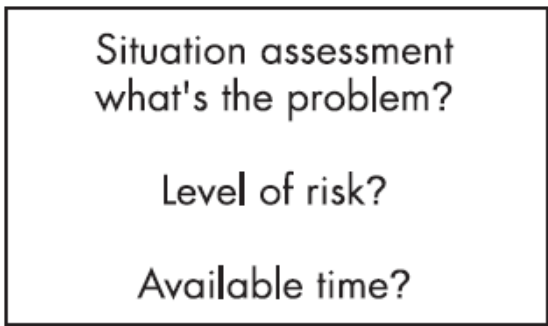
When can the patient eat and drink

When to take out the drain

When to discharge



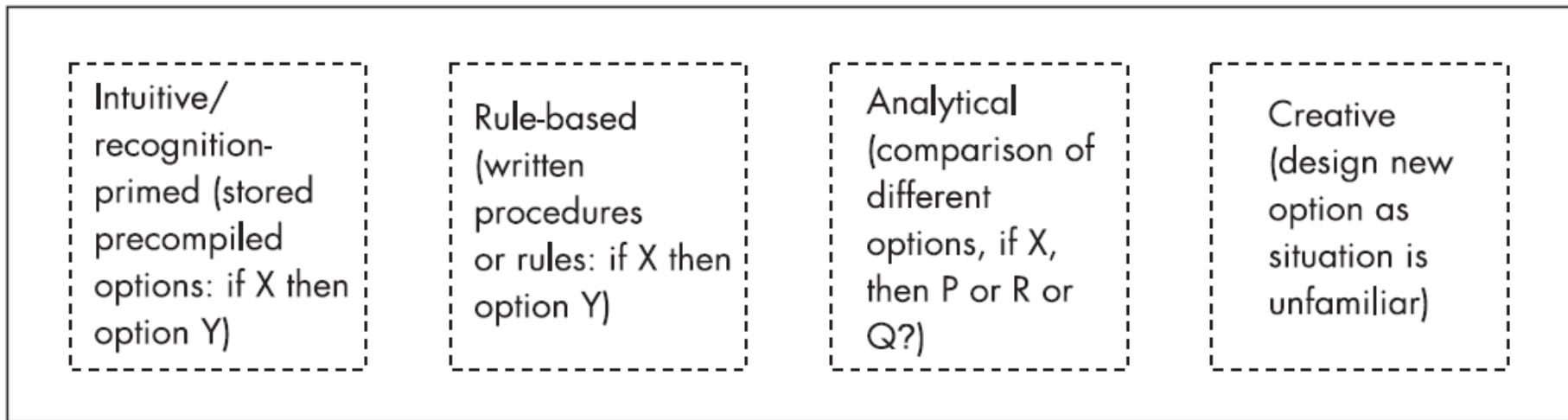
Ongoing situation awareness



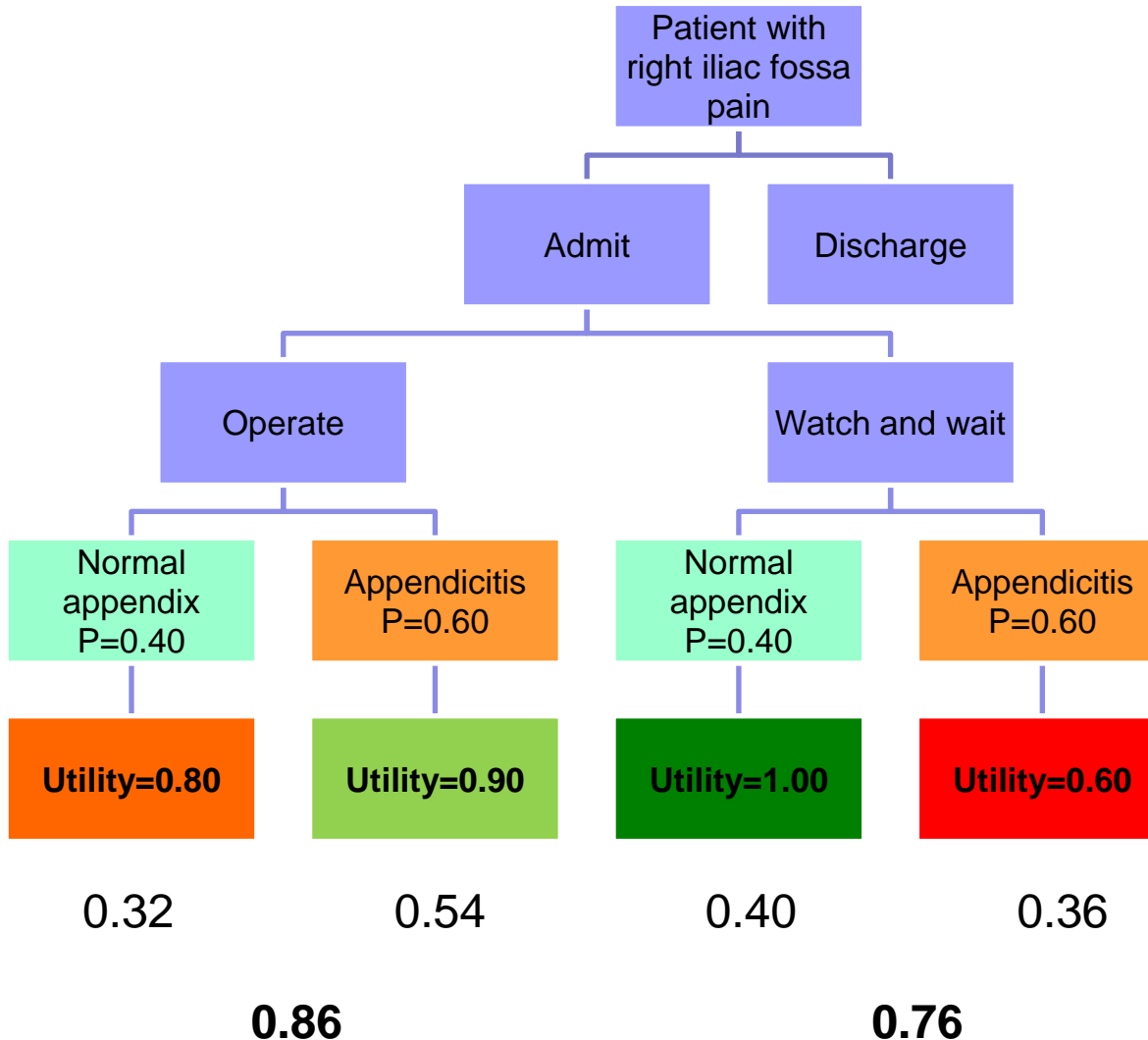
High risk
Little time

Variable risk
More time

Decision-making strategy



Analytical: Decision tree for appendicitis



Creative: situation not previously seen





Assessing and training decision making skills



Originally developed
for commercial
aviation

**‘Crew Resource
Management’**
training modules



NLR-TP-98518

NOTECHS:
Non-technical skill evaluation in JAR-FCL

J.A.G. van Avermaete

Concrete,
observable
“Behavioural
Markers”

Typically derived
via observation
and expert
consensus
procedures

| Categories | Elements | Example Behaviours |
|--------------------------------|------------------------------------|--|
| COOPERATION | Team building and maintaining | - Establishes atmosphere for open communication and participation |
| | Considering others | - Takes condition of other crew members into account |
| | Supporting others | - Helps other crew members in demanding situation |
| | Conflict solving | - Concentrates on what is right rather than who is right |
| LEADERSHIP & MANAGERIAL SKILLS | Use of authority and assertiveness | - Takes initiative to ensure involvement and task completion |
| | Maintaining standards | - Intervenes if task completion deviates from standards |
| | Planning and co-ordinating | - Clearly states intentions and goals |
| | Workload management | - Allocates enough time to complete tasks |
| SITUATION AWARENESS | System awareness | - Monitors and reports changes in system's states |
| | Environmental awareness | - Collects information about the environment |
| | Anticipation | - Identifies possible future problems |
| DECISION MAKING | Problem definition / diagnosis | - Reviews causal factors with other crew members |
| | Option generation | - States alternative courses of action - Asks other crew member for options |
| | Risk assessment / Option choice | - Considers and shares risks of alternative courses of action |
| | Outcome review | - Checks outcome against plan |

| Very Poor | Poor | Acceptable | Good | Very Good |
|---|---|--|---|--|
| Observed behaviour directly endangers flight safety | Observed behaviour in other conditions could endanger flight safety | Observed behaviour does not endanger flight safety but needs improvement | Observed behaviour enhances flight safety | Observed behaviour optimally enhances flight safety and could serve as an example for other pilots |







- **Clinical data recorder**
- **Trainers observe and assess via one-way mirror**

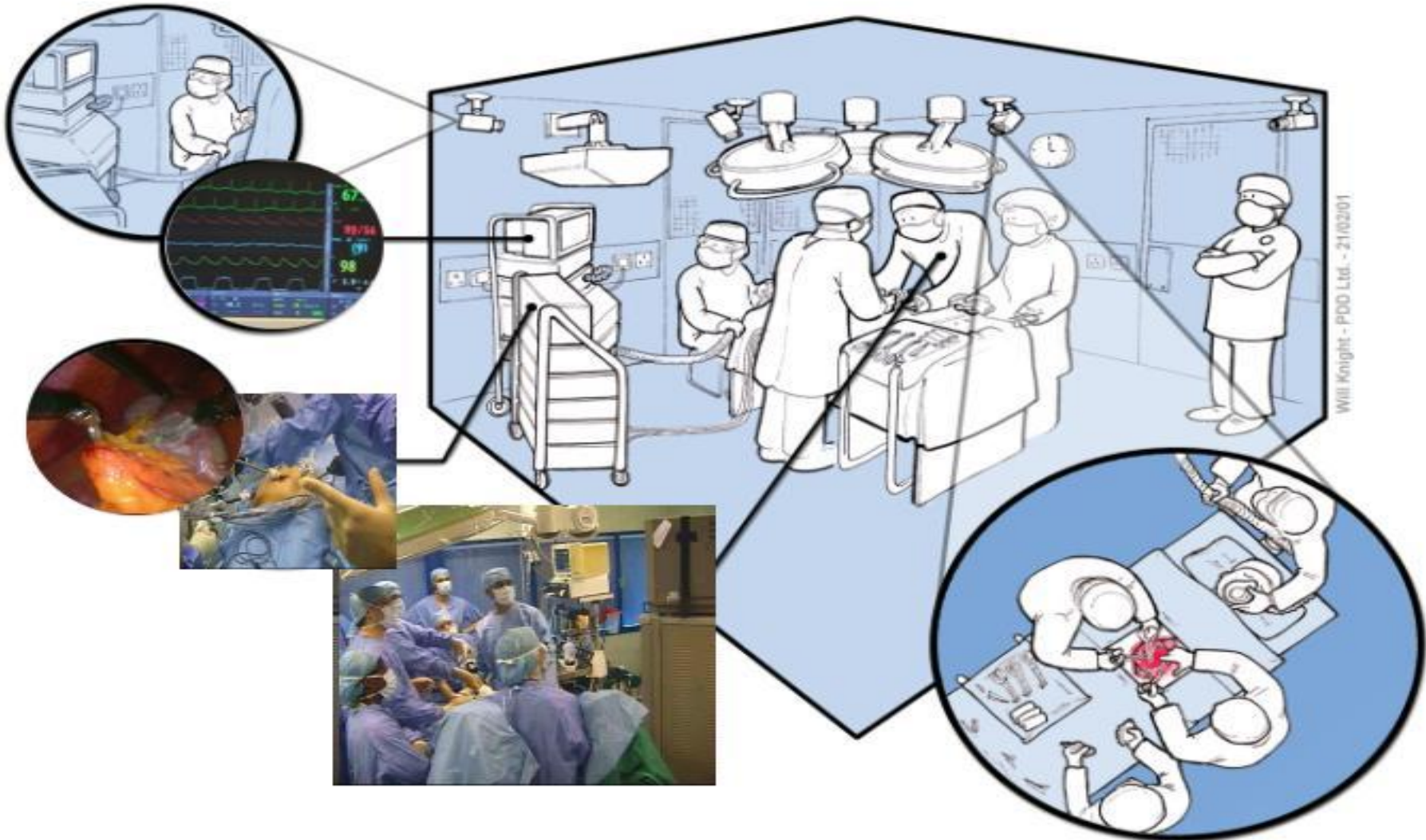
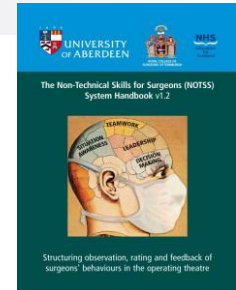


Table 1 Revised NOTECHS scale for the surgical group

| Subscales | Items |
|-----------------------------------|--|
| Communication and Interaction | A1. Instructions to assistant clear and polite A2. Waited for acknowledgement from assistant A3. Instructions to scrub nurse clear and polite A4. Waited for acknowledgement from scrub nurse |
| Situation Awareness and Vigilance | B1. Monitored patient parameters throughout procedure B2. Awareness of anesthetist B3. Actively initiates communication with anesthetist during crisis |
| Cooperation and Team Skills | C1. Maintains positive rapport with whole team C2. Open to opinions from other team members C3. Acknowledges contribution from other team members C4. Supportive of other team members C5. Conflict handling (concentrating on what is right rather than who is right) |
| Leadership and Managerial Skills | D1. Adherence to best-practice during procedure (eg, does not permit corner cutting) D2. Time management (eg, not being too slow or rushing other team members) D3. Resource utilization (eg, appropriate task load distribution and delegation of responsibilities) D4. Debriefing the team (eg, provides details and feedback to the team about procedure) D5. Authority and assertiveness |
| Decision Making | E1. Prompt identification of the problem E2. Informed team members promptly and clearly E3. Outlines strategy and institutes a plan (eg, asks scrub nurse for suction, instruments, suture material) E4. Anticipates potential problems and prepares contingency plan (eg, ask anesthetist to order blood, call for help) E5. Option generation (eg, takes help from others, seeks team's opinion) |

Decision-making in NOTSS



| Category | Category rating* | Element | Element rating* | Feedback on performance and debriefing notes |
|-----------------|------------------|--------------------------------------|-----------------|---|
| Decision Making | 3 | Considering options | 2 | Consider discussing the decision to convert with the anaesthetist next time |
| | | Selecting and communicating option | 3 | |
| | | Implementing and reviewing decisions | 3 | |



Questions?

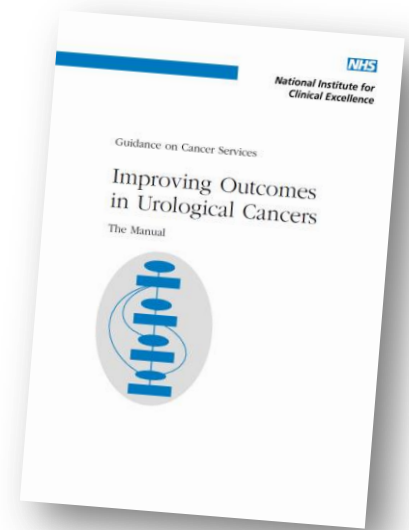
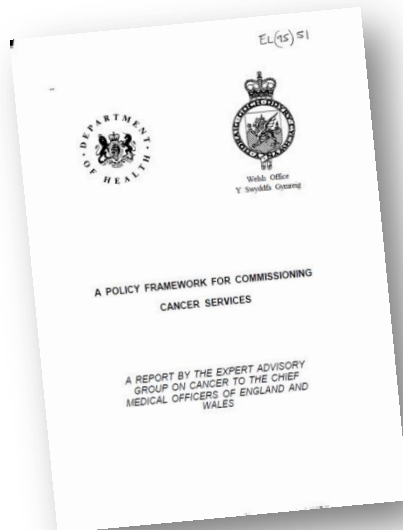
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Team decision-making: Cancer MDTs

Implemented in UK since 1995 (Calman-Hine Report)

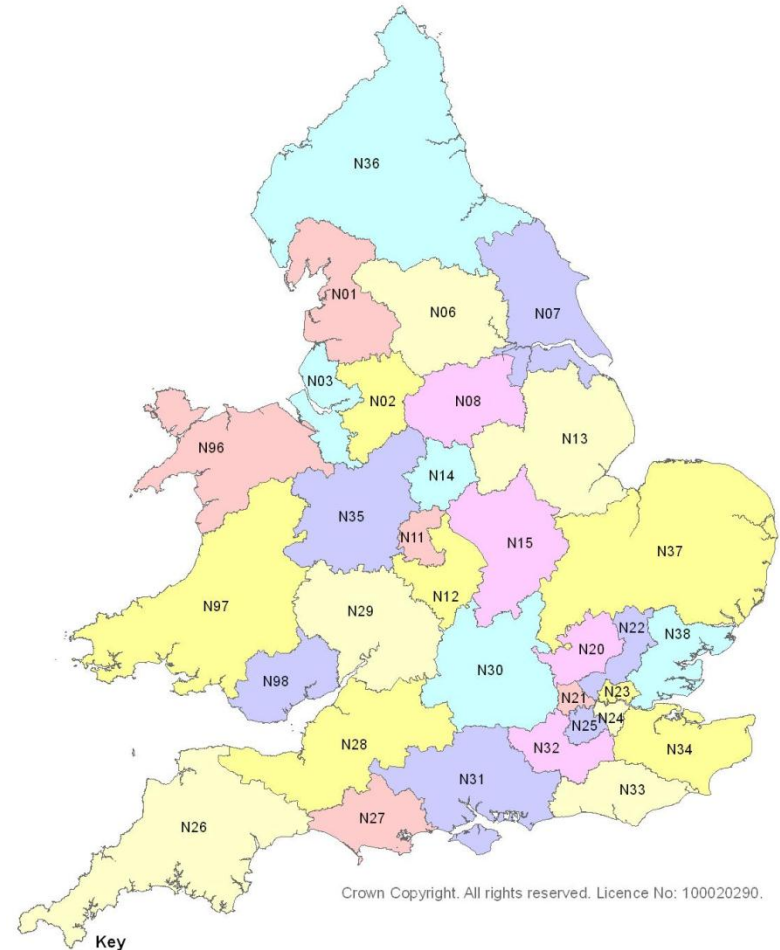
Intended to standardise and improve care

Ensure expert input of specialists and improve timeliness of treatment



Current MDT practice

- ≈1500 MDTs in England
- Cancer Units and Centres for each tumour type
- Delivery of care by MDTs:
 - 1996: 20%
 - 2006: >80%



Effectiveness of MDTs

- Some positive studies
- Generally variable evidence base across tumour types

Ann Surg Oncol (2011) 18:2116-2125
DOI 10.1245/s10434-011-1675-6

Annals of
SURGICAL ONCOLOGY
OFFICIAL JOURNAL OF THE SOCIETY OF SURGICAL ONCOLOGY

ORIGINAL ARTICLE – HEALTHCARE POLICY AND OUTCOMES

Quality of Care Management Decisions by Multidisciplinary Cancer Teams: A Systematic Review

Benjamin W. Lamb, MRCS^{1,2}, Katrina F. Brown, PhD¹, Kamal Nagpal, MRCS¹, Charles Vincent, PhD¹, James S. A. Green, FRCS (Urol)², and Nick Sevdalis, PhD¹

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BMJ

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RESEARCH

Effects of multidisciplinary team working on breast cancer survival: retrospective, comparative, interventional cohort study of 13 722 women

 OPEN ACCESS

Eileen M Kesson *project manager*^{1,4}, Gwen M Allardice *statistician*^{1,4}, W David George *school of medicine honorary professor*², Harry J G Burns *chief medical officer for Scotland*³, David S Morrison *director*⁴

ANALYSIS

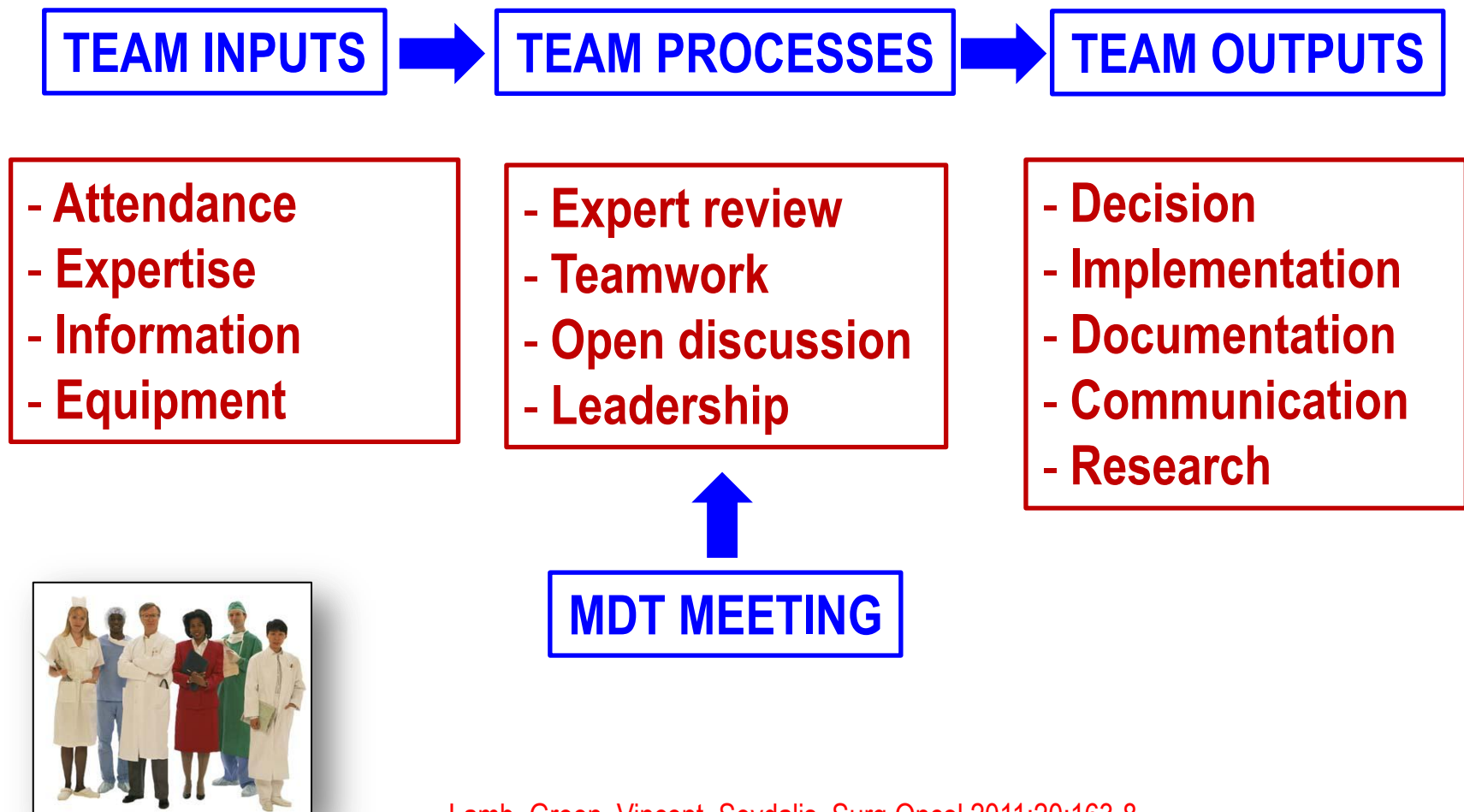
Multidisciplinary team working in cancer: what is the evidence?

Cancer care is increasingly delivered by multidisciplinary teams. **Cath Taylor and colleagues** argue that stronger evidence is needed of their effectiveness

The MDT process



The MDT process





Why do MDTs fail to reach a decision?

Why do MDTs fail to reach a decision?

1. Lack of clinical or staging information
2. Lack of personal knowledge of patient
3. Lack of information on co-morbidities
4. Poor attendance
5. Disagreement
6. Case complexity

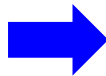


Order of importance

How do we assess MDT functioning scientifically?

MDT-MODE Metric for the Observation of Decision-making

Assessing quality of information



| | | | Information | | | | | |
|---|------|-------|-------------|-------|------|----------|----------|--------------|
| # | Site | point | Hx | X-ray | Path | Psy/soc/ | comorbid | Patient view |
| 1 | | | | | | | | |
| 2 | | | | | | | | |
| 3 | | | | | | | | |

| Discussion | | | | | | | |
|------------|------|------|--------|-------|---------|-----------|------|
| Chair | Surg | Phys | Oncolo | Nurse | Radiolo | Histopath | MDTC |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |



Assessing quality of contributions

How do we assess MDT functioning scientifically?

MDT-MODE Metric for the Observation of Decision-making

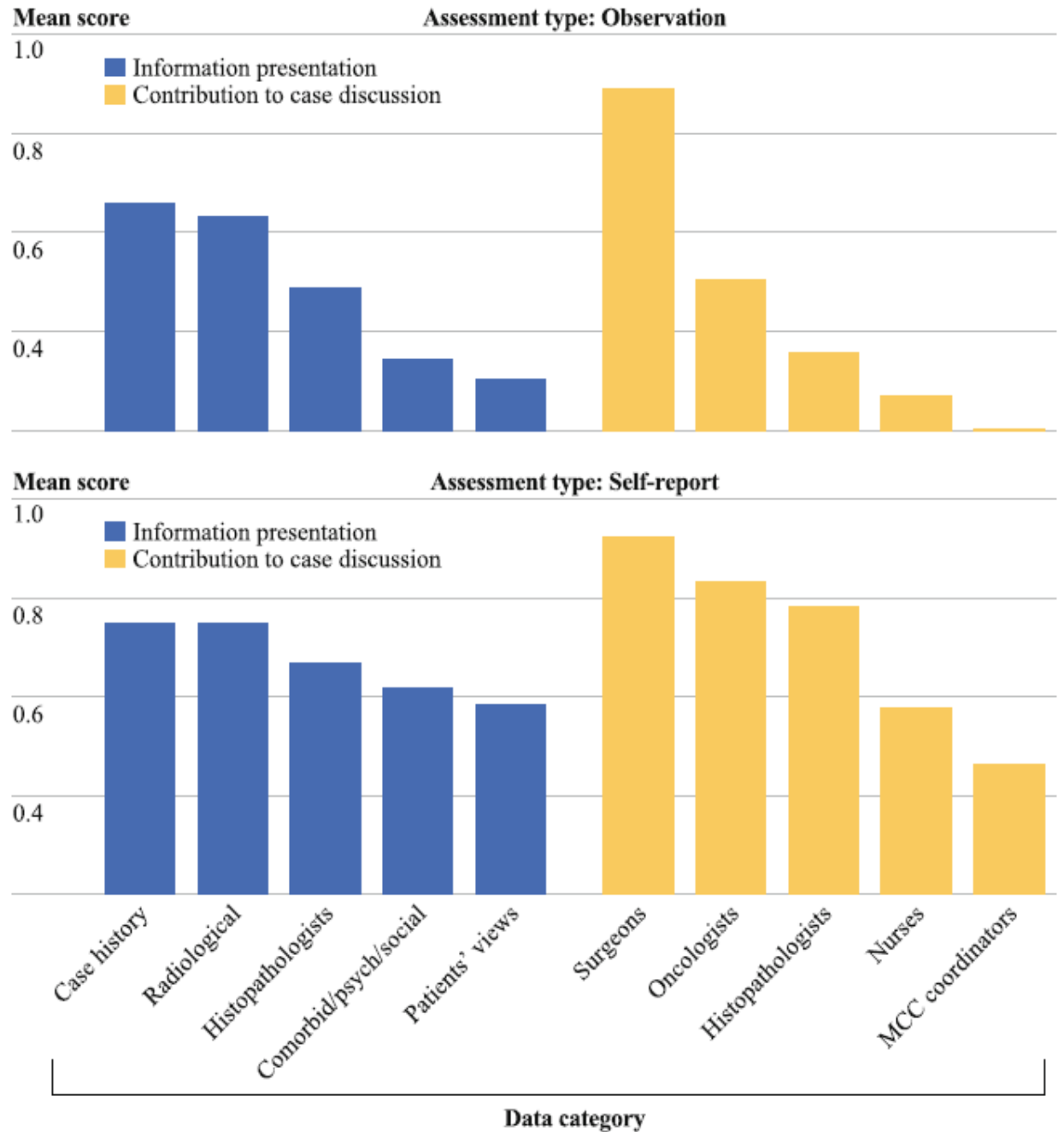
| | | | | | |
|-----------|---|--|-----------------|---|--|
| History | 5 | Fluent, comprehensive case history | Psycho-social | 5 | Comprehensive first-hand knowledge of patients' personal circumstances, social and psychological issues. |
| | 3 | Partial case history | | 3 | Vague first-hand knowledge or good second-hand knowledge of personal circumstances, social and psychological issues. |
| | 1 | No patient case history | | 1 | No knowledge of personal circumstances, social and psychological issues. |
| x-ray | 5 | Radiological images | Co-morbidity | 5 | Comprehensive first-hand knowledge of past medical history and performance status |
| | 3 | Radiological information from a report/ account | | 3 | Vague first-hand knowledge, or good second-hand knowledge of past medical history or performance status |
| | 1 | No provision of radiological information | | 1 | No knowledge of past medical history or performance status |
| Pathology | 5 | Histopathological information from pathologist | Patient's views | 5 | Comprehensive first-hand knowledge of patient's wishes or opinions regarding treatment |
| | 3 | Histopathological information from a report/account | | 3 | Vague first-hand knowledge, or good second-hand knowledge of patient's wishes or opinions regarding treatment |
| | 1 | No provision of Histopathological information | | 1 | No knowledge of patient's wishes or opinions regarding treatment |
| Chair | 5 | Good leadership enhanced team discussion and decision making | Members | 5 | Clear contribution of speciality. |
| | 3 | Leadership neither enhanced or impeded team discussion and decision making | | 3 | Contribution inarticulate or vague |
| | 1 | Poor/inadequate leadership impeded team discussion and decision making | | 1 | No contribution |



Scales and scoring anchors for assessors

**Team-
members'
contribution to
team decision-
making**

**Self report &
observation**



Improving MDT decision-making:

Development and application of a decision checklist

MDT-QuIC

Quality Improvement Checklist

NHS
National Institute for Health Research
Imperial College
London

Whipps Cross University Hospital **NHS**
Building Futures Together

Designed to assist with clinical decision making
For use with every case discussion

Before case discussion:

- Are sufficient core members present?
- Is someone present who knows the patient?
- Is the patient's key worker present?

Information:

- Case History
- Comorbidities
- Radiological
- Pathological
- Psycho-social
- Patients' views
- Clinical trials
- Other

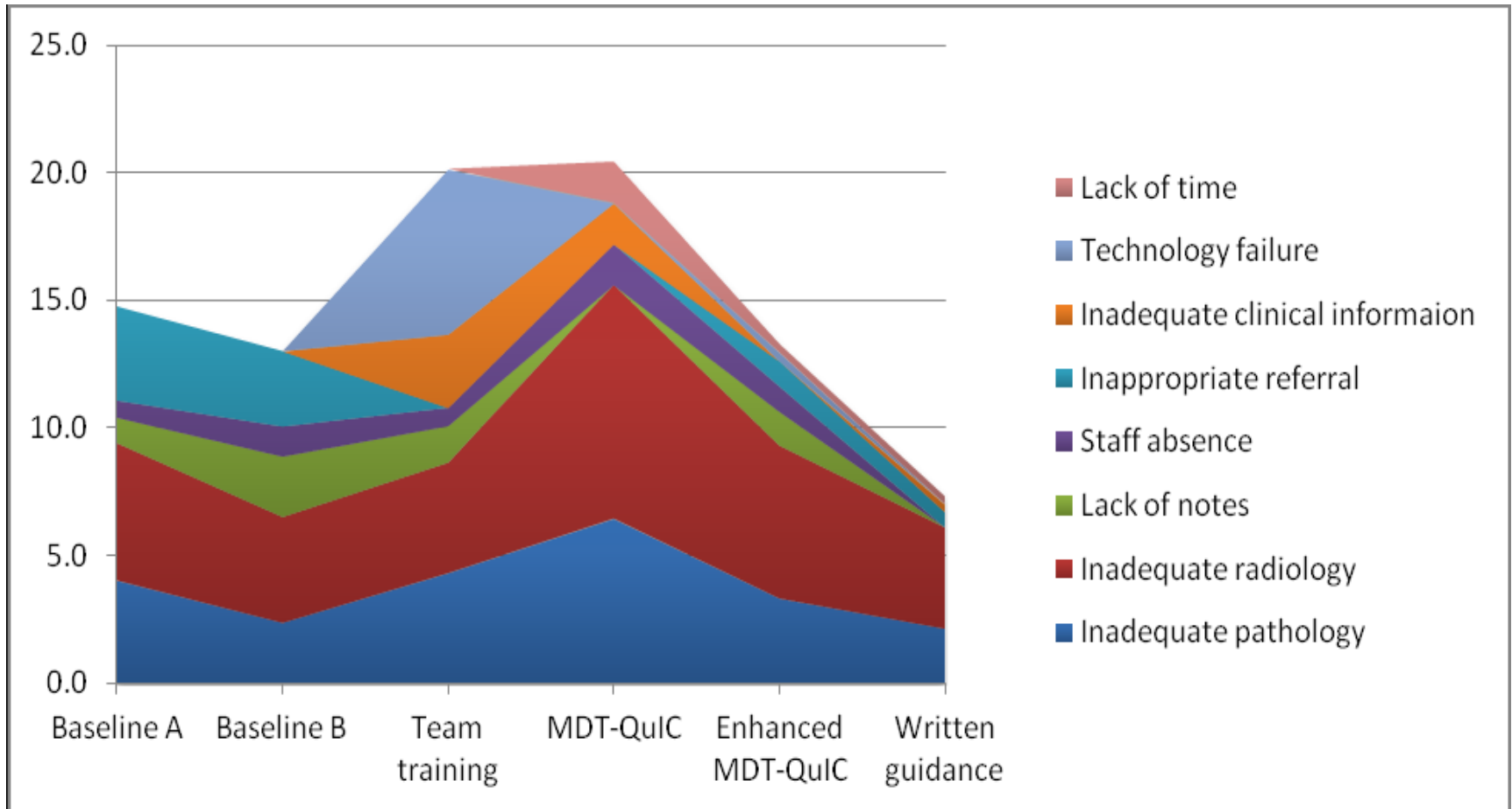
Discussion:


- Surgeons
- Physicians
- Oncologists
- Radiologists
- Pathologists
- Nurses
- Palliative care
- Allied Healthcare Professionals

Outcome:

- What are the recommendations of the MDT?
- Are there any objections?
- Does this patient need further discussion?

MDT-QuIC facilitates team decision-making





**How do patients contribute
to decision making?**



Decision-making with patients

- **Paternalistic**

Decisions made by doctor for the patient

- **Shared**

Interactive option generation and discussion; joint decision on treatment, implementation and review

- **Informed**

Options presented by doctor, burden of responsibility and choice to patient

Decision-making process

Box 3. Activities of decision-making

Recognition and clarification of a problem

Identification of potential solutions

Appraisal of potential solutions

Selection of a course of action

Implementation of the chosen course of action

Evaluation of the solution adopted

Entwistle & Watt (2006)

Patients' decision-making skills

- ✓ Question asking (most common)
- ✓ Clarification seeking
- ✓ Checking
- ✓ Understanding information/communication
- ✓ Raising concerns
- ✓ Taking active role
- ✓ Obtaining information
- ✓ Expressing opinions
- ✓ Verifying information



**Very similar skills as those
we discussed for surgeons**



Questions?

Email: n.sevdalis@imperial.ac.uk