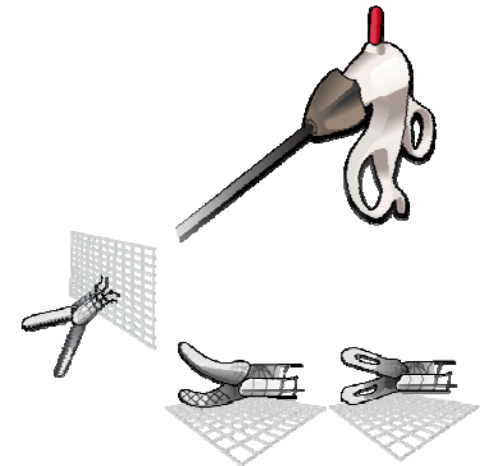
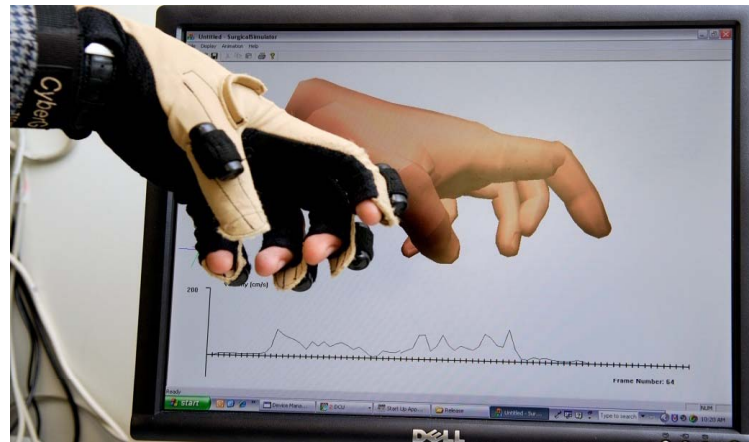
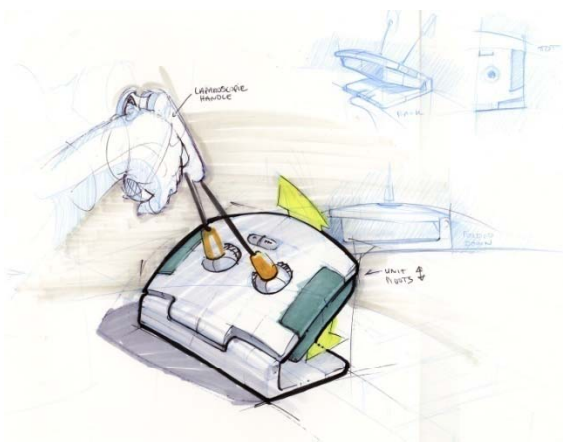


# Teaching clinical skills and decision making in the digital age:

Development of closed loop simulators for training and evaluation of clinical professionals.



Kanav Kahol PhD,  
Asst Professor, Dept of Biomedical Informatics, Arizona  
State University

Research Faculty, Simulation Education and Training  
Center, Banner Good Samaritan Medical Center

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6028272546

# Objectives

- To show how to measure and train both psychomotor and cognitive skills of surgeons.
- To enable understanding of solutions for feedback while maintaining the current levels of faculty involvement.
- To acquire an awareness of the potential for the use of simulation gaming platforms in training.
- To develop strategies for effective remediation.

# Surgical Simulation Training

“Virtual reality–trained residents :

performed the procedure **30% faster**, and

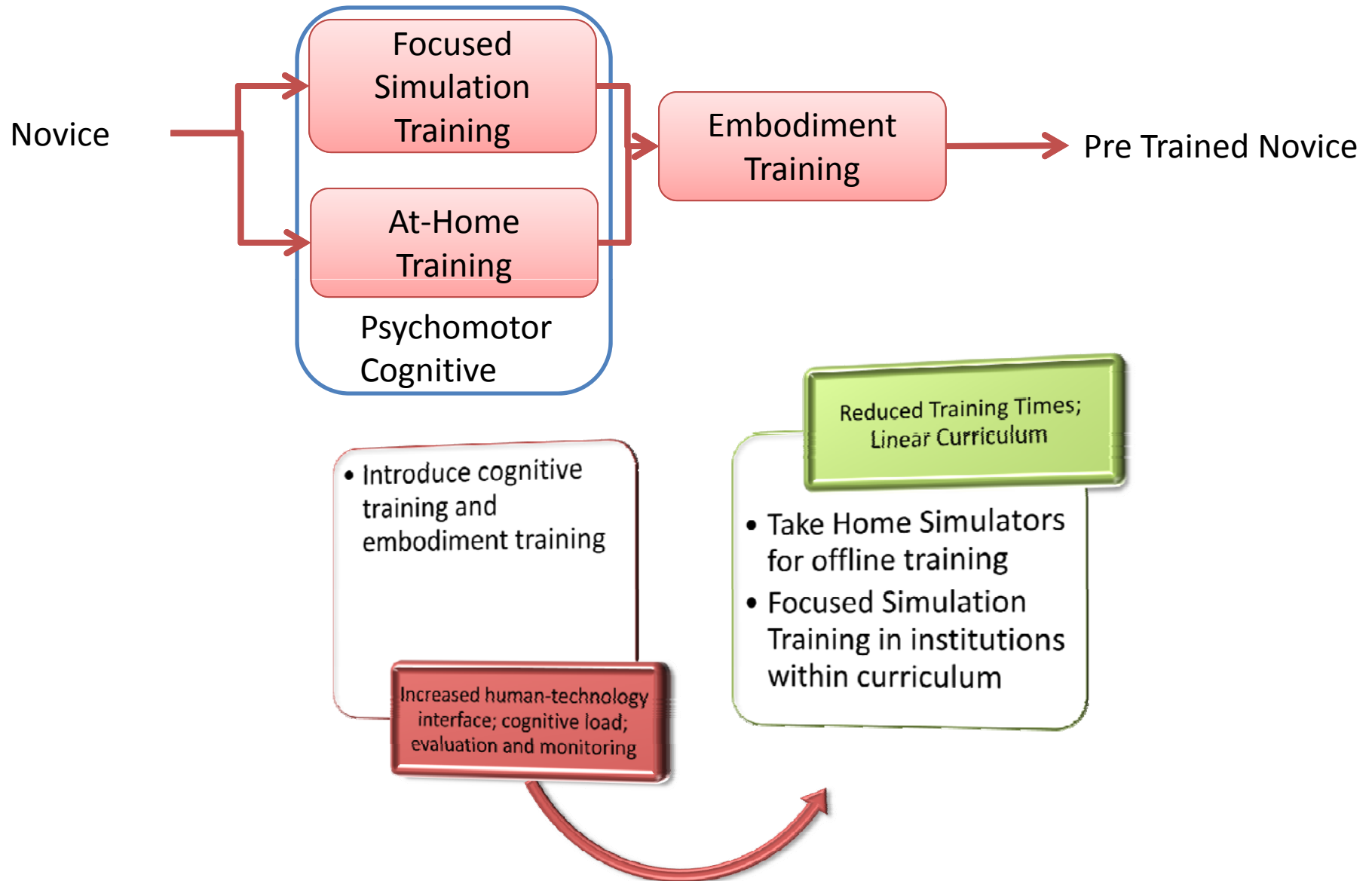
made **six times fewer** intraoperative **errors**

when dissecting the gallbladder from the liver

bed.”

Virtual Reality training improves operating room performance; Results of a randomized, double blinded study. Seymour et al; *Ann Surg.*, 2002

# New Directions

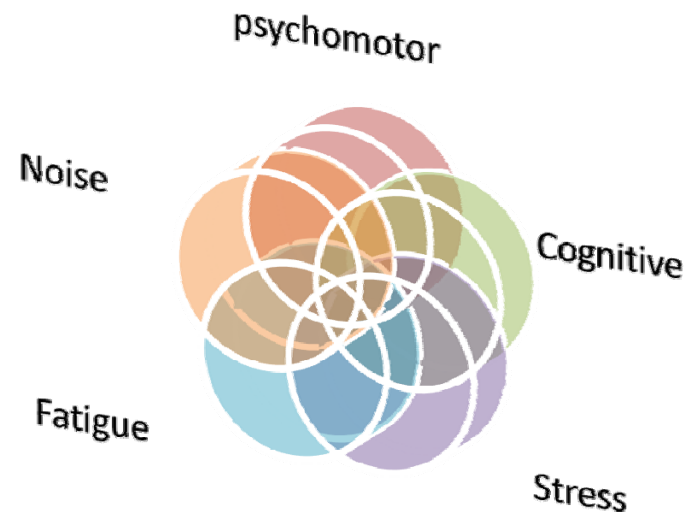


# Initiatives

- **Cognitive Simulators:** Simulators that enhance critical thinking and hone cognitive skills.
- **At-Home Simulator Systems:** Simulator systems and monitoring architecture to support offline learning.
- **Embodiment Simulators:** Enabling clinical professionals to practice learnt skills in actual environments.
- **Intelligent Tutoring Systems:** Programs that adapt and offer real time feedback
- **Use of Simulators Beyond Education:** Measuring the effect of Fatigue
- **Simulators Driven by real world:** Simulators to measure and train team behaviors

# Cognitive Simulators

- A key aspect of surgery and for other skill based procedures lies in applying decision making skills while accomplishing psychomotor skills.
- When people perform two or more tasks simultaneously, the tasks are often executed slower and with more errors than when they are carried out as single tasks.



# Multitasking Environments

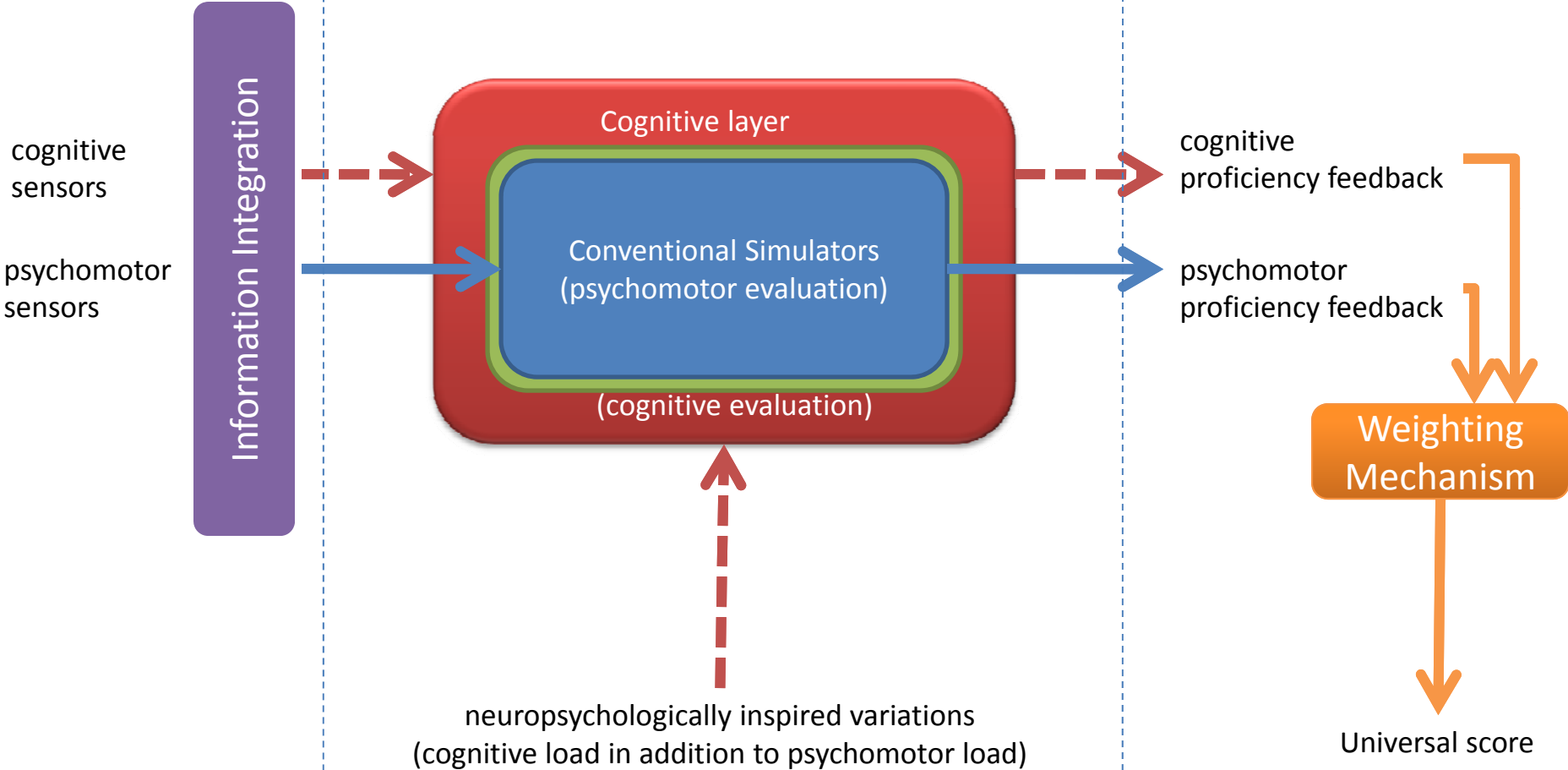
- Significant research has been conducted to understand the relation between task interference, learning and experience. In general, **task interference is severe during learning periods but reduces dramatically with practice.** (Ruthruff 2006)
- Hence if simulators present multitasking environments with cognitive tasks as well as psychomotor tasks they will provide an adequate basis for training.

# Framework For Cognitive Simulators

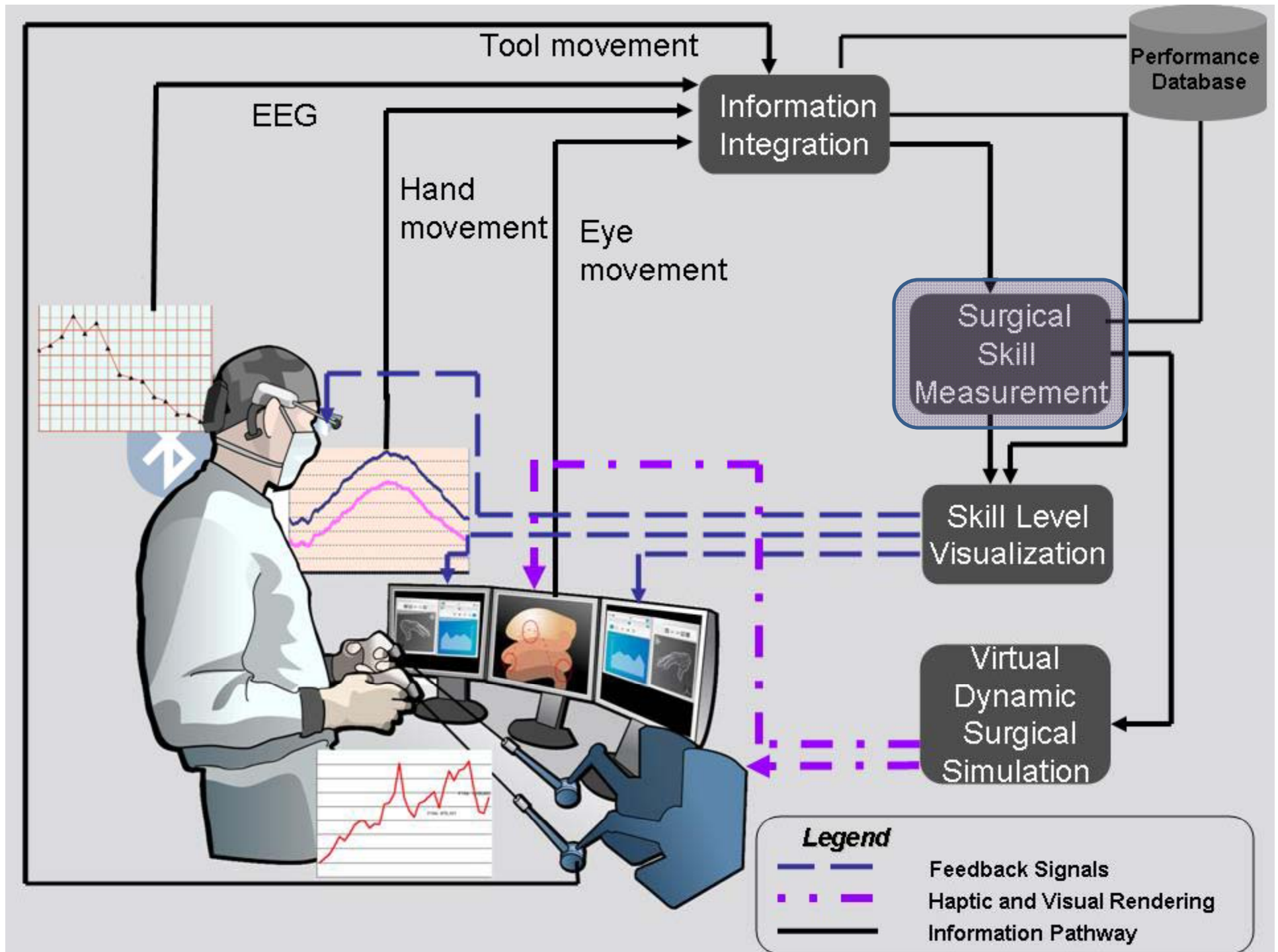
Sensory Module

Simulation Module

Feedback and Evaluation Module



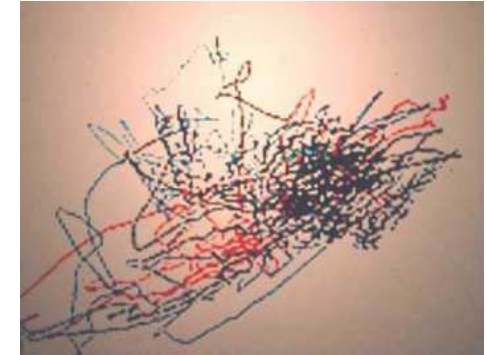




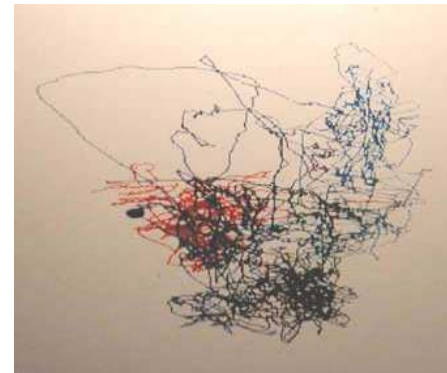
# Objective Proficiency Measures

- Employ neurological and kinesiological features to analyze surgical proficiency
- Constructive task decomposition based feedback
  - Breaks a complex motion into simpler units that are easy to analyze and more importantly easy to comprehend and change by the user.

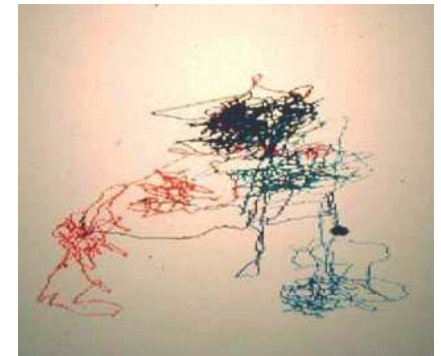
Tool movements



Novice



Intermediate

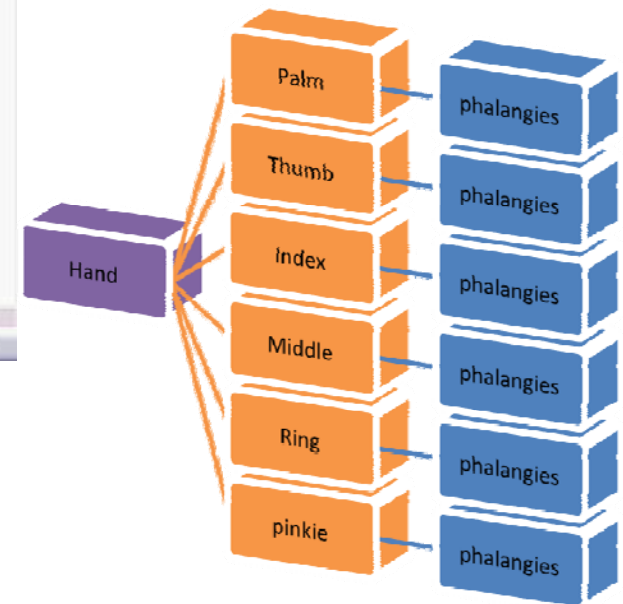
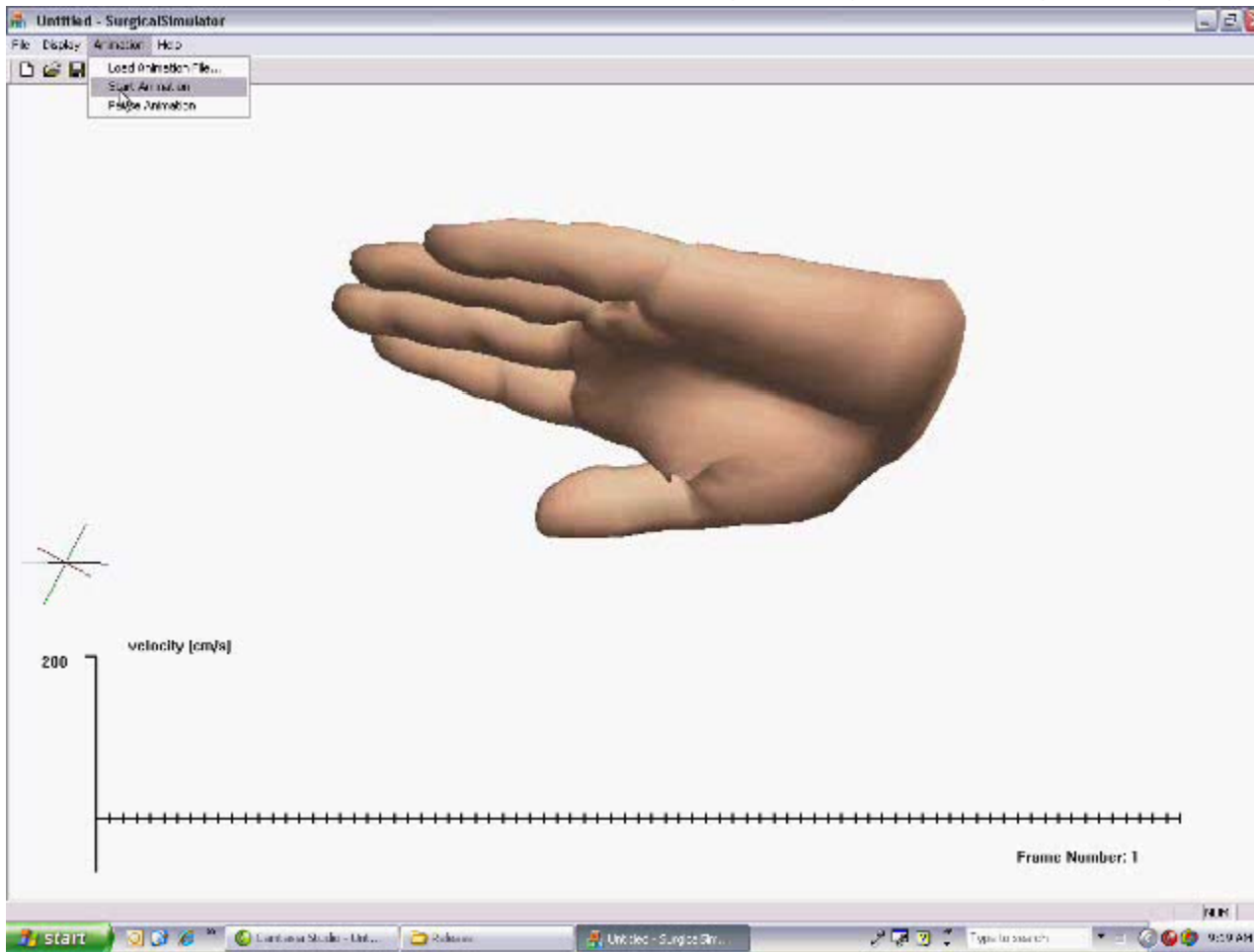


Expert

Rosen 2002

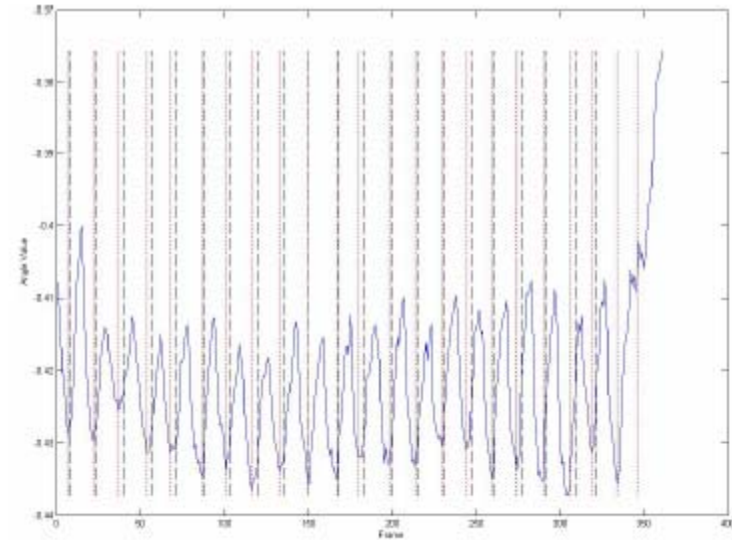
# Hand Motion

0.0042 moved 0.023 1.00 0.34  
0.0043 moved 0.0023 1.04 0.37



# Skill Analysis Systems

- Gesture Segmentation (Naïve Bayesian Classifiers)
- Coupled Hidden Markov Models with hierarchical hand representations
- Validated across
  - Level of experience in surgical activities.
  - Level of Fatigue.



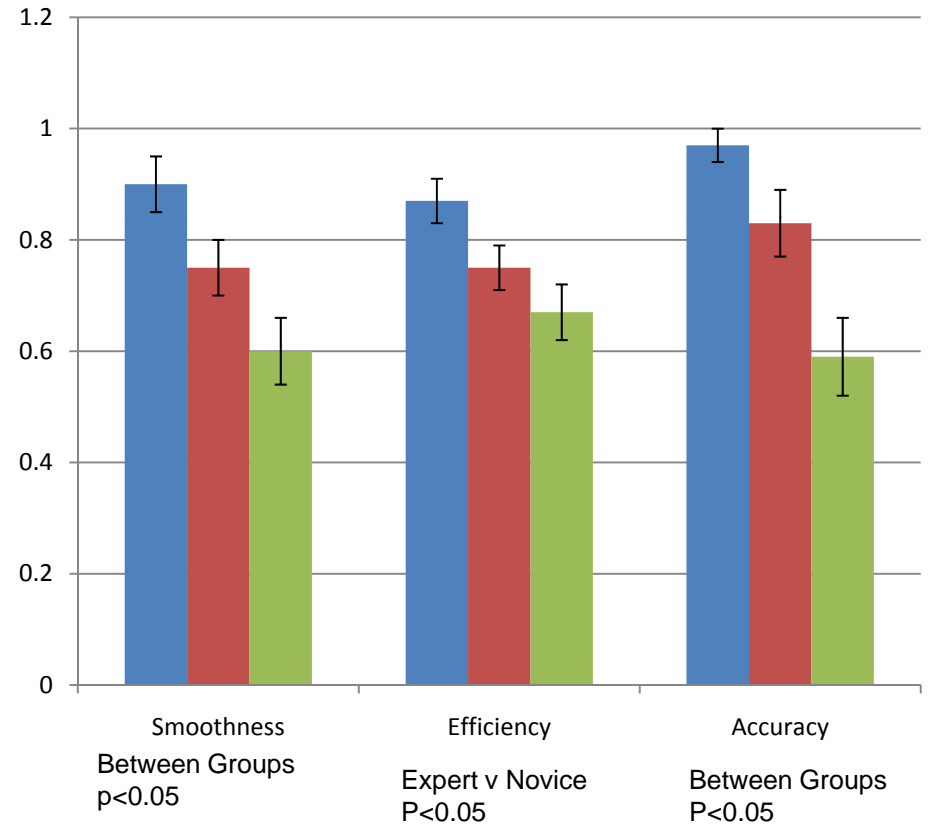
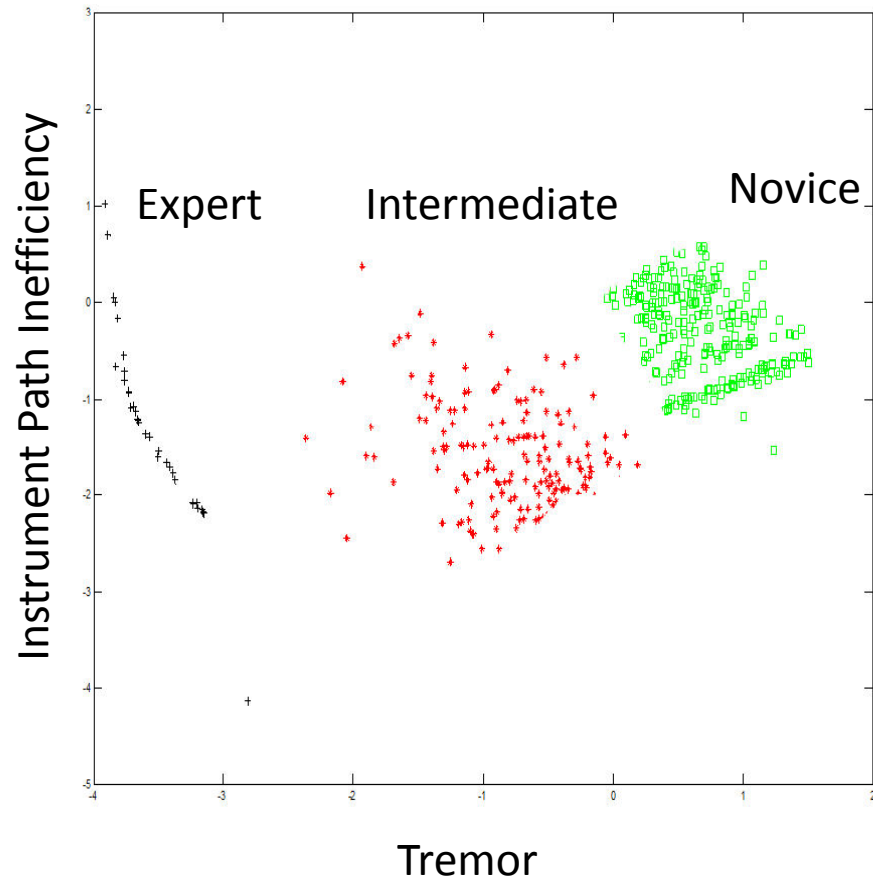
Gesture	Expertise Recognition
In Movement	95%
Out Movement	95%
Left Movement	92%
Right Movement	95%
Up Movement	95%
Down Movement	95%
Rotation Clockwise	95%
Rotation Anticlockwise	95%
Grasp	95%

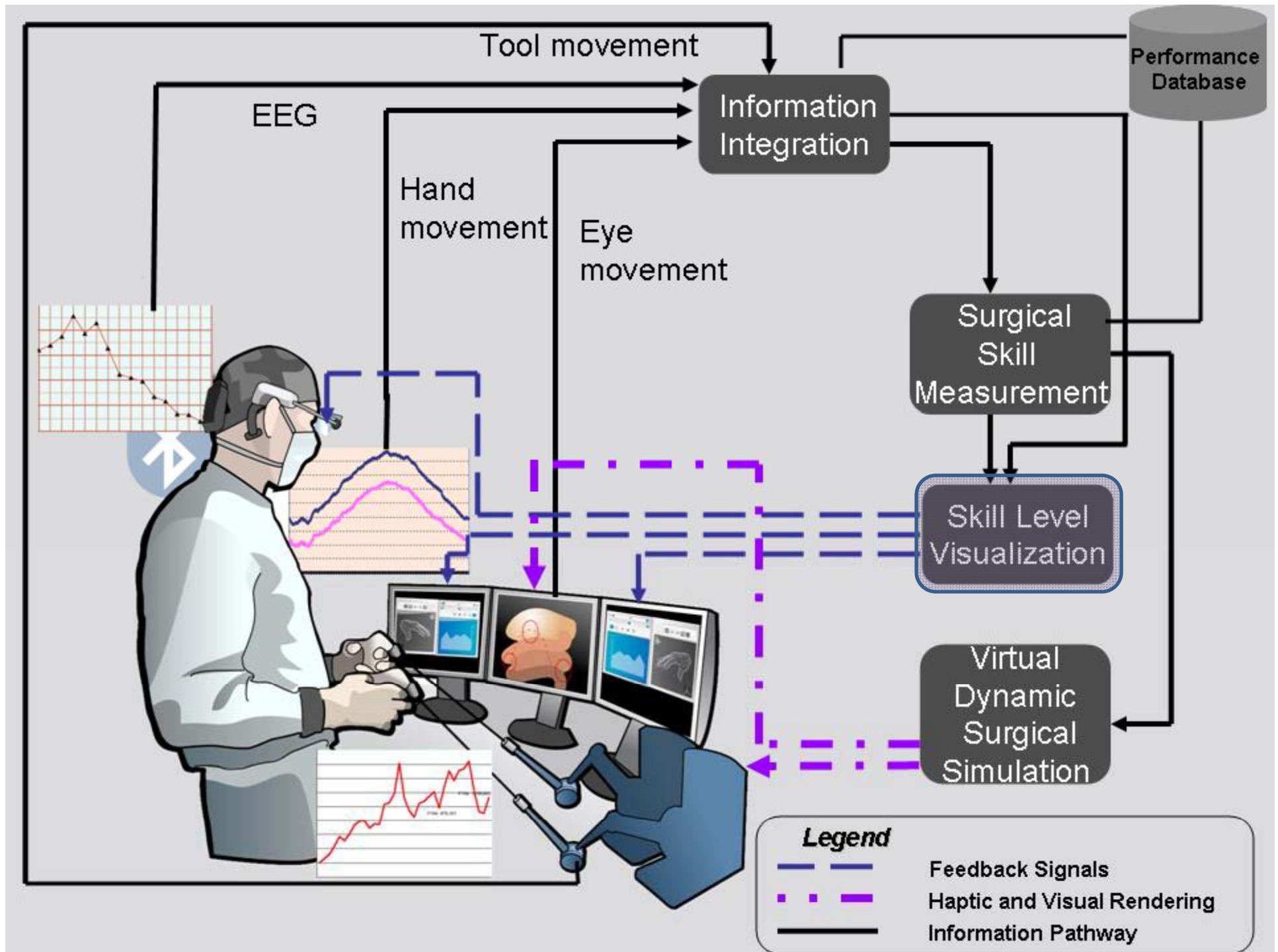
# Computer Vision for Surgical Movement Analysis

- NSF Sponsored grant to enable webcam based analysis of surgical movements.
- American Board of Surgery.

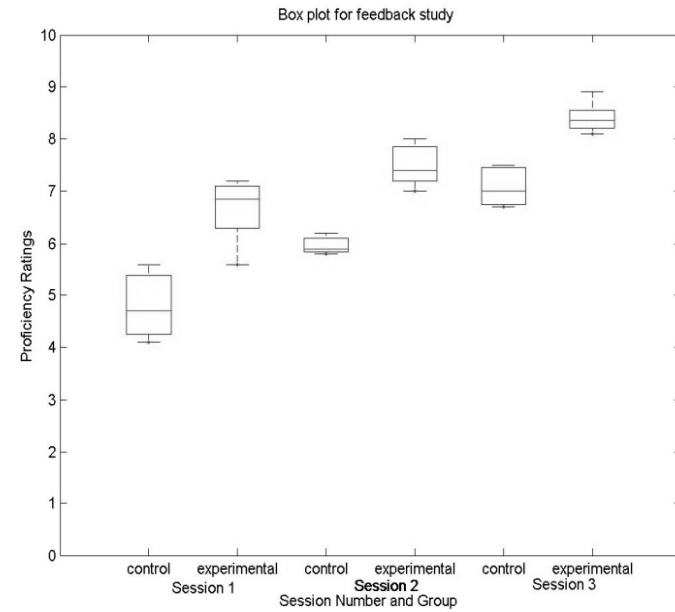


# Initial Results





# Feedback systems

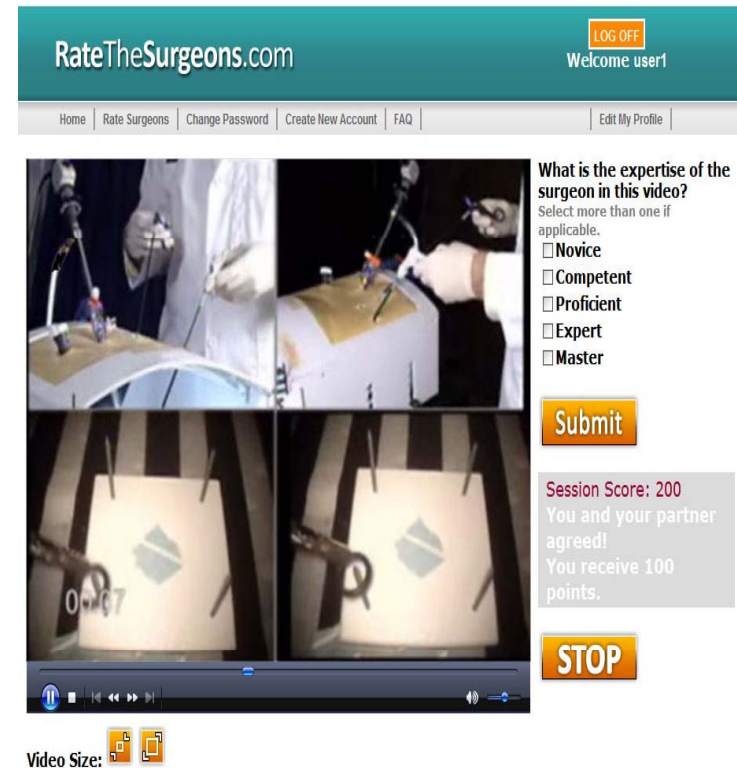


**Hand Movement Feedback System consistently improves performance**



# Website

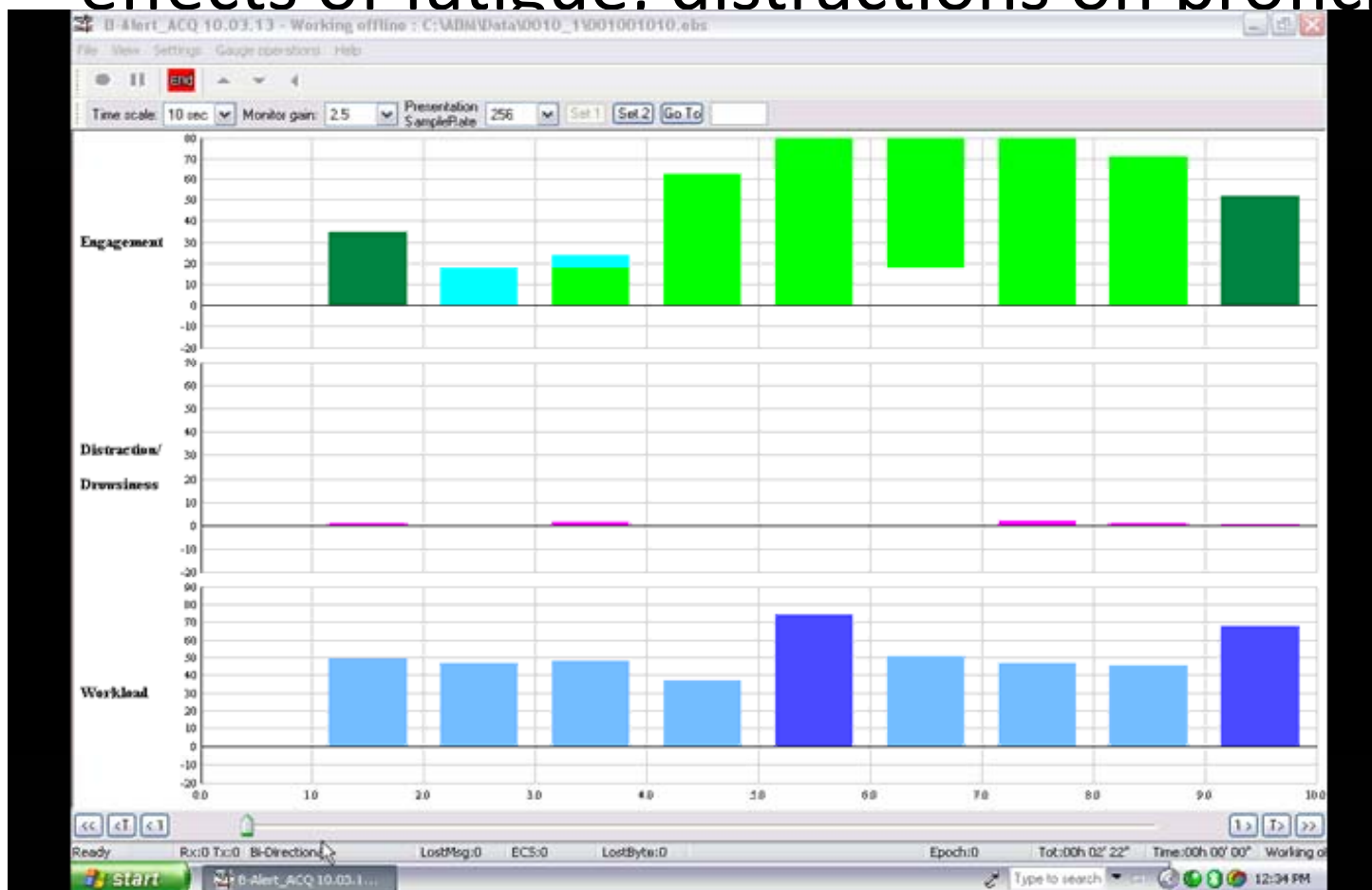
- We developed [www.ratethesurgeons.com](http://www.ratethesurgeons.com) to upload videos and analysis automatically
- This enables experts to view the videos from their office and provide input.
- Novice raters can learn by viewing experts ratings on some videos along with detailed instructions to help them become proficient raters.

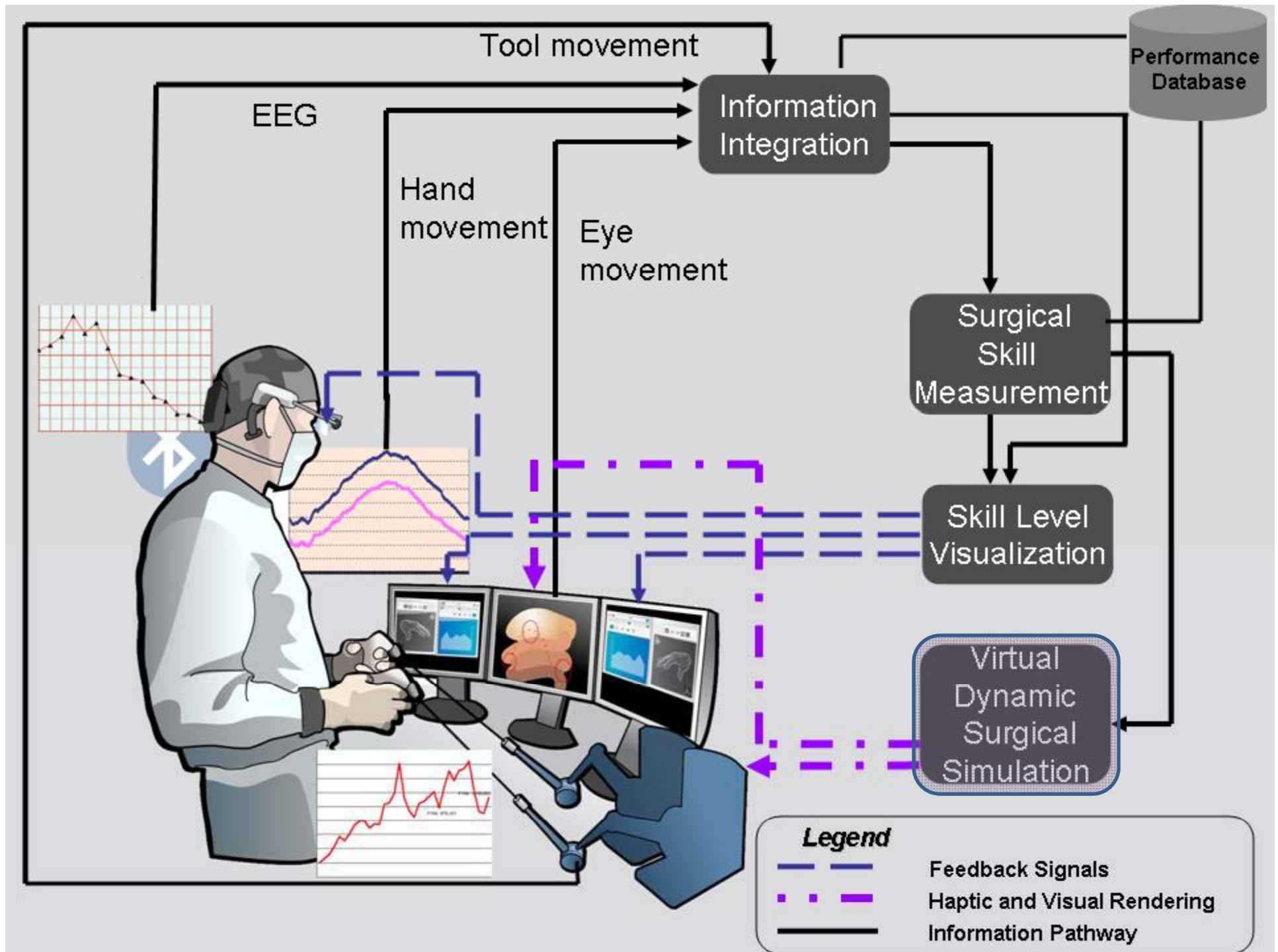


The screenshot displays the RateTheSurgeons.com website interface. At the top, there is a teal header with the site name and a 'LOG OFF' button. Below the header is a navigation bar with links for Home, Rate Surgeons, Change Password, Create New Account, and FAQ. The main content area features a video player showing a surgical procedure. To the right of the video player is a rating form titled 'What is the expertise of the surgeon in this video?' with instructions to select more than one if applicable. The form includes radio buttons for Novice, Competent, Proficient, Expert, and Master. Below the form is a 'Submit' button. A feedback box shows a 'Session Score: 200' and a message: 'You and your partner agreed! You receive 100 points.' At the bottom right, there is a 'STOP' button. The video player controls are visible at the bottom, and the video size is indicated as 640x480.

# EEG Based Proficiency Measures

- EEG technology helps measure transient effects of fatigue, distractions on proficiency.



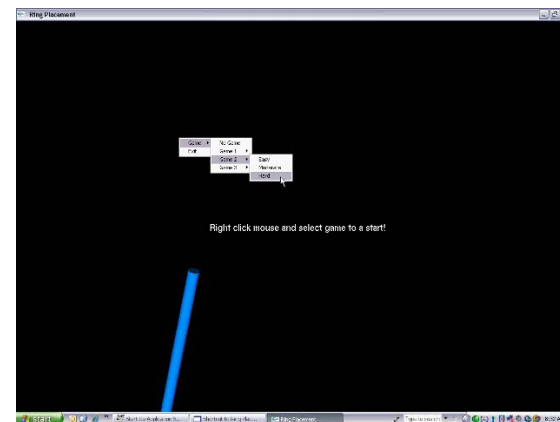
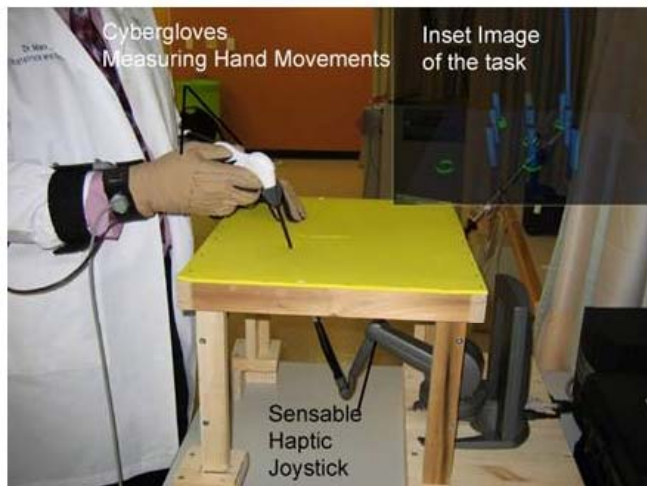


# Dynamic Virtual Reality Systems for Cognitive Training

- Train the residents for attention, working memory, memory, intermodal transfer
- Modify existing simulations to include a cognitive layer.
- Treatment of surgery as a combination of psychomotor and cognitive skill.



Original Task (Laparoscopic Training)

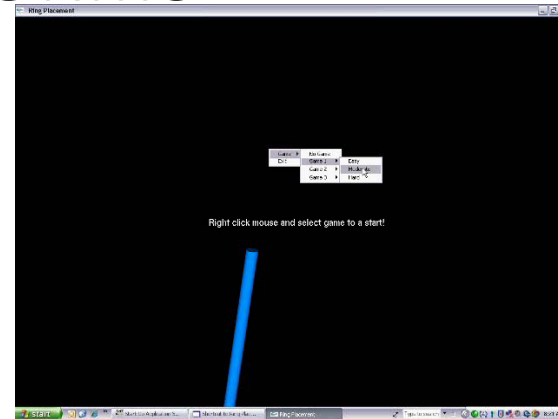


Modified to target working memory

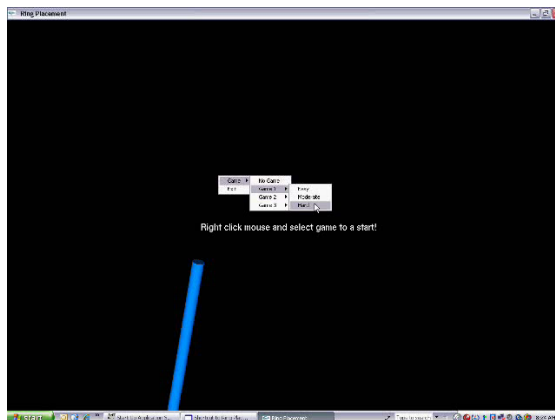
# Example: Effect of Fatigue on Cognitive Skills



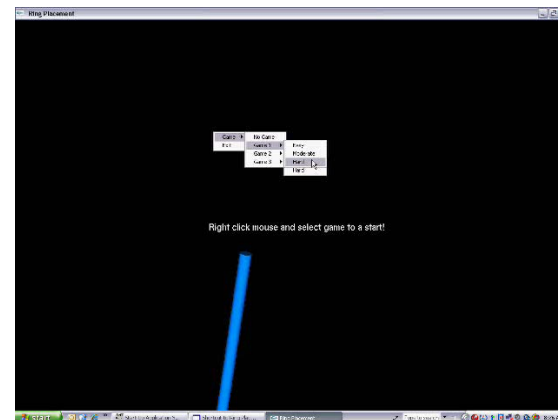
Attentional Task  
Pre-Call Second Year



Attentional Task  
Post-Call Second Year

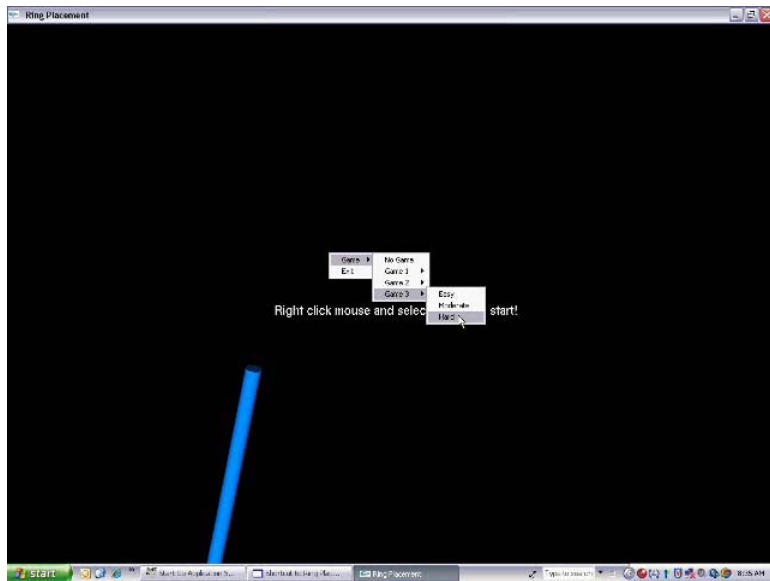


Visio-Haptic Transfer Task  
Pre-Call Second Year

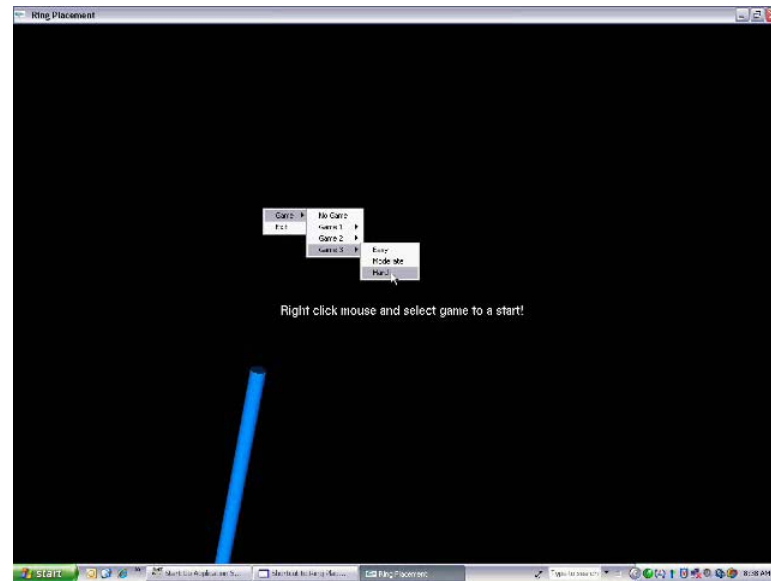


Visio-Haptic Transfer Task  
Post-Call Second Year

# Example: Effect of Fatigue on Cognitive Skills



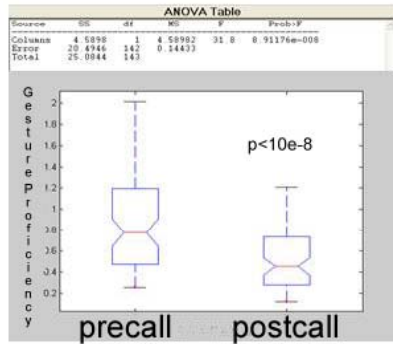
Orientation Task  
Pre-Call First Year



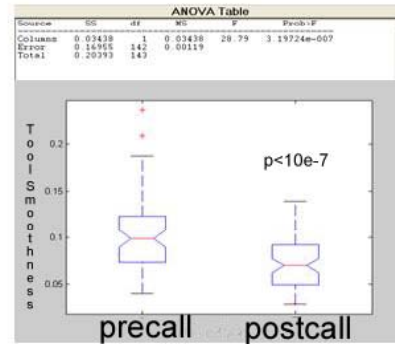
Orientation Task  
Post-Call First Year

The programs adapts to a user's difficult spots.

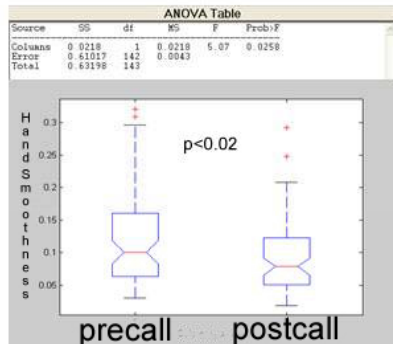
# Overall Effect of Fatigue



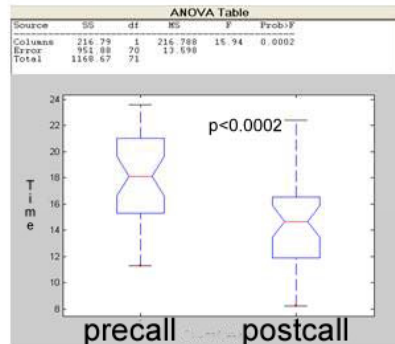
(a) Gesture Proficiency



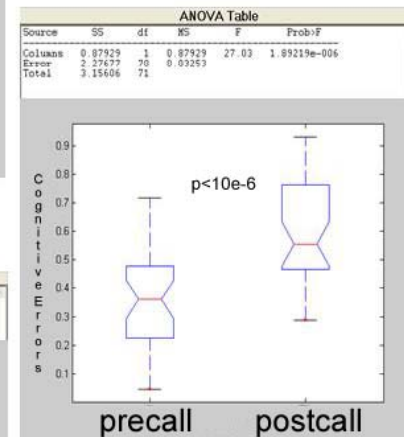
(b) Tool Movement Smoothness



(c) Hand Movement Smoothness



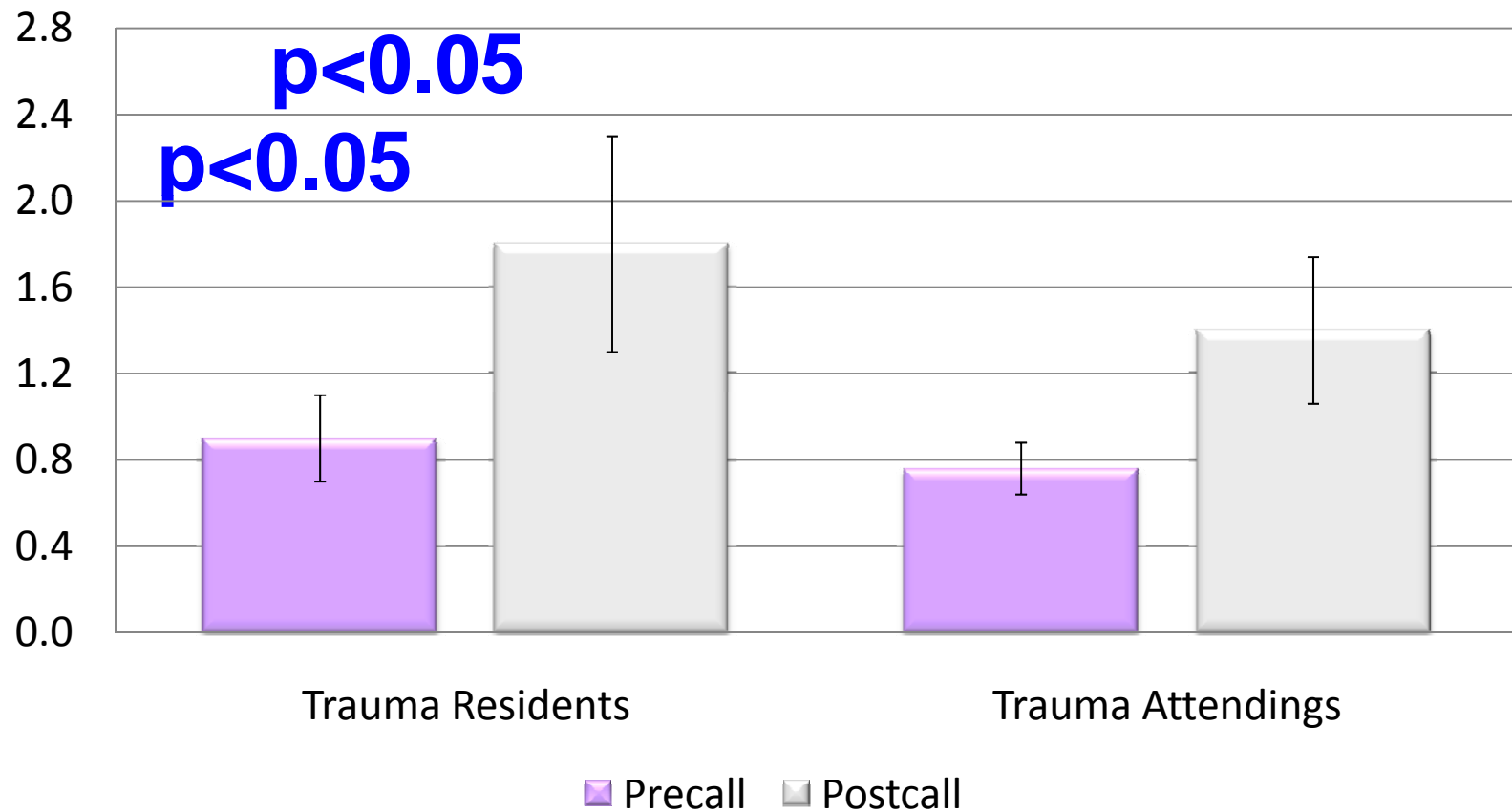
(d) Time Elapsed



(e) Cognitive Errors

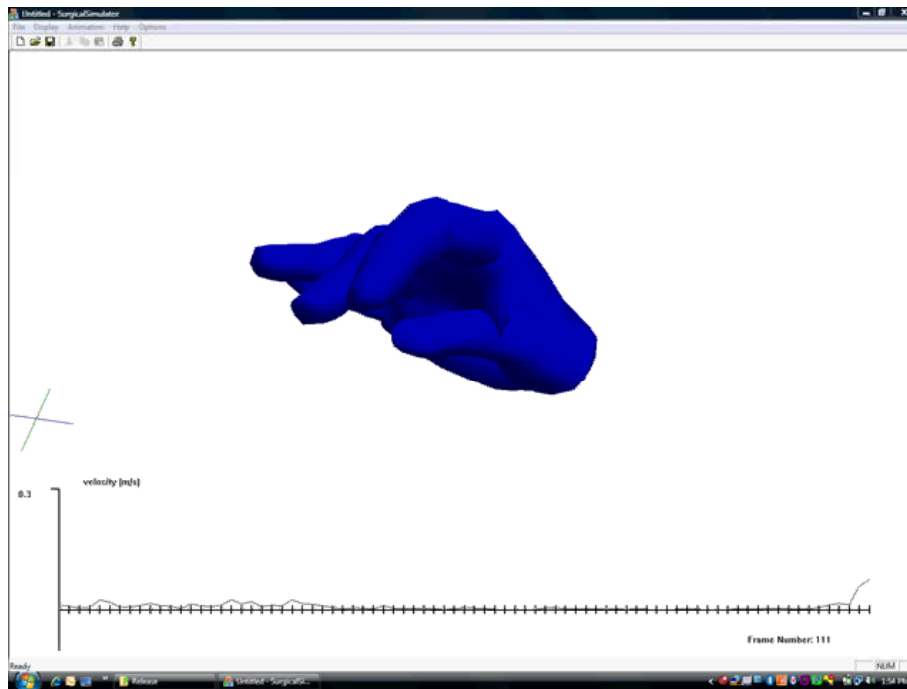
# Attendings Versus Residents

## Cognitive Errors

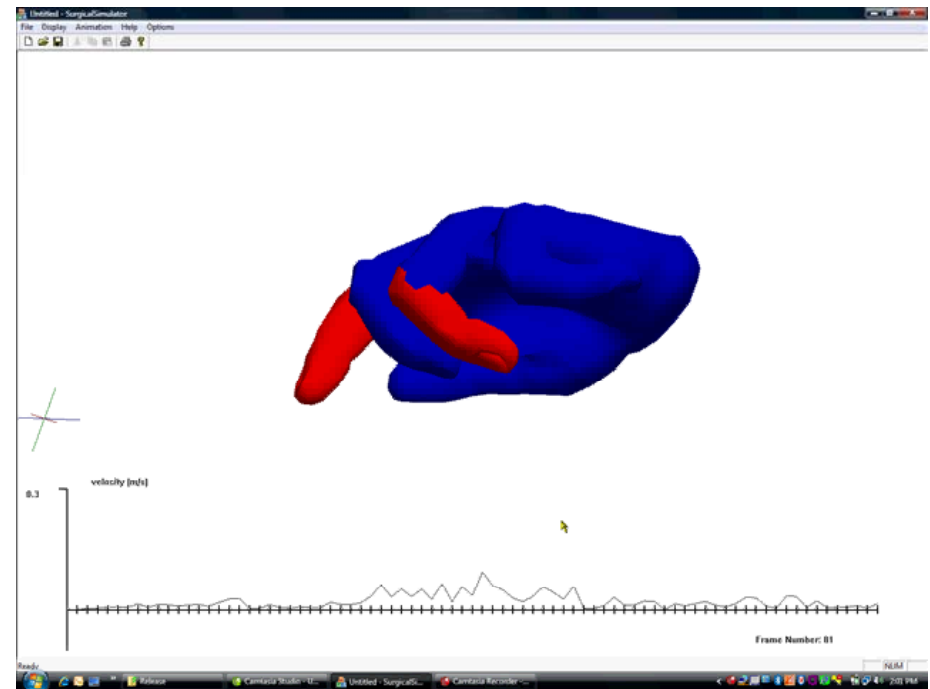




# Motorical Chunking: A measure of fatigue and expertise



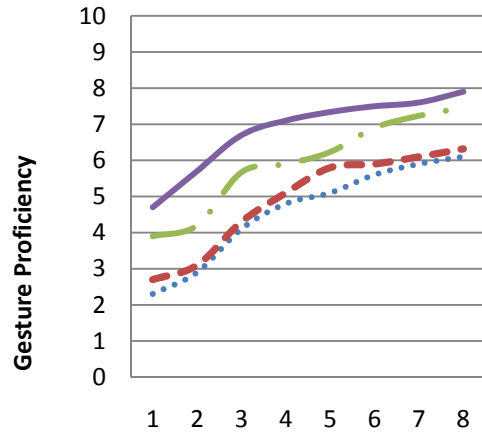
Before call Trauma Attending



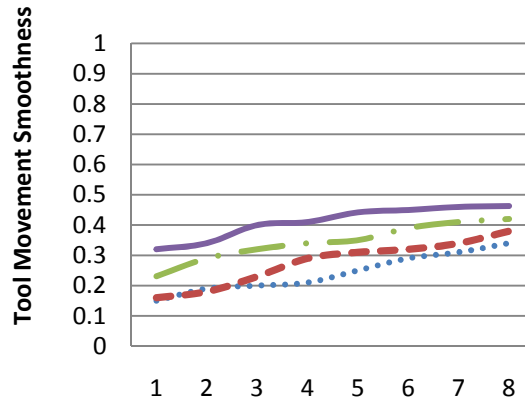
After call Trauma Attending

# Learning

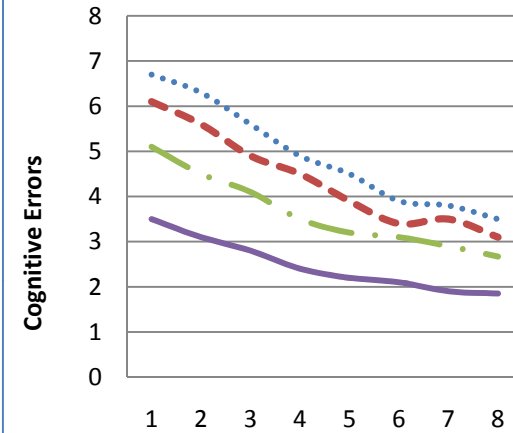
## Gesture Proficiency



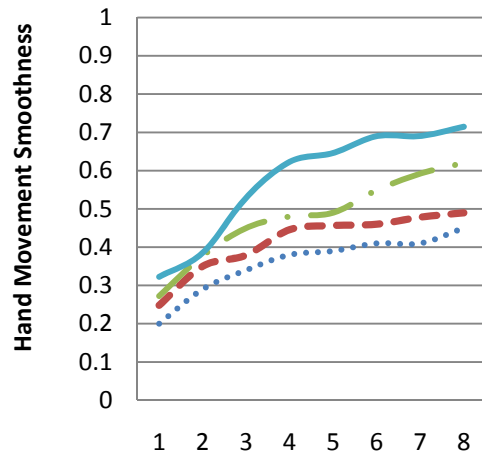
## Tool Movement Smoothness



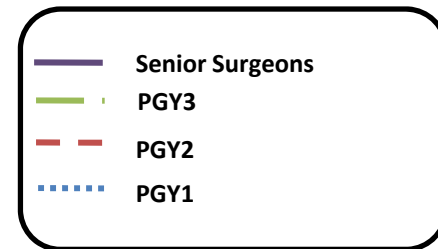
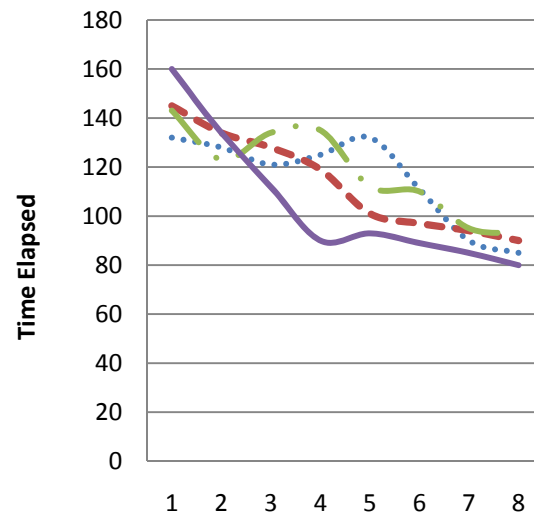
## Cognitive Errors



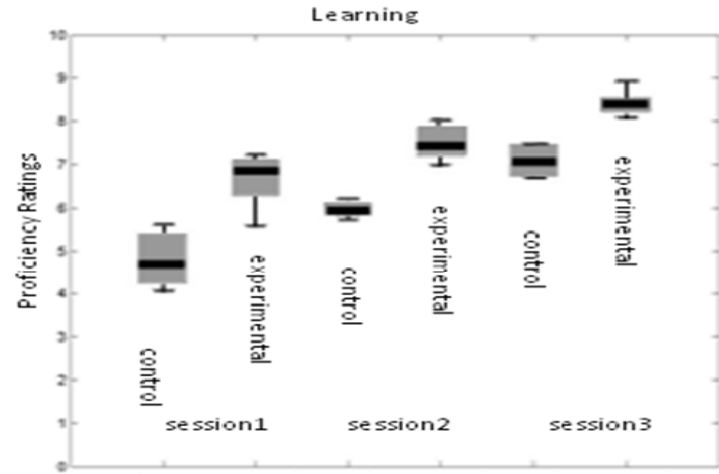
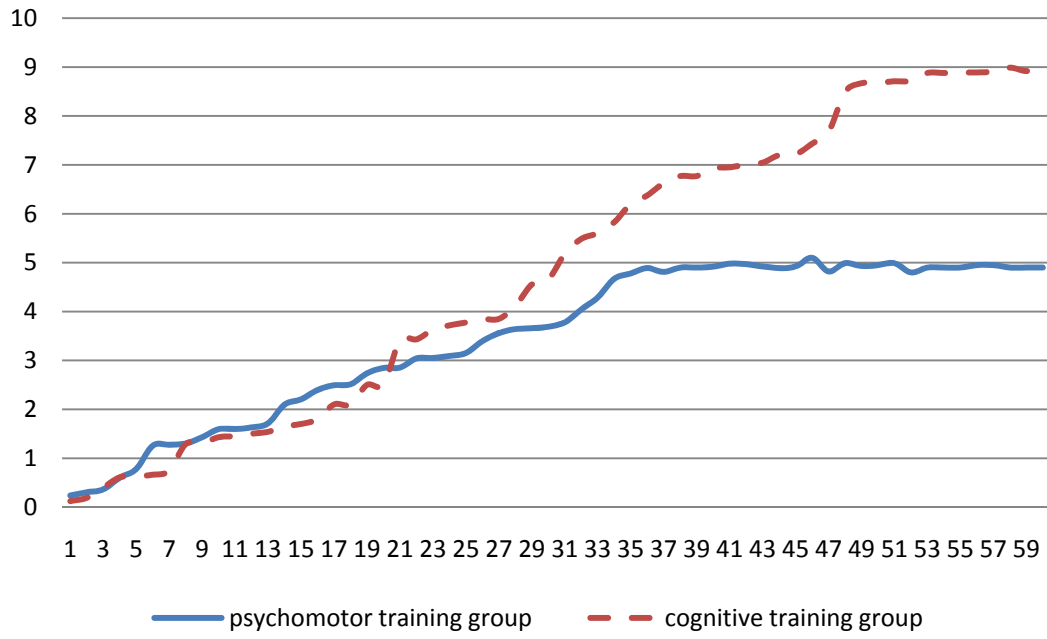
## Hand Movement Smoothness



## Time Elapsed



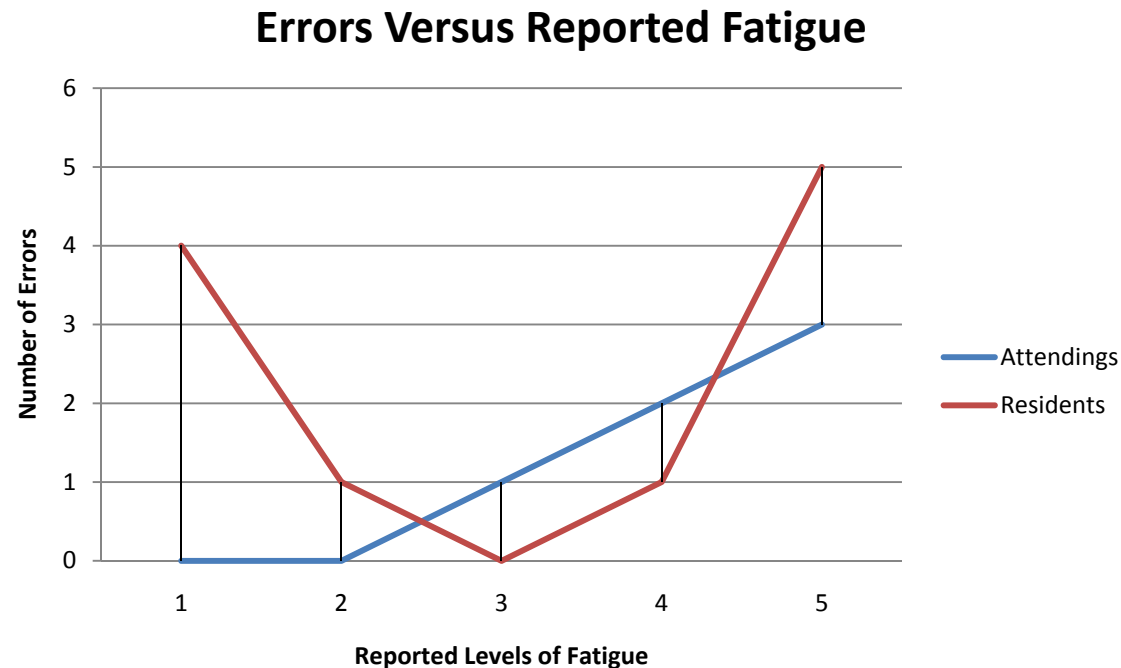
## Learning



Transfer of skills to a simulated Electrodiathermy task

# New work in Fatigue

- Analysis of type of reasoning and fatigue
- Analysis of workload and fatigue relation
- Difference in specializations.



# Example: Joint Project with American College of Surgeons Adverse Management Course

## Surgical Questions

Question Set: 5 Welcome, sainath

A 70 year old female with diabetes mellitus, hypertension and chronic obstructive pulmonary disease was referred to your clinic due to a pulsatile abdominal mass found by his primary care physician. An abdominal ultrasound was performed showing a standard 3.2 cm infrarenal abdominal aortic aneurysm, confirmed by CT scan. The patient denies any symptoms related to this finding. Her examination is completely unremarkable aside from the mild hypertension and the pulsatile mass.

Question 1  
Which one of the following would you conduct as your preferred course of management?

(A) Abdominal ultrasound in six months  %

(B) Aortogram with runoff  %

(C) Open aneurysmorrhaphy  %

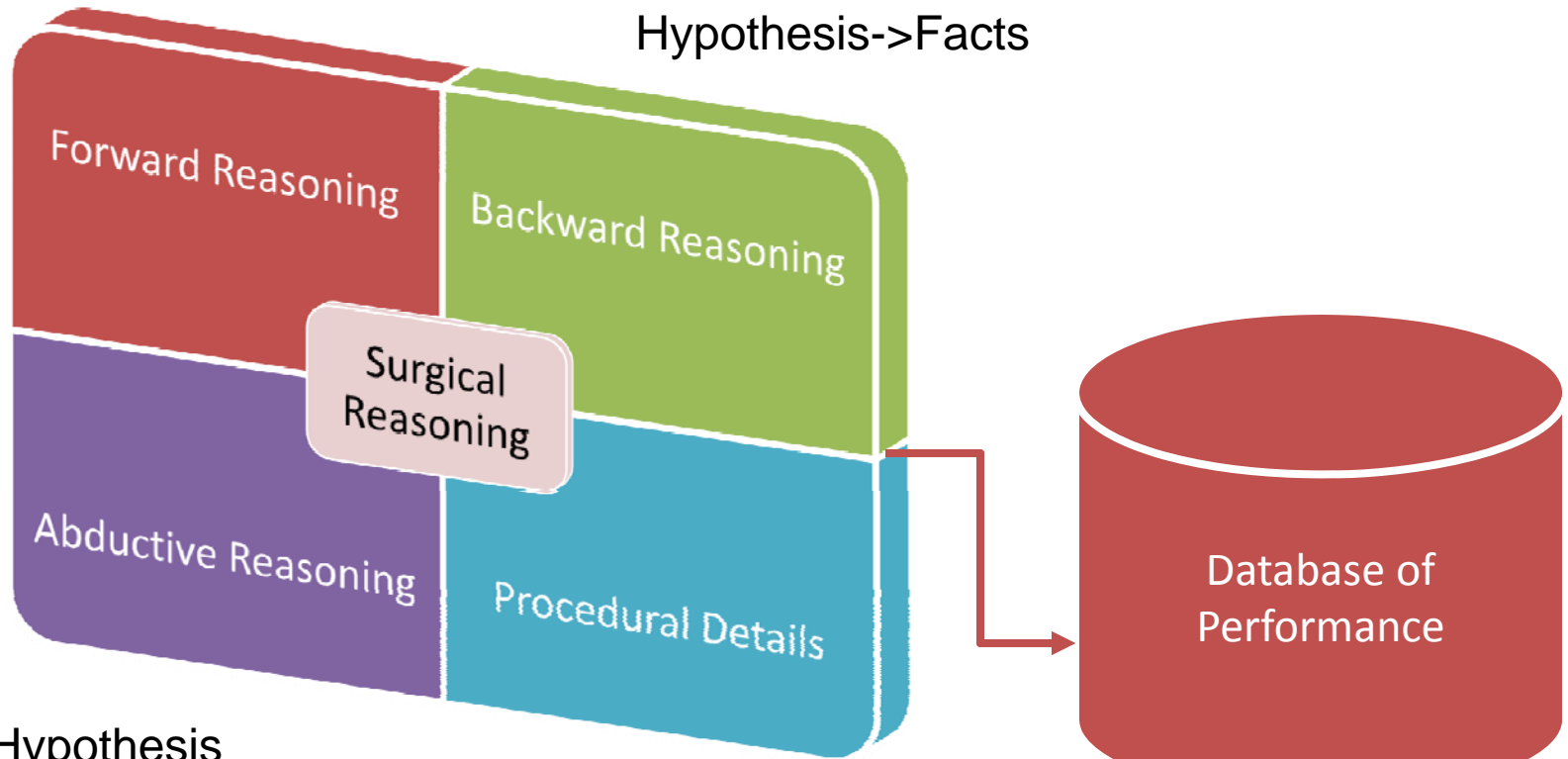
(D) Endolumenal graft stent placement  %

Please explain your answer in brief

# Intelligent Tutoring Systems

Facts->Hypothesis (Heuristics)

Hypothesis->Facts



Facts->Hypothesis

Knowledge Base

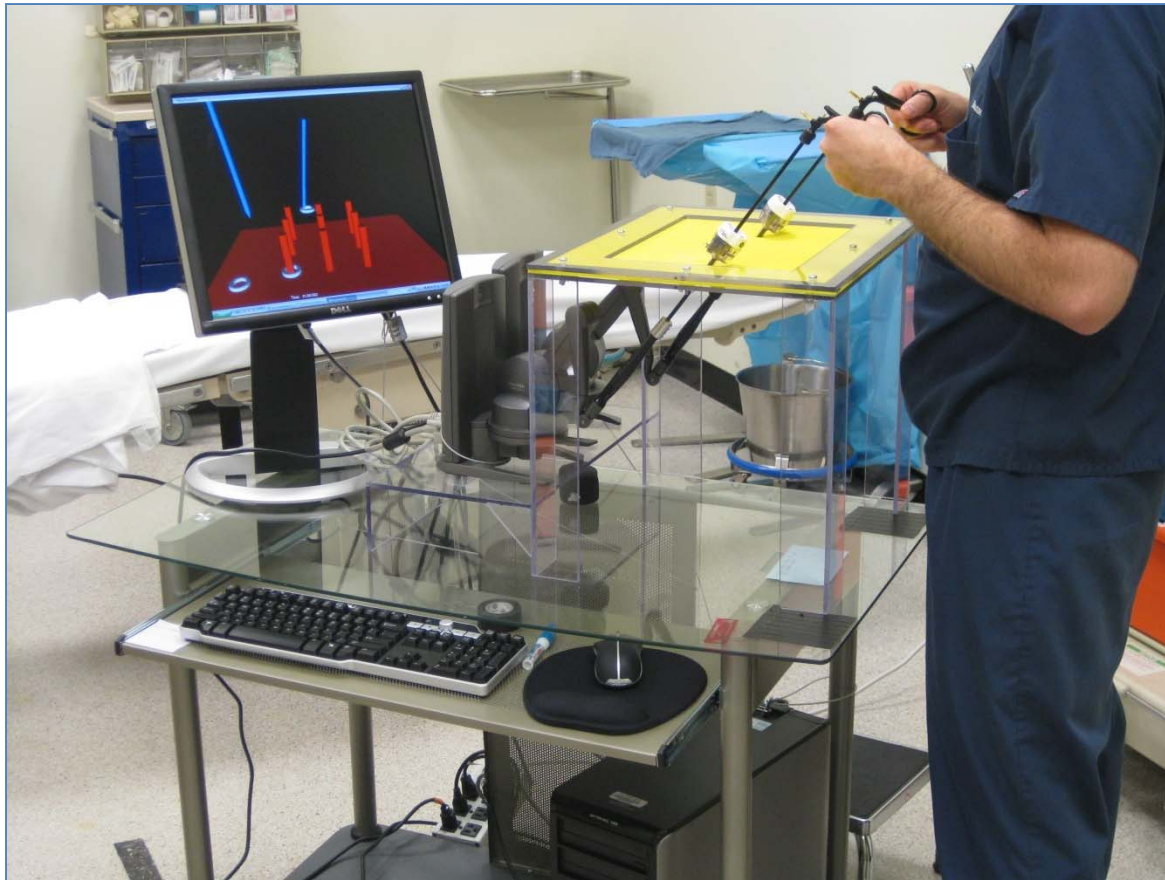
Questions Tailored to Residents Needs

# Novel Twist: Learning by Teaching

- The Best way to learn is to teach
- In collaboration with national Board of medical Examiners we are developing a not-so-intelligent virtual resident.
- Your intelligent residents teach this virtual resident on how to grasp surgical information and pass NBME exams.

The screenshot shows a web-based interface for a 'Surgical Decision Making Tutor'. At the top, there is a blue header with the title 'Surgical Decision Making Tutor'. Below the header, there are two tabs: 'Case' (selected) and 'Video'. The 'Case' tab contains a text box with the following text: 'Ms. Honz is a 65 year old woman with a history of PVD, MI, CHF, and asymptomatic cholelithiasis who presents to the hospital complaining of sudden onset of severe generalized abdominal pain. She reports no change in her bowel or bladder function and denies fever/chills, hematochezia, or emesis. Her vital signs on admission are T 98.6 F, BP 151/95, HR 125, RR 17, Pox 98% room air. Her EKG shows atrial fibrillation. On exam she is a frail appearing woman in moderate distress. Her abdomen is soft and not distended. Her pain is generalized and seems to be out of proportion to her physical exam findings. Rectal exam is normal with a negative hemoccult test.' Below the case text is a question: 'What is the most likely diagnosis at this time?'. To the right of the case text is a large text input area with the placeholder text 'Acute mesenteric ischemia due to ...'. Below the input area are three buttons: 'Hint', 'Clear', and 'Submit'. At the bottom of the input area, there is a grey box containing the text 'Asymptomatic cholelithiasis and abdominal pain not related.'

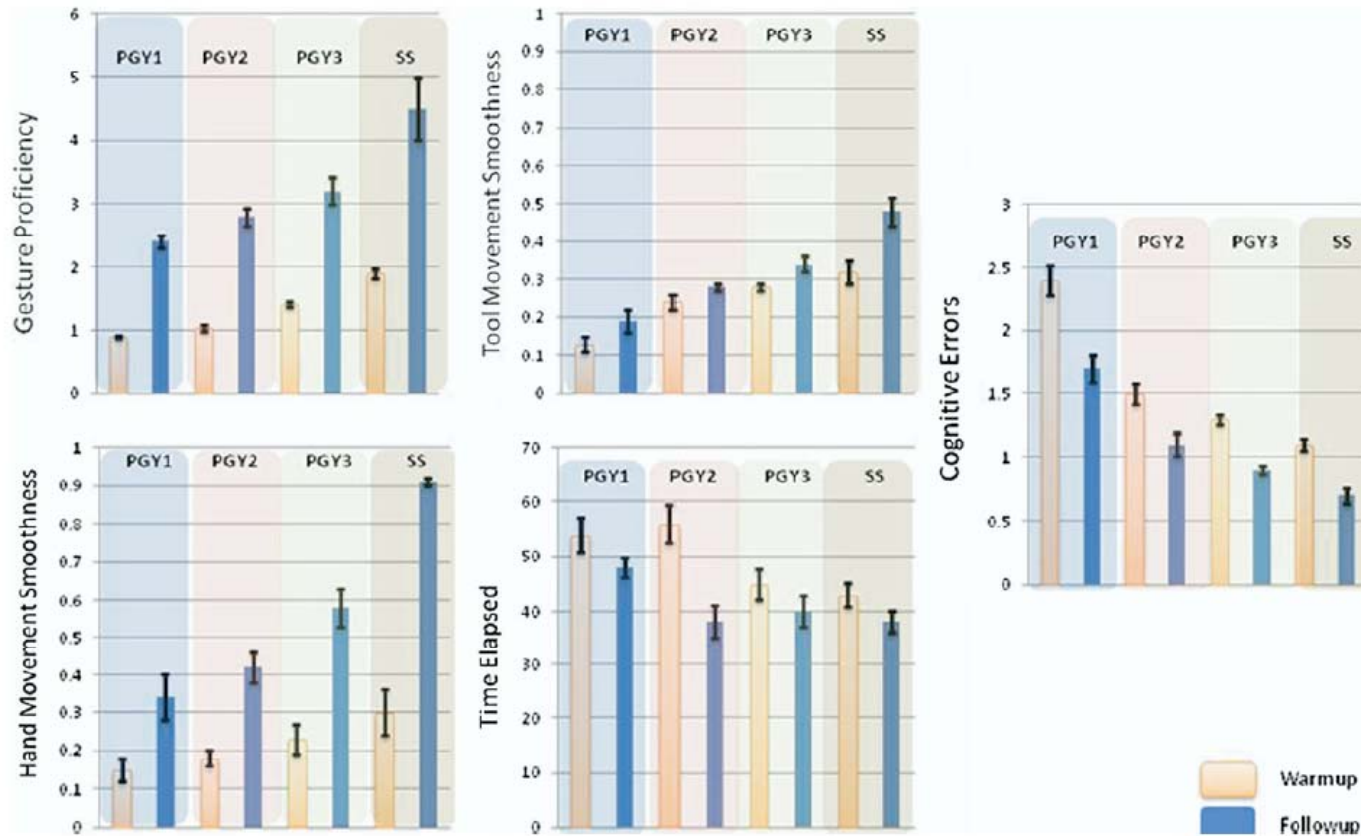
# Warm Up



Portable Simulator rolled into the OR.



# Warmup Results



**Figure 4.** ANOVA plots comparing proficiency in warm-up condition and followup condition data grouped according to experience level. SS, senior surgeon.

# Results from actual surgery

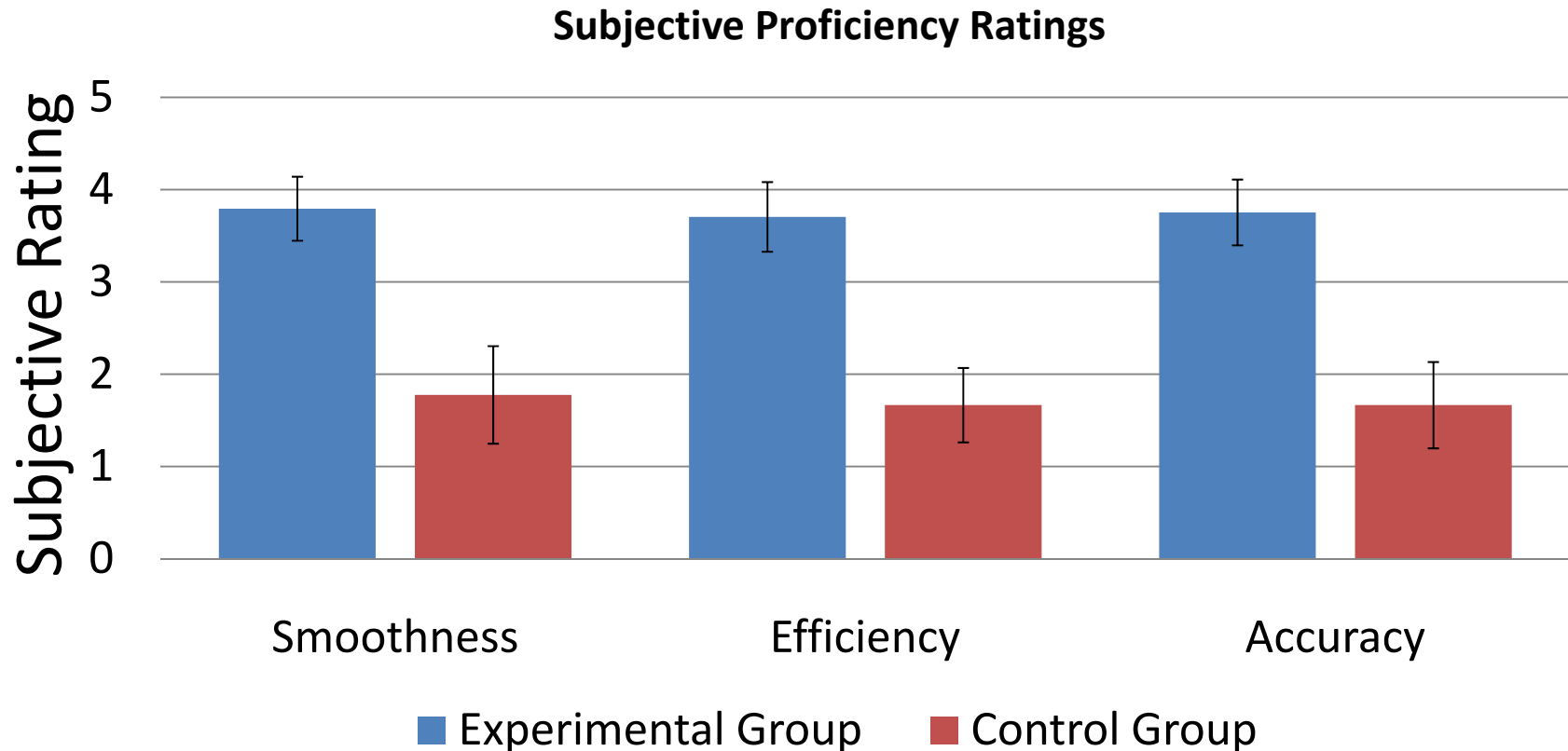
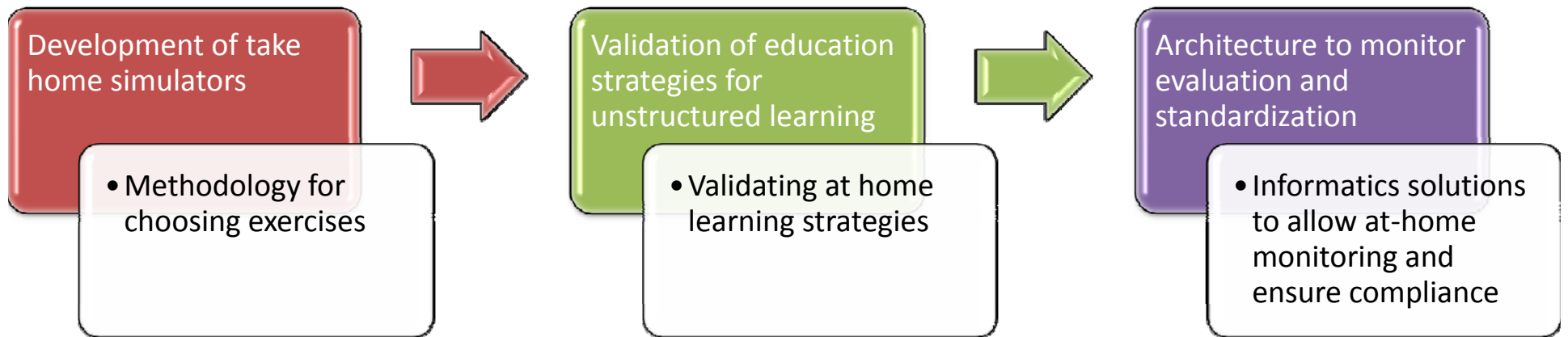


Figure average ratings for each proficiency metric on a scale of 1 to 5. All three were significant with  $p < 0.03$ .

# Take Home Simulators

- To provide mechanisms to hone skills through education at home



# Take Home Simulators

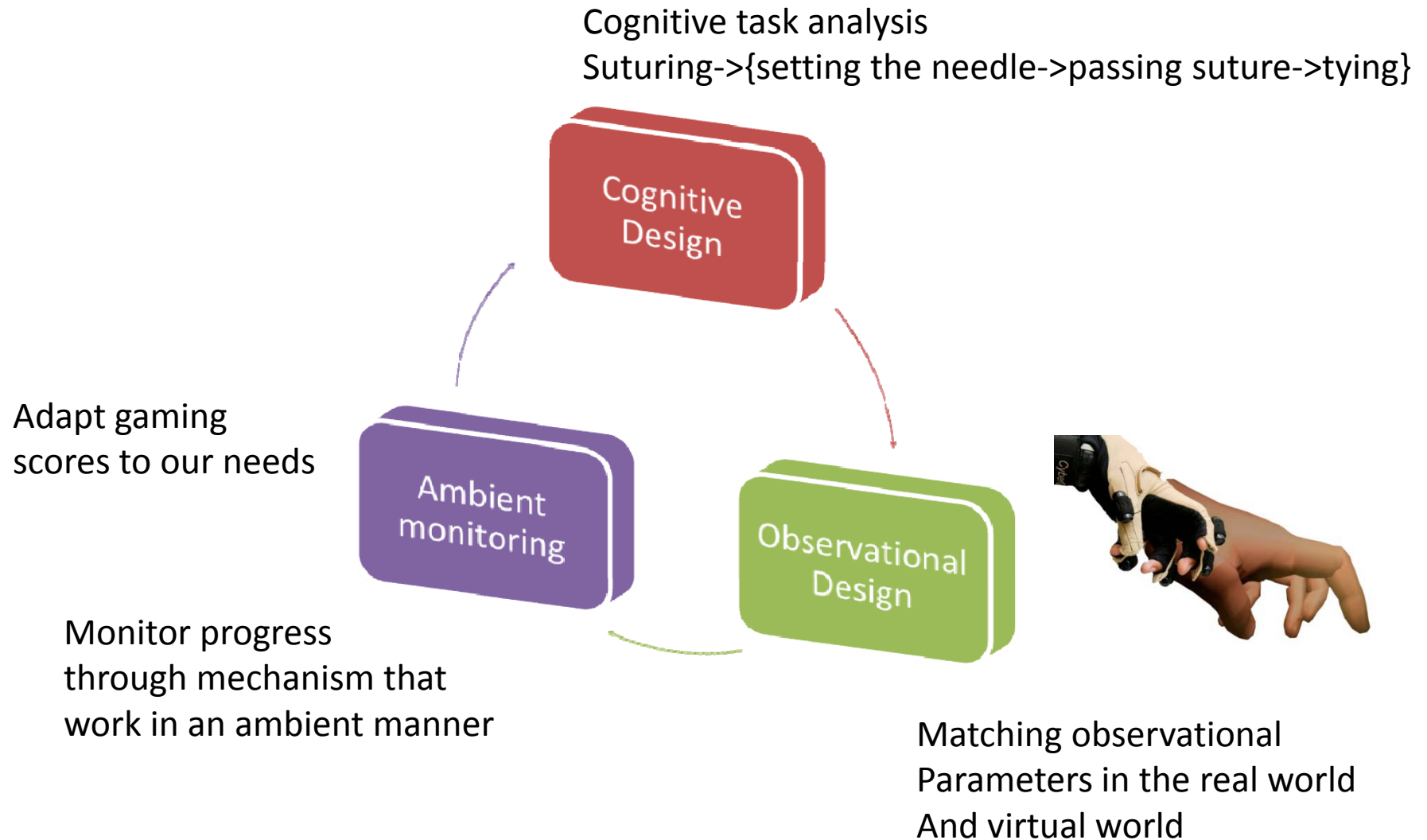
- Re-use of existing resources such as simulation gaming platform has several advantages
- Can provide practice on psychomotor and cognitive skills
- Engaging and fun for trainees
- Several students can study together
- Connectivity proficiency scores can be transmitted to database over the Internet
- Can be deployed anywhere, remote areas as well as developing countries



# Methodology For Choosing Exercises

Cognitive task analysis

Suturing->{setting the needle->passing suture->tying}



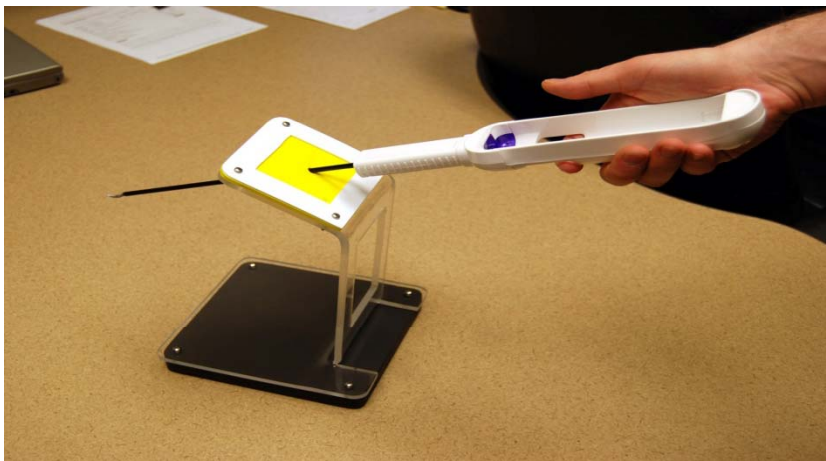
# Wii and fine motor skills

- Fine motor skills based games are very suitable
- Very high correlation with basic gestures of surgery
- Quantitatively we found that hand movement acceleration, and joint angles showed 0.78 to 0.91% correlation.
- Cons: doesn't have the fulcrum effect and significant weight.

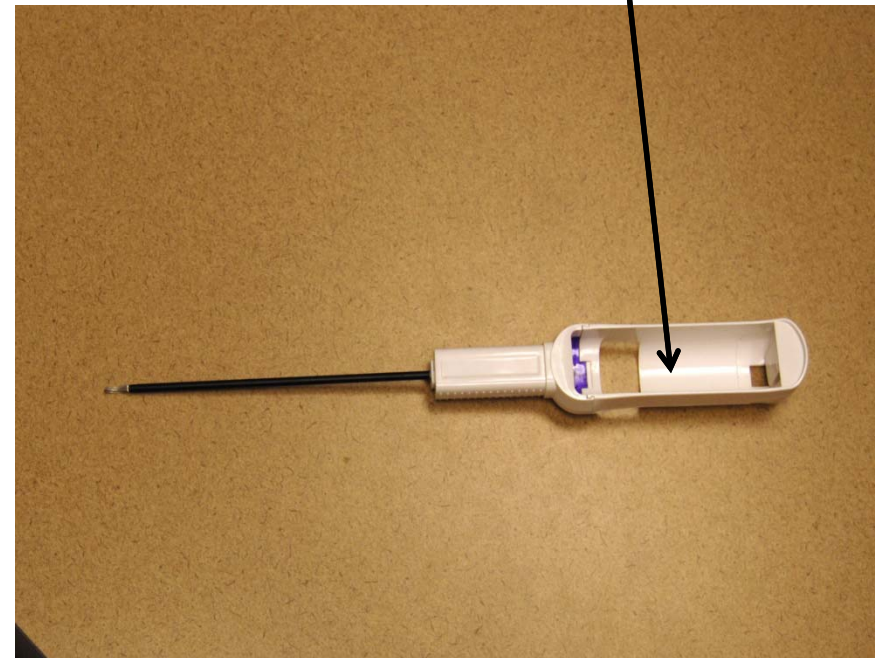


# Apparatus

- Gaming Extensions to Wii can be modified for surgical probe based interactions.
- WiiMote Extension
- Movement Constrainer



Location of wiimote

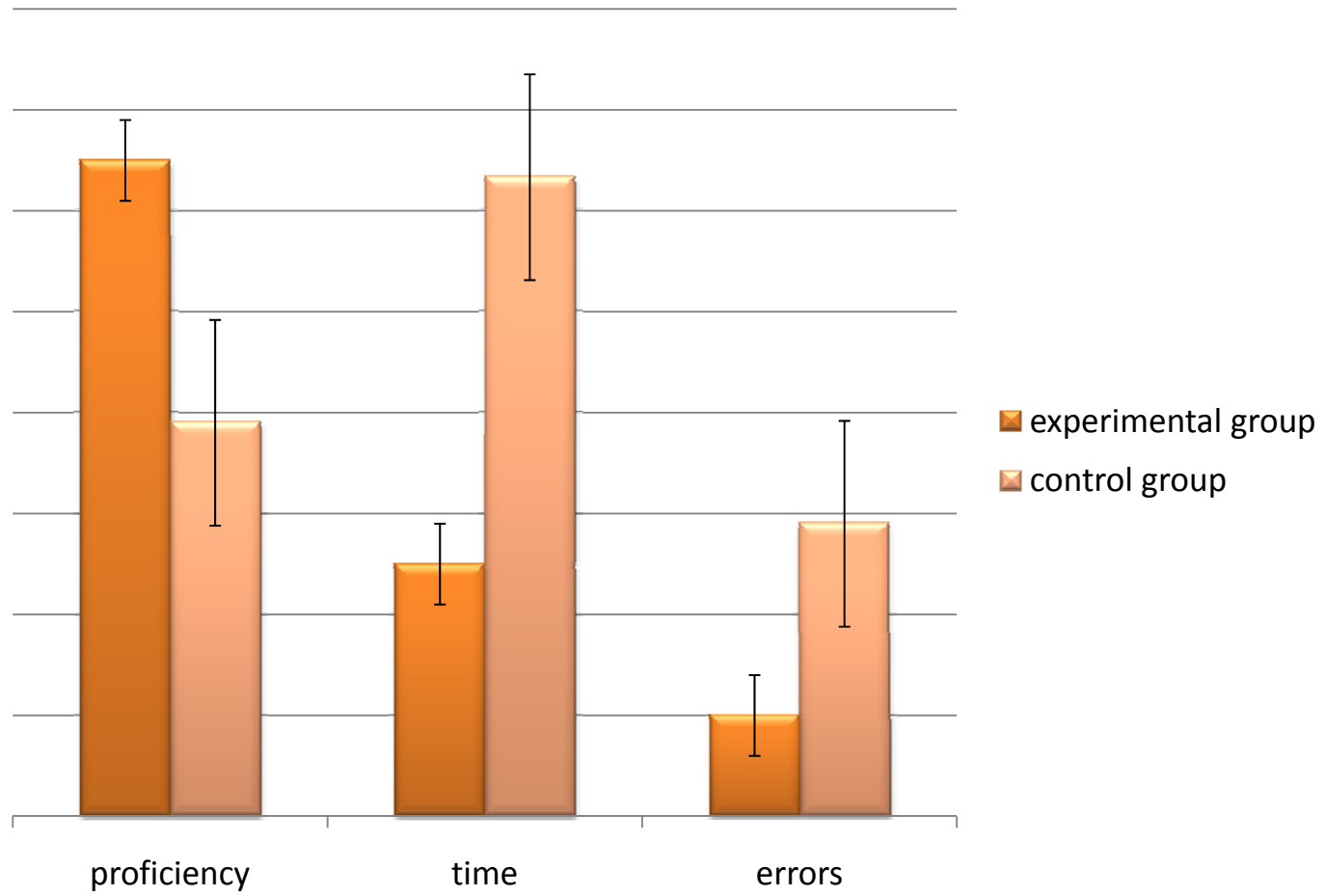


# Full System in Action

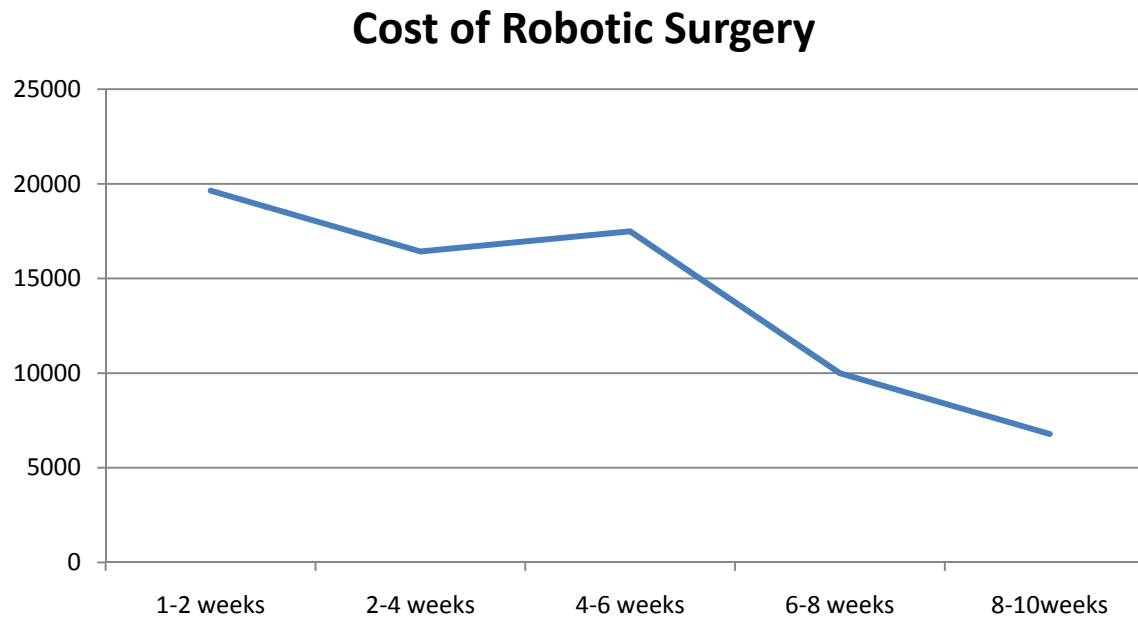




# Study



# Cost of surgeons learning robotic surgery in OR



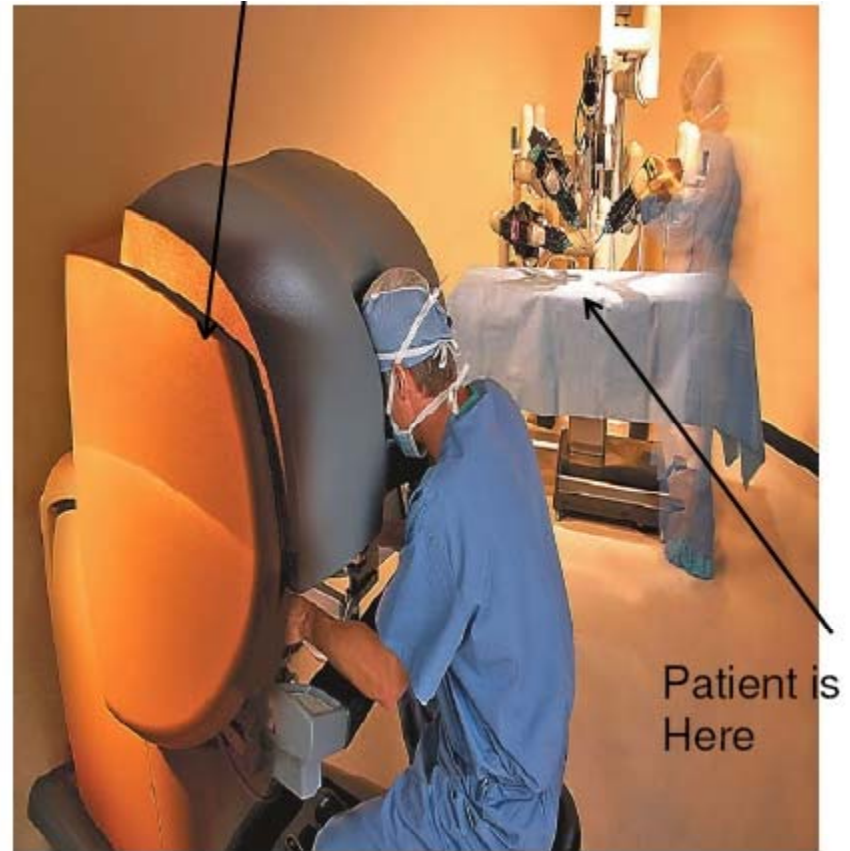
This is over and above mandatory 1 day training by Intuitive@ $\$5000$   
Per physician

Estimated as  $\$1429$  initial cost and  $\$535.50$  per 15 minutes

# Robotic Surgery Simulator



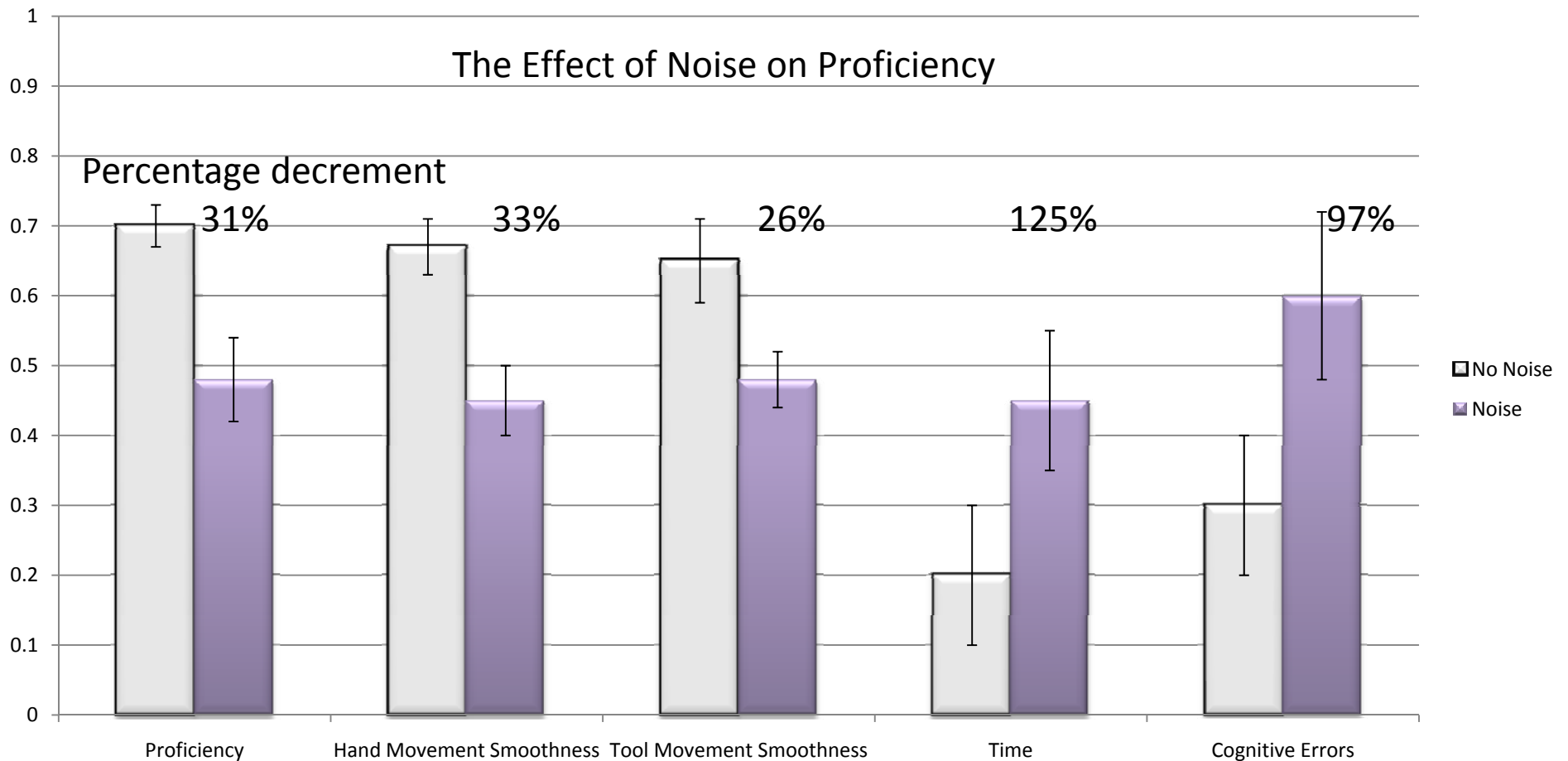
DaVinci Simulator using the Wii



Original Robotic Surgery System

# Embodiment Simulators

- The statement that learnt psychomotor skills in pristine environments can transfer to real environments is a **speculation**.



# Framework For Embodiment Simulators

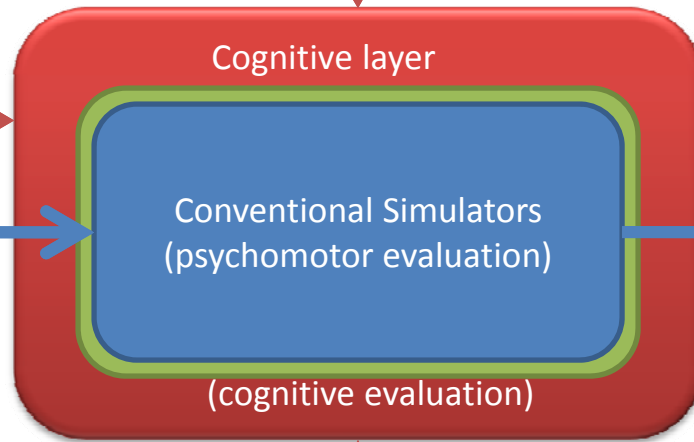
## Sensory Module

cognitive sensors  
psychomotor sensors

Information Integration

## Simulation Module

Environmental Variations



## Feedback and Evaluation Module

cognitive proficiency feedback  
psychomotor proficiency feedback

Weighting Mechanism

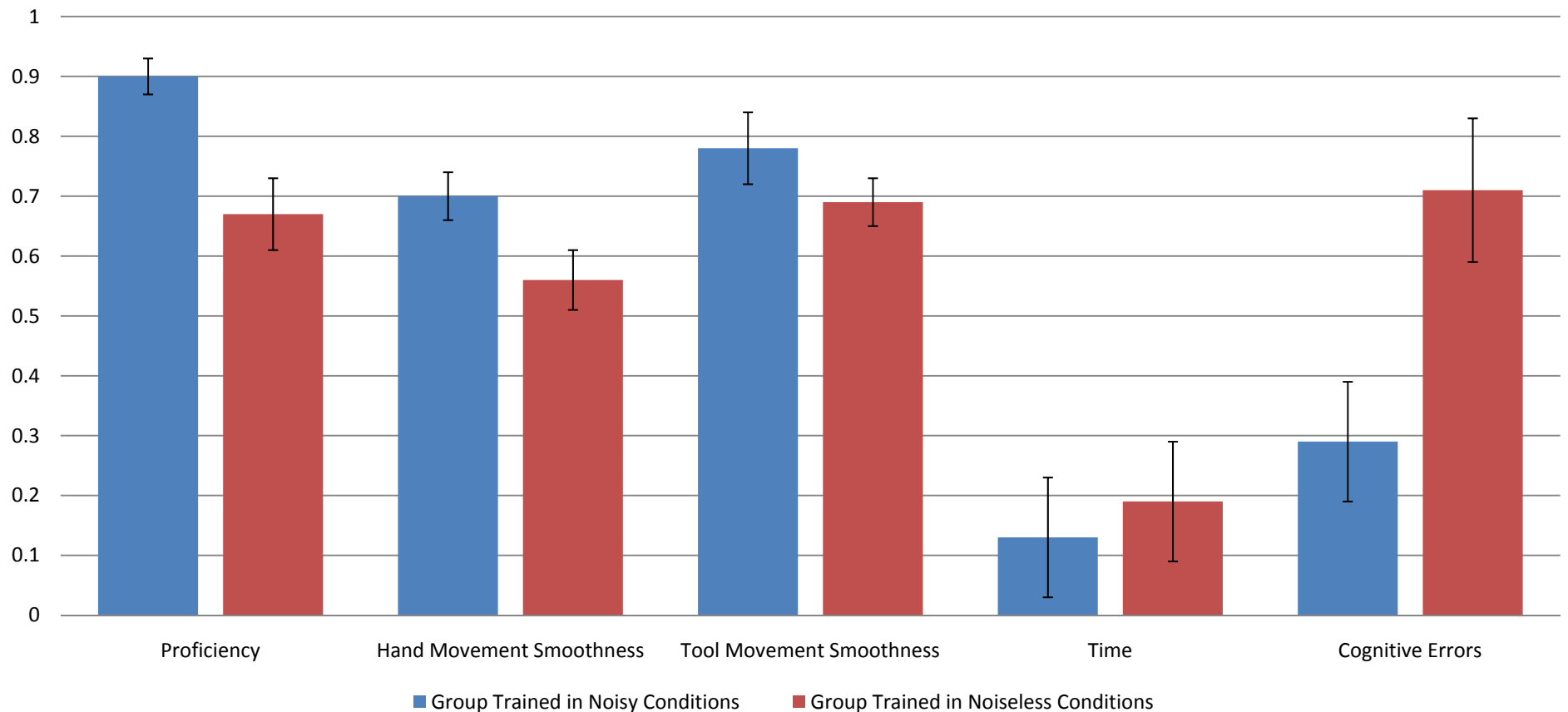
Universal score

neuropsychologically inspired variations  
(cognitive load in addition to psychomotor load)

# Noisy Simulators

- In addition to cognitive variations added noise to simulations

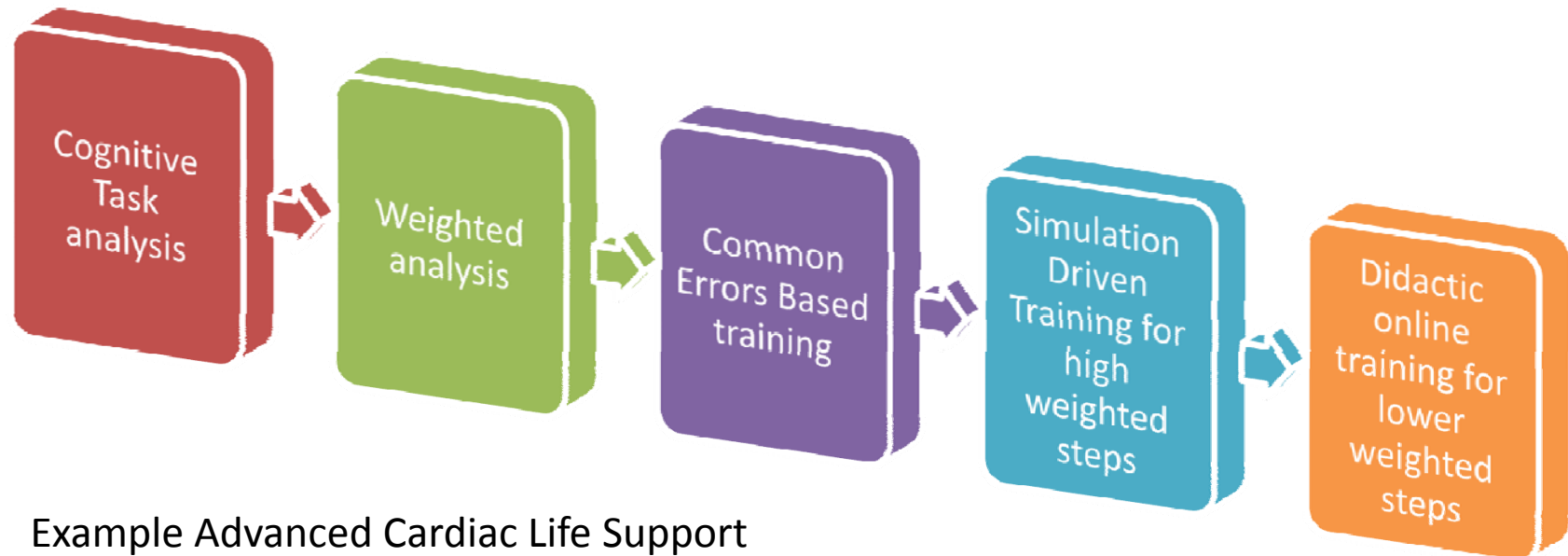
**Difference in Groups Trained in Noisy Conditions and Noiseless Conditions**



# Integration into Curriculum

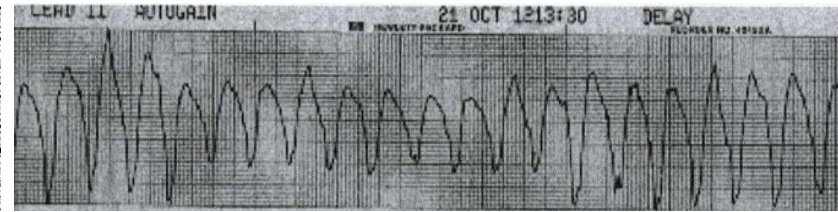
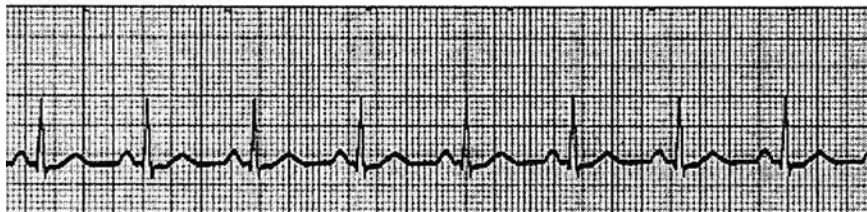
- Simulation cannot be successful in a parallel education model.
- We need a strategy wherein simulation can be integrated into curriculum for residents and medical students.
- Take home simulation helps in reducing overall time required for simulation.
- An additional methodology can help
- In our residency, residents spend a mandatory 1 month training at simulation center where they are also taught basics of research (symbiotic loop)

# Focusing Simulation Training



Example Advanced Cardiac Life Support

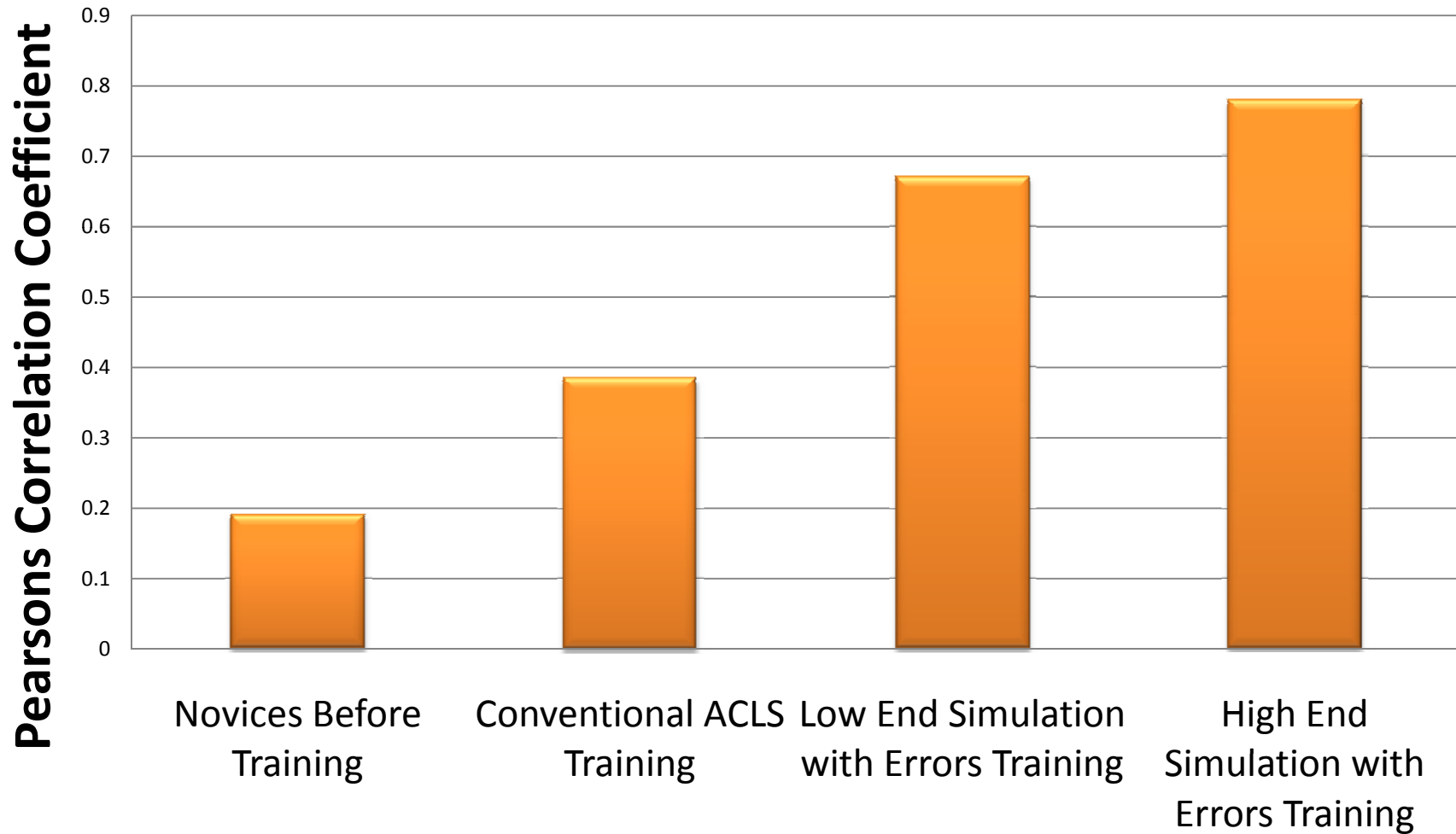
Training Focused on EKG recognition and errors made in diagnosis.





# Errors Training and its Effect

Correlation with Experts



# Bringing the real into virtual environments

- A system to monitor real environments and play them back in virtual environments.
- Can capture group activities through RFID sensors, audio analytics, proximity information, process through Hidden Markov Models and Kalman Filters
- Outputs a scripted activity log which can be played back in Virtual Worlds like ActiveWorlds and SecondLife...



<http://www.slideshare.net/KanavKahol/virtual-worlds-and-real-world>

# Virtual Playback and Analysis Tool



# Conclusions

**An insitu** design of simulators addresses the problems of education in an effective manner.

Many of the innovations are basic from technology perspective but have huge impact on the surgical learning.

All the simulators are developed without the generally required graduate student add-on.

Measuring activities in real world is not an option but required to ensure validity.

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