

Course: Surgery Sub-Specialties Selective Course Number to be assigned by registrar

Department: Surgery

Faculty Coordinator: Rohit Sharma, MD

Hospital: Parkland, CUH, CMC and VAMC

Periods Offered: All

Length: 4 weeks

Max # of Students: 9

First Day Contact: Program Coordinator, Department of Surgery
Education, Kayla Philip 214-648-2040

First Contact Time: Depends on Surgery

First Day Location: Depends on Service

Prerequisites: Must successfully complete MED 1801, OBG 1807 &
SUR 1808 prior to enrollment

I. Course Description

To give the senior medical student additional exposure to surgical sub-specialties with a graduated experience in the care of surgical patients. This course is designed for students who desire to increase the knowledge base and skills utilized in surgical subspecialties. Serves as an exploratory endeavor for a planned career in surgical sub-specialties and/or for those students who wish to enhance their knowledge of surgical topics in a generalist career program.

All Surgical Sub-specialty services are listed below.

<u>Surgery Subspecialty Services</u>
CUH Endocrine
CUH Laycock- Colorectal
CUH Vascular
CUH MIS/Bariatric
PHHS Colorectal
PHHS Vascular
PHHS /CUH Surgical Oncology
CUH Transplant Surgery
VA Vascular Surgery

Selective expectations include:

- The student is required to provide patient care at the level of an intern under the direct supervision of attending faculty members or clinical fellows.*

- *The student will assess patients, develop and implement patient care plans. They will be specifically graded on their ability to manage patients.*
- *The student will assist with and/or perform procedures as appropriate.*
- *Attendance at divisional and departmental meetings, and or patient care conferences will be required as appropriate.*
- *The student is required to demonstrate critical thinking and medical knowledge via a formal assessment method which may include an oral "Grand Rounds type "presentation, exam, dissemination of critically reviewed literature, or equivalent product.*

Goals	Objectives	Assessment methods
Patient Care: Assessment and Management 1. <i>Students will demonstrate the knowledge, attitudes and skills necessary to perform appropriately focused and accurate histories and physical assessments and document the findings accurately in the health record.</i> 2. <i>Students will assist in development of evaluation and treatment plans, and take responsibility for implementation.</i>	Students are expected to: 1) Gather essential and accurate information about their patients. <i>Examples:</i> Complete history and physical examination supported by appropriately ordered diagnostic studies for acute SICU patients. 2) Make informed recommendations about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment. <i>Examples:</i> Patients with acute lung injury, sepsis and multiple organ dysfunction. 3) Counsel and educate patients and their families. <i>Example:</i> Discussion of various treatment modalities that are being utilized to treat acute lung injuries, sepsis, and various other organ dysfunctions. 4) Provide health care services aimed at preventing health problems or maintaining health. <i>Example:</i> Utilize lung protective ventilation strategies in the treatment of acute lung injury. 5) Work with health care professionals, including those from other disciplines, to provide patient-focused care, develop and carry out patient management plans. <i>Examples:</i> Respiratory therapy necessary for management of acute lung injury. Thoughtful utilization of pharmacy, dietary, and nursing to provide a coordinated plan of patient care.	<ul style="list-style-type: none"> • <i>Quality of Medical Records entries</i> • <i>Skills evaluation from direct observation.</i>

	6) Use information technology to support patient care decisions and patient education. <i>Example:</i> Provide patients and their families with discharge planning pamphlets and information regarding care related to physical and occupational therapy and reconstructive surgery	
Medical knowledge: 1. <i>The student will know how to assess and manage common complaints in general surgery</i> 2. <i>The student will know the pathophysiology of general surgery</i>	Students are expected to: 1) Demonstrate an analytic thinking approach to clinical situations. <i>Example:</i> Use cardio vascular monitoring with a Swan-Ganz catheter to identify various types of shock. 2) Know and apply the basic and clinically supportive sciences that are appropriate to their discipline. <i>Examples:</i> The use of radiology, infectious disease and pharmacy to treat infectious complications of traumatic injuries.	<ul style="list-style-type: none"> • 10 minute oral presentation • Appropriate exam/quiz • Presentation of patients on rounds • Answering questions during operative cases and clinic • Progress notes and history and physical exams notes including assessment and plan
Interpersonal and communication skills: <i>The students will effectively exchange information with patients, families, consultants and the team, including nurses, faculty, residents and ancillary staff.</i>	Students are expected to: 1) Create an ethically sound relationship with patients. 2) Use effective listening skills and elicit and provide information using effective nonverbal, explanatory, questioning, and writing skills. <i>Example:</i> Education of patients and their families regarding physical and occupational therapy after discharge from the trauma service. 3) Work effectively with others as a member of a health care team.	<ul style="list-style-type: none"> • Observations of faculty and staff
Practice Based learning and Improvement: <i>Students will demonstrate the ability to assimilate scientific evidence and improve patient care practices.</i>	Students are expected to: 1) Locate and assimilate evidence from scientific studies related to their patients' health problems. <i>Example:</i> Clinical trials specific to patient injuries to determine the best mode of care. 2) Use information technology to manage information, access on-line medical information; and support their own education. <i>Example:</i> Use of the trauma registry to provide information regarding disease	<ul style="list-style-type: none"> • 10 minute oral presentation • Critical review of a relevant article

	state, reason for admission and underlying physiology to predict length of stay.	
Professionalism: <i>Students must demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population</i>	<p>Students are expected to:</p> <ol style="list-style-type: none"> 1) Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients that supersedes self-interest; accountability to patients and the profession; and a commitment to excellence and on-going professional development. 2) Example: Willingness to seek additional patients for evaluation when any given patient's management is completed, regardless of the patient's demographics and specific disease. 3) Demonstrate a commitment to ethical principles pertaining to provision or withholding of clinical care, and confidentiality of patient information. 4) Demonstrate sensitivity and responsiveness to patients' culture, age, gender, and disabilities. 	<ul style="list-style-type: none"> • <i>Observations of faculty and staff</i>
Systems based practice: <ol style="list-style-type: none"> 1. <i>Know how general surgery fits into the larger system of health care.</i> 2. <i>Work with the team and patients to optimize use of system resources</i> 	<ol style="list-style-type: none"> 1) The student will participate in caring for patients in the operating room, outpatient clinic, the emergency room and the floor including patients in the ICU. 	<ul style="list-style-type: none"> • <i>Observations of faculty and staff</i> • <i>Reflection essay</i> • <i>Group discussion</i>

II. Methods of Instruction:

A. Didactic (Schedule, topic, faculty)

- a. Morbidity & Mortality Conferences, Wednesday, 7:00 am
- b. Chief's Conference, Wednesday, 8:00 am
- c. Surgical Grand Rounds, Wednesday, 9:00 am
- d. Service based conferences as scheduled
- e. Faculty for conferences include General Surgery faculty

B. Clinical (schedule, faculty teaching, house staff teaching)

- a. Assignment as sub-intern to service patients with responsibility to and supervision by residents and assigned faculty.
- b. Clinical teaching will be from the attending surgery faculty and house staff.
- c. Presentation of cases to attending faculty on Faculty Rounds
- d. Participation in pre- and post-operative planning and care of assigned patients

III. Overview of student responsibilities

- A. Participate in all activities of the service including pre- and post-operative visits, in-patient care, and operative care
- B. Attend departmental conferences and service based conferences
- C. Participate in the service call schedule with the residents including taking routine in-house call and the mandatory 24-hr period off per week.
- D. Record appropriate medical record information for patients in their care utilizing the paper or computerized clinical information systems.
- E. Prepare a representative number of history and physical examinations with treatment plans for patients in their care.
- F. Be accountable to the supervising residents and faculty

IV. Method of evaluation of students and requirements

Fourth year elective sub-internships are evaluated on an honors/high pass/pass/fail system with additional comments made by the supervising faculty. The grade is submitted within one month of the completion of rotation. Grades are reviewed and approved by the Course Director