Please Note: At MSUCOM, we are constantly working to improve our curriculum and to meet new AOA accreditation guidelines. We need to meet the challenges of modern medicine that force us to innovate. While major changes will generally be instituted at the beginning of the school year, most minor changes may be implemented semester to semester.

Please be mindful of the need to read your syllabi before beginning your rotations. 
This syllabus is active for any rotation August 1, 2018 to July 30, 2019.
# Table of Contents

Introduction and Overview ................................................................. 3  
GOALS ......................................................................................... 4  
OBJECTIVES .............................................................................. 4  
References .................................................................................. 14  
Pre Rotation Quiz ........................................................................ 16  
Rotation Corrective Action Process .................................................. 16  
Surgery COMAT Exam ................................................................... 17  
Unsatisfactory Clinical Performance ................................................... 19  
Student Responsibilities and Expectations ........................................... 20  
  Student Attire and Etiquette .......................................................... 20  
  Student Responsibilities Regarding Patient Supervision ................. 20  
  MSUCOM Student Responsibilities .............................................. 21  
  MSU EMAIL ............................................................................ 22  
  Use of Electronic Devices ........................................................... 22  
MSU College of Osteopathic Medicine Standard Policies ..................... 24  
  Clerkship Attendance Policy ....................................................... 24  
  Policy for Medical Student Supervision ..................................... 25  
    Supervisors of the Medical Students in the Clinical Setting .......... 25  
    Level of Supervision/Responsibilities ....................................... 26  
STATEMENT OF PROFESSIONALISM ........................................... 26  
STUDENTS RIGHTS AND RESPONSIBILITIES ............................... 27  
FACULTY RESPONSIBILITIES ...................................................... 27  
COURSE GRADES ....................................................................... 27  
"N" Grade Policy .......................................................................... 28  
ROTATION EVALUATIONS .............................................................. 28  
EXPOSURE INCIDENTS PROTOCOL ............................................. 29  
Student Experience Log .................................................................. 30  
Inter Personal Education ................................................................. 32
Introduction and Overview

The surgery clerkship consists of four weeks of general surgery, which provides exposure to a variety of surgical topics and experiences. This exposure will be through reading, lectures, seminars and hands-on experiences.

The service should be organized to provide the maximum degree of practical clinical exposure and learning in the areas of diagnosis, management and therapy in surgery, which is consistent with a third-year osteopathic medical student's level of knowledge and abilities.

Opportunities for learning such as lectures, reading, participating in consults and history and physical examination.

Please note that we have included links to the reading materials. Should the links not work for you, please cut and paste them the link into a browser window and the material should load for you.

You can find additional resources at: http://libguides.lib.msu.edu/medicalebooks.
GOALS

THE GOALS OF THE SURGERY CLERKSHIP ARE TO:
1. Obtain a fundamental surgical knowledge base.
2. Experience basic surgical procedures.
4. Obtain a basic surgical diagnostic and management capability.
5. Continue to develop professional attitudes and behavior.
6. Review the Entrustable Professional Activities and the Osteopathic Core Competencies located in the Additional Information section on D2L.

OBJECTIVES

***The topics marked as (S) Sabiston Textbook or (L) Lawrence Textbook as a suggested reference. (see page 14 under References)***

THE GENERAL SURGERY CLERKSHIP LEARNING OBJECTIVES ENCOMPASS THREE MAIN AREAS.
Knowledge (cognitive) Skills (psychomotor)
Problem Solving & Professional Development

By the end of the clerkship, given a patient scenario in a hospital/clinical setting, students should be able to do the following with accuracy:

**Acute Abdomen (S)**

https://www-clinicalkey-com.proxy2.cl.msu.edu/#!/content/book/3-s2.0-B978032329987900045X

SPECIFIC LEARNING OBJECTIVES
1. Discuss the history and physical exam of the abdomen.
2. Analyze the more common causes of an acute abdomen.
3. Compare and contrast the relationship of location and etiology of abdominal pain.

BASIC SCIENCE LINKS
1. Anatomy
2. Physiology

OPC SKILLS REVIEW
1. Abdomen Exam

LABS and OTHER ACTIVITIES
1. MSU Libraries
a. Access Surgery
   i. Exploring Essential Surgery
      1. The Surgical History
      2. The Surgical Examination
      3. Examination of the Abdomen

2. Topic Review Questions at the end of the chapter
3. On-Line Review Questions

**Fluids and Electrolytes**

Chapter 2 (L) Fluids, Electrolytes and Acid-Base Balance

http://clerkship.lwwhealthlibrary.com.proxy1.cl.msu.edu/content.aspx?sectionid=73116163&bookid=1363&rotationId=0

**SPECIFIC LEARNING OBJECTIVES**

1. Identify normal electrolyte and pH values.
2. Discuss sources of operative and postoperative fluid losses and replacement.
3. Analyze the presentation and evaluation of Syndrome of Inappropriate Secretion of ADH and electrolyte imbalance and discuss treatments.
4. Compare presentation, diagnosis and treatment of Acid-Base Imbalance.

**BASIC SCIENCE LINKS**

Physiology

**LABS and OTHER ACTIVITIES**

1. Topic Review Questions at the end of the chapter: Chapter 2 (L) Fluids, Electrolytes and Acid-Base Balance
2. On-Line Review Questions

**Nutritional Support**

Chapter 3 (L) Nutrition

http://clerkship.lwwhealthlibrary.com.proxy1.cl.msu.edu/content.aspx?sectionid=73116164&bookid=1363&rotationId=0

**SPECIFIC LEARNING OBJECTIVES**

1. Discuss the assessment of nutritional status and basic nutritional needs.
2. Discuss indications and techniques of nutritional support.

**LABS and OTHER ACTIVITIES**

1. Topic Review Questions at the end of the chapter: Chapter 3 (L) Nutrition
2. On-Line Review Questions
**Postoperative Complications**  
Chapter 1 (L) Perioperative Evaluation and Management of Surgical Patients  
http://clerkship.lwwhealthlibrary.com.proxy1.cl.msu.edu/content.aspx?sectionid=73116162&bookid=1363&rotationId=0

**SPECIFIC LEARNING OBJECTIVES**
1. Discuss common postoperative complications:
   a. Fever  
   b. Atelectasis  
   c. Wound Failure  
   d. Site infection
2. Analyze the various etiology, presentation, evaluation and treatment of malignant hyperthermia.

**LABS and OTHER ACTIVITIES**
1. Topic Review Questions at the end of the chapter: Chapter 1 Perioperative Evaluation and Management of Surgical Patients
2. On-Line Review Questions

**Coagulation and Transfusion**  
Chapter 4 (L) Surgical Bleeding: Bleeding Disorders, Hypercoagulable States, and Replacement Therapy in the Surgical Patient  
http://clerkship.lwwhealthlibrary.com.proxy1.cl.msu.edu/content.aspx?sectionid=73116165&bookid=1363&rotationId=0

**SPECIFIC LEARNING OBJECTIVES**
1. Be able to diagram and explain the coagulation pathways.
2. Discuss the evaluation of bleeding and clotting disorders.
3. Discuss the evaluation and treatment of a bleeding patient.
5. Topic Review Questions at the end of the chapter: Chapter 4, Surgical Bleeding: Bleeding Disorders, Hypercoagulable States, and Replacement Therapy in the Surgical Patient
6. On-Line Review Questions

**Shock**  
Chapter 6 (L) Surgery Critical Care  
http://clerkship.lwwhealthlibrary.com.proxy1.cl.msu.edu/content.aspx?sectionid=73116167&bookid=1363&rotationId=0

**SPECIFIC LEARNING OBJECTIVES**
1. Describe the primary mechanisms of shock and their etiology.
2. Discuss the evaluation and treatment of the primary mechanisms of shock.
Goals and Objectives

BASIC SCIENCE LINKS
Physiology

OPC SKILLS REVIEW
Vital Skills

Wounds and Wound Healing Chapter 7 (L) Wound Healing
http://clerkship.lwwhealthlibrary.com.proxy1.cl.msu.edu/content.aspx?sectionid=73116168&bookid=1363&rotationId=0

SPECIFIC LEARNING OBJECTIVES
1. Discuss the process of wound healing
2. Distinguish between the types and treatments of skin ulcers.
3. Compare and contrast the various types of suture material and their advantages and disadvantages.
4. Compare and contrast the various types of local anesthetics and their dosages.
5. Discuss the process of wound healing.

BASIC SCIENCE LINKS
Histology/Physiology
Antibiotic Therapy

Chapter 8 (L) Surgical Infections
http://clerkship.lwwhealthlibrary.com.proxy1.cl.msu.edu/content.aspx?sectionid=73116169&bookid=1363&rotationId=0

SPECIFIC LEARNING OBJECTIVES
1. Analyze the difference between prophylactic use and the treatment of infection.
2. Discuss the bacteriology of common surgical infections.

BASIC SCIENCE LINKS
Microbiology/Pharmacology

Trauma
Chapter 9 (L) Trauma
http://clerkship.lwwhealthlibrary.com.proxy1.cl.msu.edu/content.aspx?sectionid=73116170&bookid=1363&rotationId=0

SPECIFIC LEARNING OBJECTIVES
1. Rank the steps and priorities of evaluating a patient with multiple injuries.
2. Discuss the Glasgow Coma Scale.

OPC SKILLS REVIEW
Goals and Objectives

Physical Exam

Burns

Chapter 10 (L) Burn
http://clerkship.lwwhealthlibrary.com.proxy2.cl.msu.edu/content.aspx?sectionid=73116171 &bookid=1363&rotationId=0

SPECIFIC LEARNING OBJECTIVES
1. Classify the various depths of burn injuries.
2. Discuss the principles of burn care including fluid replacement.
3. Be able to calculate Body Surface Area.
4. Discuss the types of treatment of inhalation injury.

BASIC SCIENCE LINKS
Anatomy/Histology/Physiology

Hernia

Chapter 11 (L) Abdominal Wall, Including Hernia
http://clerkship.lwwhealthlibrary.com.proxy1.cl.msu.edu/content.aspx?sectionid=73116172 &bookid=1363&rotationId=0

SPECIFIC LEARNING OBJECTIVES
1. Discuss the layers of the abdominal wall and assess how they pertain to abdominal wall hernias.
2. Distinguish between the various types of abdominal wall hernias and their repairs.

BASIC SCIENCE LINKS
Anatomy

OPC SKILLS REVIEW
Physical Examination

Esophagus

Chapter 12 (L) Esophagus
http://clerkship.lwwhealthlibrary.com.proxy1.cl.msu.edu/content.aspx?sectionid=73116173 &bookid=1363&rotationId=0

SPECIFIC LEARNING OBJECTIVES
1. Differentiate the anatomy and physiology of the esophagus relative to its functional disorders.
2. Compare and contrast between the different types and treatments of benign and malignant esophageal neoplasms.
BASIC SCIENCE LINKS
Anatomy/Physiology

Peptic Ulcer Disease
Chapter 13 (L) Stomach and Duodenum
http://clerkship.lwwhealthlibrary.com.proxy1.cl.msu.edu/content.aspx?sectionid=73116174&bookid=1363&rotationId=0

SPECIFIC LEARNING OBJECTIVES
1. Discuss the physiology of gastric acid production.
2. Explain the various complications of peptic ulcer disease.

BASIC SCIENCE LINKS
Physiology/Histology

Small Bowel and Appendix
Chapter 14 (L) Small Intestine and Appendix
http://clerkship.lwwhealthlibrary.com.proxy1.cl.msu.edu/content.aspx?sectionid=73116175&bookid=1363&rotationId=0

SPECIFIC LEARNING OBJECTIVES
1. Discuss Meckel’s diverticulum and its indications for resection.
2. Discuss the presentation and evaluation of appendicitis.
3. Compare and contrast the benign and malignant lesions of the small bowel and appendix.
4. Discuss the presentation, evaluation and etiology of small bowel obstruction.

BASIC SCIENCE LINKS
Anatomy/Histology/Physiology

OPC SKILLS REVIEW
Abdominal Exam

Colon and Rectum
Chapter 15 (L) Colon, Rectum and Anus
http://clerkship.lwwhealthlibrary.com.proxy1.cl.msu.edu/content.aspx?sectionid=73116176&bookid=1363&rotationId=0

SPECIFIC LEARNING OBJECTIVES
1. Discuss the anatomy of the colon to include its divisions, arterial and lymphatic supply.
2. Compare inflammatory bowel disease and its complications.
3. Analyze possible complications and treatment of diverticular disease.
4. Discuss the etiology and evaluation of trans rectal bleeding.
5. Analyze the various premalignant conditions of the colon.
6. Discuss the staging and metastatic pattern of colon cancer.
7. Discuss the evaluation and treatment of hemorrhoids and perirectal abscesses.
8. Discuss the staging and treatment of rectal cancer.

BASIC SCIENCE LINKS
Anatomy/Microbiology/Histology/Physiology

**Gall Bladder**

*Chapter 16 (L) Biliary Tract*

http://clerkship.lwwhealthlibrary.com.proxy1.cl.msu.edu/content.aspx?sectionid=73116177&bookid=1363&rotationId=0

**SPECIFIC LEARNING OBJECTIVES**

1. Analyze the anatomic structures associated with the gall bladder.
2. Assess the presentation and evaluation of cholecystitis.
3. Discuss the bacteriology of acute cholecystitis.
4. Discuss cholelithiasis and its possible complications.

BASIC SCIENCE LINKS
Microbiology/Physiology

**Pancreas**

*Chapter 17 (L) Pancreas*

http://clerkship.lwwhealthlibrary.com.proxy1.cl.msu.edu/content.aspx?sectionid=73116178&bookid=1363&rotationId=0

**SPECIFIC LEARNING OBJECTIVES**

1. Discuss the presentation, etiology and evaluation of pancreatitis.
2. Discuss the difference between acute and chronic pancreatitis.
3. Discuss the complications of pancreatitis.
4. Discuss the presentation, evaluation and treatment of pancreatic cancer.

BASIC SCIENCE LINKS
Physiology/Anatomy/Histology

**Liver**

*Chapter 18 (L) Liver*

http://clerkship.lwwhealthlibrary.com.proxy1.cl.msu.edu/content.aspx?sectionid=73116179&bookid=1363&rotationId=0
SPECIFIC LEARNING OBJECTIVES
1. Distinguish between and describe three common benign tumors of the liver and their treatments.
2. Describe the various acute and chronic forms of hepatitis.
3. Explain the testing guidelines for the various types of hepatitis.
4. Discuss the difference in presentation of primary and metastatic liver cancer.

BASIC SCIENCE LINKS
Histology

**Breast Tumors**
*Chapter 19 (L) Breast*
http://clerksip.lwwhealthlibrary.com.proxy1.cl.msu.edu/content.aspx?sectionid=73116180&bookid=1363&rotationId=0

SPECIFIC LEARNING OBJECTIVES
1. Categorize the more common forms of benign and malignant breast disease.
2. Demonstrate the evaluation of a breast mass.
3. Discuss the staging of breast cancer and the signs of advanced disease.

Histology

OPC SKILLS REVIEW
Breast Exam

**Surgical Endocrinology**
*Chapter 20 (L) Surgical Endocrinology*
http://clerksip.lwwhealthlibrary.com.proxy1.cl.msu.edu/content.aspx?sectionid=73116181&bookid=1363&rotationId=0

SPECIFIC LEARNING OBJECTIVES
1. Analyze the relationship anatomy of the thyroid gland.
2. Discuss the physiology of the thyroid and its functional abnormalities.
3. Categorize the benign and malignant forms of thyroid nodules.
4. Discuss the evaluation of a thyroid nodule.
5. Discuss the function of the adrenal glands.
6. Discuss the presentation of benign and malignant adrenal tumors.

BASIC SCIENCE LINKS
Anatomy/Physiology/Histology

OPC SKILLS REVIEW
Thyroid Exam
**Spleen**

*Chapter 21 (L) Spleen and Lymph Nodes*

http://clerkship.lwwhealthlibrary.com.proxy1.cl.msu.edu/content.aspx?sectionid=73116182&bookid=1363&rotationId=0

**SPECIFIC LEARNING OBJECTIVES**

1. Discuss the examination of the spleen.
2. Discuss etiology and treatment of splenomegaly.
3. Discuss the effect of splenectomy on the immune status of children and adults.

**BASIC SCIENCE LINKS**

Anatomy

**OPC SKILLS REVIEW**

Abdominal Exam

**Skin Cancer**

*Chapter 24 (L) Surgical Oncology: Malignancy of the Skin and Soft Tissue*

http://clerkship.lwwhealthlibrary.com.proxy1.cl.msu.edu/content.aspx?sectionid=73116185&bookid=1363&rotationId=0

**SPECIFIC LEARNING OBJECTIVES**

1. Discuss the presentation and treatment of the three most common skin cancers.
2. Discuss the staging of malignant melanoma.

**BASIC SCIENCE LINKS**

Histology

**OPC SKILLS REVIEW**

Physical Exam
COLLEGE PROGRAM OBJECTIVES

In addition to the above course-specific goals and learning objectives, this clerkship rotation also facilitates student progress in attaining the College Program Objectives. Please refer to the complete list provided on the MSUCOM website:

http://www.com.msu.edu/About/Accreditation/overview_of_program.htm

http://www.com.msu.edu/About/Accreditation/accred_policies/Program-Level-Educational-Objectives-KSA.pdf

OPP Objectives for Clinical Clerkships: General Surgery Specific Objectives

1. Post-op conditions and treatments of:
   • Ileus
   • Atelectasis
   • Pain


2. Workshop #1: Osteopathic Evaluation and Treatment of the Hospitalized Patient
3. Workshop #3: Evaluation and Treatment of Patients who have undergone Abdominal Surgical Procedures

#2 and #3 can be viewed at: Link to the Statewide Campus System Video Library
References

Required Study Resources

https://d2l.msu.edu

Suggested Study Resources and Recommended Text

The recommended text for OSS 653 is *Essentials of General Surgery, Fifth Edition*, by Peter F. Lawrence

http://clerkship.lwwhealthlibrary.com.proxy2.cl.msu.edu/book.aspx?bookid=1363&rotationld=0. The reading assignments will prepare the student well for day to day academic challenges on a general surgery rotation as well as the end of service COMAT. Each chapter contains several review questions within the text and a more extensive list can be found within the online resource that accompanies the text.

Many other excellent text are available although some, such as Sabiston’s Textbook of Surgery, are not as realistic of a daily reading reference for the third year student. The MSU Library has online resources as well, http://libguides.lib.msu.edu/medicinebooks/. “Access Surgery” http://accessssurgery.mhmedical.com.proxy2.cl.msu.edu/ is recommended. Current Diagnosis & Treatment, SURGERY of the Lange series is suggested as comparable to Essentials of General Surgery. If a reading reference other than Essentials of General Surgery is chosen, the student should include all areas of study as outlined in the reading assignments. “Access Surgery” provides a self-assessment area listed as “Q&A for Clerks”.

Completing the reading assignment cannot be stressed enough to insure a successful rotation. Certainly the surgical attending and residents may provide additional reading assignments specific to the day’s activity but it is unlikely that these assignments will be as inclusive or provide the review questions necessary for exam preparation.

Recommended Websites

NBOME – Surgery COMAT Blueprint


American Surgical Education, Manual of Surgical Objectives

http://www.nbome.org/docs/surgicalobjectives.pdf
<table>
<thead>
<tr>
<th>Requirement</th>
<th>Honors Designation (Student must meet all below)</th>
<th>Pass (Student must meet all below)</th>
<th>Extended Grade (Will be the conditional grade until all requirements of this rotation are met)</th>
<th>No Pass (No Pass grade if student obtains any one of the below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Rotation Quiz</td>
<td>• Completed by 5 pm the first Sunday of the Rotation</td>
<td>• Completed by 5 pm the last day (Sunday) of the Rotation</td>
<td>• Failure to complete the quiz and the corrective action.</td>
<td></td>
</tr>
<tr>
<td>Post-Rotation Quiz</td>
<td>• Not mandatory for grade</td>
<td>• Not mandatory for grade</td>
<td>• Not mandatory for grade</td>
<td></td>
</tr>
<tr>
<td>Student Experience Log</td>
<td>• Completed 100% and uploaded by 5 pm the last Friday of the rotation</td>
<td>• Completed 100% and uploaded by 11 pm the last day (Sunday) of the rotation</td>
<td>• Failure to complete and upload within two weeks after the rotation ends</td>
<td></td>
</tr>
<tr>
<td>Inter Personal Education</td>
<td>• Completed 100% and uploaded by 5 pm the last Friday of the rotation</td>
<td>• Completed 100% and uploaded by 11 pm the last day (Sunday) of the rotation</td>
<td>• Failure to complete and upload within two weeks after the rotation ends</td>
<td></td>
</tr>
<tr>
<td>COMAT Exam</td>
<td>• Score at or above 1.0 SD above the National Mean the day you take the exam</td>
<td>• Score at or above 1.0 SD below the National Mean the day you take the exam. If you fail to take your exam the last Friday of the Rotation, you will receive a zero and have one chance to retake the exam.</td>
<td>• Failure to pass the exam with two attempts. Failure to not take the retake in the time given. Failure to take the exam the first time offered and not pass the exam on your second (due to the first attempt being an zero) attempt</td>
<td></td>
</tr>
<tr>
<td>Clinical Clerkship Rotation Evaluation</td>
<td>• Student must receive all Meets Expectations or above in the subcategories and Meets or Exceeds Expectations in the overall category</td>
<td>• Students may receive up to 1 Below Expectations mark in any subcategory with the overall categories at Meets or Exceeds Expectations</td>
<td>• Receives two or more “Below Expectations” in any subsection on the evaluation. Displays indicators of marginal performance on any clerkship rotation</td>
<td></td>
</tr>
</tbody>
</table>
Pre Rotation Quiz

The pre rotation quiz will be open from the week before the rotation start date and will remain open until the last day of the rotation at 11:00 pm.

- **H-Honors** – the quiz has to be completed by 5 pm the first Sunday of the rotation. In addition to the other Honors Requirements met (see page 15).
- **P-Pass** – the quiz has to be completed by 5 pm the last day (Sunday) of the rotation. In addition to the other Pass Requirements met (see page 15).
- **ET-Extended Grade** – means that a final grade (“Pass” or “No Grade”) cannot be determined due to one or more missing course requirements.
- **N-No Grade** – means that no credit is granted and that the student did not achieve a level of performance judged to be satisfactory according to didactic and clinical performance by the department.

Rotation Corrective Action Process

For any student who does not take the pre-rotation quiz by 11:00 pm the last day of the rotation (Sunday).

- The student will be required to take the pre-rotation quiz. It will be reopened for one week, dates and times will be outlined in Corrective Action email sent by the Course Assistant.

- The student will be required to take the post rotation quiz in addition to the pre rotation quiz. It will be reopened for one week, dates and times will be outlined in Corrective Action email sent by the Course Assistant.

- If you fail to complete the quizzes above, you will receive an N grade for this rotation.
Surgery COMAT Exam

DUE DATE: The last Friday of the Rotation

For information on exam registration and administration, please visit the COM Office of the Registrar's COMAT webpage: http://com.msu.edu/Students/Clerkship(COMAT_Subject_Exams.htm).

If a student requires an accommodation, a valid VISA from the Resource Center for Persons with Disabilities must be presented to the COM Office of the Registrar 7 days in advance of the COMAT examination date. The student must also disclose which allowed accommodations s/he intends to use for the exam 7 days in advance of the COMAT examination date.

GRADING

- **Honors:** You will need to score at or above 1.0 Standard Deviations above the National Mean the day you take the exam. In addition to the other Honors Requirements met (see page 15).
- **Pass:** You will need to score at or above 1.0 Standard Deviations below the National Mean the day you take the exam. In addition to the other Pass requirements met (see page 15).
- **ET:** Will be the conditional grade given until all of the requirements of this rotation are met.
- **N:** Not taking or passing the COMAT Exam by the due date.

Corrective Action

- It is your responsibility to contact the Course Assistant, Shannon Grochulski-Fries at grochuls@msu.edu by the end of the first week of the rotation if you have a conflict regarding taking the exam on the last Friday of the rotation, in order for consideration of delaying the exam.
- It is your responsibility to contact the Course Assistant, Shannon Grochulski-Fries at grochuls@msu.edu within in 24 hours of an emergency that will keep you from taking the exam the last Friday of the rotation, in order for consideration of delaying the exam.
- It is your responsibility to take the exam the last Friday of the rotation. If this deadline is not met (with the exclusion of the above two scenarios) you will receive an 0 for that attempt of the exam and will only be given one (1) time to take and pass the COMAT the next time the exam is offered or will receive an “N” grade for the rotation.
- Students must score at or above 1.0 Standard Deviations below the National Mean on the day you take the exam.
• Each exam date that the test is given has a different Standard Deviation and a different National Mean.

• Each student will be allowed to take the Surgery COMAT exam only twice (one time if the first attempt is missed) before receiving an “N” grade for the rotation.

• The second attempt of the exam will need to be done the next time the COMAT exam is offered or the students exam schedule will allow or the student will receive an “N” grade for the rotation.

• The Department will notify students of their failure.
**Unsatisfactory Clinical Performance**

A student’s clinical performance will be assessed through the Attending Clinical Clerkship Rotation Evaluation. Unsatisfactory Attending Evaluations are governed by the Policy for Retention, Promotion and Graduation.

A designation given to any student who:

- Receives one (1) and/or two (2) N grades in any Clerkship course; and/or
- Receives two (2) or more overall “Below Expectations” ratings on any Clerkship rotation evaluation; and/or
- Displays indicators of marginal performance on any clerkship rotation.
- The student will be required to appear before the COSE Clerkship Performance Subcommittee.
- Any student failing to appear, when directed, without due cause, or fails to meet any Subcommittee requirement, will be suspended from the College.
Student Responsibilities and Expectations

Student Attire and Etiquette

Medical students are to wear clean, white, short lab coats during the clerkship unless otherwise instructed. An identification tag, which is furnished by the community campus, must also be worn at all times. As a student, you will come in close contact with patients, physicians, peers and other health care professionals each day; good personal hygiene must be practiced. It should also be noted, that although the college does not have a “dress code,” tennis shoes, open-toed shoes, low-cut or midriff blouses, miniskirts and jeans are not considered appropriate attire for hospital/office/clinic settings including lectures.

Medical students should introduce themselves to patients and other health care professionals as a medical student, not as a physician. This is important so that individuals do not assume that students have more responsibility or authority concerning patient care than that of a medical student. Patients should be addressed using their last names. Students should remember that, in the clinical setting, they are a reflection of Michigan State University and the College.

Student Responsibilities Regarding Patient Supervision

All medical procedures performed by medical students must be supervised by a licensed physician responsible for the care of the patient. Before starting any procedure, the medical student must be told to do the procedure on the patient by a physician responsible for the care of this patient. The supervising physician and the student share the responsibility for determining the level of supervision needed: either direct supervision (i.e., an appropriate supervisor is present while the procedure is being performed) or indirect supervision (i.e., an appropriate supervisor can be called into the room within a time span appropriate for that procedure).

It is understood that a complete list of procedures that a medical student may perform is neither possible nor desirable to establish, but these general guidelines should be followed:

1. Appropriate informed consent must be obtained and documented. No procedure should be attempted by the medical student unless s/he is given permission to do so by a physician responsible for the patient.
2. If a student does not feel capable, then s/he must not undertake performance of the procedure without further instruction and direct supervision.
3. If the student is not known by the patient, the student should properly identify her/himself to the patient.
4. If the medical student is not successful in the performance of a procedure within the reasonable amount of time or without undue discomfort to the patient, the medical student must withdraw and notify the supervising physician.

5. It is the responsibility of the medical student to cease and desist from the performance of any procedure at the direction of any nurse responsible for that patient, if that nurse has reasonable cause to ask the student to cease and desist. The supervising physician should be notified promptly of any such action.

**MSUCOM Student Responsibilities**

During the course of this month, the student is expected to take a proactive approach to learning about the discipline of Surgery. Students should make every effort to have an initial orientation session with their attending physician/resident in an effort to review goals, objectives and expectations on both the part of the preceptor and student. During this initial orientation meeting, students should present the preceptor with both a copy of their evaluation form as well as review this syllabus with him or her. Doing so will improve the overall rotational experience in terms of training and evaluation. Students should also have a mid-month evaluation during the rotation to gain formative feedback and make adjustments as needed based on commentary from the preceptor. Doing so will encourage active participation and improve summative evaluations that occur at the end of the rotation.

It is expected that the student will meet the following **clinical responsibilities** during this rotation:

- Report to their rotation in a timely fashion, dressed appropriately for each day of work. Be cognizant of any scheduling changes that occur and provide timely communication to the preceptor about excused or unexpected absences.
- Demonstrate an enthusiastic and proactive attitude towards the learning process in general and Surgery specifically.
- Treat all staff members, other rotators and patients with respect and demonstrate professional behavior in all interactions.
- Not engage in behaviors that are either: unprofessional/unethical, illegal or pose a risk to the patient or practice. If there is a question about something you are asked to do, speak with your precepting physician or (if the person you have concern about is the precepting physician) your Student Coordinator and/or Director of Medical Education for your base hospital.
- Complete any and all requested responsibilities in a timely fashion and as directed by your precepting physician excepting behaviors mentioned previously.
The student will represent them self, fellow students and the College in a positive and professional manner.

The student is expected to function collaboratively on health care teams that include health professionals from other disciplines in the provision of quality, patient-centered care.

It is expected that the student will meet the following academic responsibilities during this rotation:

- Complete all College’s curricular elements of the rotation as specified in this syllabus in a timely fashion.
- Regularly access and review content provided within Desire2Learn (D2L) during the rotation to support and supplement your active learning process.
- The student is expected to identify, access, interpret and apply medical evidence contained in the scientific literature related to patient’s health problems.
- The student is expected to: assess their personal learning needs specific to this clinical rotation, engage in deliberate, independent learning activities to address their gaps in knowledge, skills or attitudes; and solicit feedback and use it on a daily basis to continuously improve their clinical practice.

**MSU EMAIL**

To facilitate communication from faculty and staff to students, students are required to have a functioning MSU email address. Students are responsible for checking their MSU email accounts daily and maintaining their MSU mailboxes so that messages can be received.

Forwarding MSU email to another email account or failure to check email are not valid excuses for missing a deadline or other requirements of the clinical education program.

Further, students must use secure email when working in a hospital, clinic or other health care setting if discussion of patient information is involved. MSUNet (msu.edu) email is secure; many web-based email systems including Hotmail, Gmail and Yahoo are not.

**Use of Electronic Devices**

Students are expected to be fully engaged in the clinical education experience. Using electronic devices while on clerkships or during other required activities can be distracting and disrespectful to patients, preceptors, lecturers, and fellow students. Electronic devices are not to be used during rounds, meetings, small groups or lectures, or when in the room with patients: the only exception would be if instructed to do so by an attending or resident faculty member. Students wishing to retrieve information that
may be relevant to the patient or small group discussion should get permission to do so from the faculty member. It is never appropriate for students to use electronic devices for reading e-mail, texting, surfing the web or other personal activities while on any clerkship required activity. Students may receive unprofessional behavior notation(s) for failure to use electronic devices appropriately.
MSU College of Osteopathic Medicine Standard Policies

The following are the standard MSUCOM policies students must adhere to across rotations.

Clerkship Attendance Policy
In order to gain the knowledge and skills to successfully complete the MSUCOM clerkship program, consistent participation/attendance in program activities is essential. Any time off must not interfere with the quality of the rotation.

1. In the event a student needs to be absent from any rotation for the reasons listed below and permissible by the rotation syllabus, students may request time off.
2. Any absence (unless emergent) must be approved in advance (at least 30 days) of absence by the medical education department (student coordinator/director or DME), utilizing the Clerkship Program Excused Absence Request Form.
3. A student may not be absent more than 2 days on any one 4 week rotation (no time off allowed for rotations of 2 weeks or less) for the reasons below (exception Interview absences or Conference absences as below).
4. Any additional time off any one rotation must be approved by the MSUCOM Instructor of Record for the course the absence will occur.

Absence due to interviews:
For the purpose of interviewing only, a student may be absent 4 days on a 4 week rotation (2 days on a 2 week rotation) during the months of September to January in the OMS year 4. Interview invitations must accompany the Clerkship Program Excused Absence Request Form.

Absence due to examinations:

<table>
<thead>
<tr>
<th>Examination</th>
<th>Maximum Time Off (includes travel time)</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMLEX USA Level 2 CE/USMLE Step 2 CK/Canadian MCCEE</td>
<td>1 day</td>
</tr>
<tr>
<td>MSUCOM COMLEX PE Simulation at MSU</td>
<td>1 day for each scheduled simulation</td>
</tr>
<tr>
<td>COMLEX USA Level 2 PE/USMLE Step 2 CS(Canadian Students Only)</td>
<td>2 days</td>
</tr>
<tr>
<td>COMAT/SHELF examinations</td>
<td>Travel time and time for exam</td>
</tr>
</tbody>
</table>

Personal Day Absence:
Students are allowed 5 personal days per academic year in OMS 3 and OMS 4. These days are not carried over from third year to fourth year. These are to be used for illness, physician appointments, and special events (weddings, graduations, special anniversary events) and must not exceed 2 days on any 4
week rotation (#3 above). Prolonged illness and bereavement will be handled on a case by case basis between MSUCOM Director of Clerkship and the base hospital/medical education department. Students must notify rotation team and medical education of emergent/illness absences on day of absence. Hospital organized community events that might lead to periodic absence from rotations – student participation is encouraged and if base hospital approved, would be considered part of the rotation and not a personal day absence. Jury duty – when obligated, student participation is not considered a personal day. Court excuses must accompany any absence. If absence is prolonged, this will be handled on a case-by-case basis between the base hospital/medical education and MSUCOM.

Conference Absence:
While on required/core rotations, no excused absences for any professional meeting will be allowed unless the student is presenting research in which they have participated.

a. Appropriate paperwork with proof of presentation and copy of conference agenda must accompany the form.
b. Time off in this situation will be for travel and presentation only.

While on selective/elective rotations: A student may submit a request for an excused absence to attend one (1) professional meeting, time not to exceed 3 days off rotation. The meeting agenda must accompany the Clerkship Program Excused Absence Request Form MSUCOM Clerkship Absence Request Form.

Policy for Medical Student Supervision

Supervisors of the Medical Students in the Clinical Setting
The MSUCOM curriculum includes required clinical experiences in a variety of clinical learning environments. The role of the student is to participate in patient care in ways that are appropriate for the student’s level of training and experience and to the clinical situation. The student’s clinical activities will be under the supervision of licensed physicians. This supervising physician may delegate the supervision of the medical student to a resident, fellow, or other qualified healthcare provider, however, the supervising physician retains full responsibility for the supervision of the medical students assigned to the clinical rotation and must ensure his/her designee(s) are prepared for their roles for supervision of medical students.

The physician supervisor and his/her designee(s) must be members in good standing in their facilities and must have a license appropriate to his/her specialty of practice and be supervising the medical student within that scope of practice as delineated by
the credentialing body of the facility.

**Level of Supervision/Responsibilities**

Clinical supervision is designed to foster progressive responsibility as a student progresses through the curriculum, with the supervising physicians providing the medical student the opportunity to demonstrate progressive involvement in patient care. MSUCOM students will be expected to follow clinical policies of the facility regarding medical records and clinical care.

Medical student participation in patient history/physical exam, critical data analysis, management, and procedures will include factors, but not limited to:
- The students demonstrated ability
- The students level of education and experience
- The learning objectives of the clinical experience

First and second year medical students will be directly supervised at all times (supervising physician or designee present or immediately available.

Third and fourth year medical students will be supervised at a level appropriate to the clinical situation and student’s level of experience. For some tasks, indirect supervision may be appropriate for some students. Direct supervision would be appropriate for advanced procedures.

Supervising physicians will provide medical students with timely and specific feedback on performance. The supervising physician will complete a mid-rotation evaluative discussion with the medical student. Supervising physicians will complete a summative evaluation and are encouraged to contact the course/clerkship director with any gaps in student performance.

Medical students with any concern regarding clinical, administrative, and educational or safety issues during his/her rotation will be encouraged to contact the supervising physician or clerkship/course director.

**STATEMENT OF PROFESSIONALISM**

Principles of professionalism are not rules that specify behaviors, but guidelines that provide direction in identifying appropriate conduct. These principles include the safety and welfare of patients, competence in knowledge and skills, responsibility for consequences of actions, professional communication, confidentiality, and lifelong learning for maintenance of professional skills and judgments.

Professionalism and professional ethics are terms that signify certain scholastic, interpersonal and behavioral expectations. Among the characteristics included in this context are the knowledge, competence, demeanor, attitude, appearance, mannerisms, integrity and morals displayed by the student to faculty, peers, patients and colleagues in other health care professions. Students are expected to conduct themselves at all times in a professional manner and to exhibit characteristics of a professional student.
STUDENTS RIGHTS AND RESPONSIBILITIES
Each individual student is responsible for their behavior and is expected to maintain standards of academic honesty. Students share the responsibility with faculty for creating an environment that supports academic honesty and principles of professionalism. Proper relationship between faculty and student are fundamental to the college’s function and this should be built on mutual respect and understanding together with shared dedication to the education process. It is a fundamental belief that each student is worthy of trust and that each student has the right to live in an academic environment that is free of injustice caused by dishonesty. While students have an obligation to assist their fellow students in meeting the common goals of their education, students have an equal obligation to maintain the highest standards of personal integrity.

FACULTY RESPONSIBILITIES
It is the responsibility of the college faculty to specify the limits of authorized aid (including but not limited to exams, study aids, internet resources and materials from senior students) in their syllabi, and it is the responsibility of students to honor and adhere to those limits. Course instructors shall inform students at the beginning of the semester of any special criteria of academic honesty pertinent to the class or course.

It is the responsibility of the clinical faculty to provide students with ongoing feedback during rotation upon request. Clinical faculty are generally recommended (though not required) to limit student assigned duty hours from 40 to 60 hours weekly (and not exceeding 60 hours). Both faculty and students are to be treated fairly and professionally in order to maintain a proper working relationship between trainer and trainee.

COURSE GRADES
- **H-Honors** – A grade of honors will be designated to students demonstrating outstanding clinical, professional, and academic performance in certain core rotations. Criteria for achieving honors in a core rotation will be determined by the Instructor of Record and will be listed in the course syllabi. While Honors designation will be awarded to students meeting the criteria in the syllabi of the above courses, Honors is not an official MSU grade. The official MSUCOM transcript will reflect a grade as Pass with an additional notation that the student achieved Honors in the course. The students Medical Student Performance Evaluation will reflect each Honors grade.
- **P-Pass** – means that credit is granted and that the student achieved a level of performance judged to be satisfactory according to didactic and clinical performance by the department.
- **N-No Grade** – means that no credit is granted and that the student did not achieve a level of performance judged to be satisfactory to be satisfactory according to didactic and clinical performance by the department.
- **ET-Extended Grade** – means that a final grade (“Pass” or “No Grade”) cannot be determined due to one or more missing course requirements. In
Years 3 and 4, the ET grade is used instead of an “Incomplete (I)” grade. Once all course requirements have been completed, received, and processed, the ET grade will be changed to a final grade. An “ET” will NOT remain on a student’s transcript.

“N” Grade Policy
Student who receives an N grade in the Clerkship Program will be required to appear before the COSE Clerkship Performance Subcommittee (COSE). Students that fail this Core General Surgery rotation will have to repeat the entire rotation in Core General Surgery and fulfill all requirements.

ROTATION EVALUATIONS

Attending/Faculty/Resident Evaluation of Student

Students are responsible for assuring that his/her clinical supervisor receives the appropriate evaluation form. Forms can be accessed via the “Attending Evaluation” link in the student’s Clerkship schedule:


Students should assertively seek feedback on his/her performance throughout the course of the clinical rotation. Students should also sit down and discuss the formal evaluation with the clinical supervisor. Note that the clinical supervisor and the DME from the rotation hospital are required to sign the form.

It is important to know that evaluations will not be accepted by the Office of Student Services if submitted by the student.

Any evidence of tampering or modification while in the possession of the student will be considered “unprofessional behavior” resulting in an “N” grade and review by the Committee on Student Evaluation (COSE) and/or the College Hearing Committee.

Grades are held until all rotation requirements, including evaluation forms, are received and approved.

Student Evaluation of Rotation

Students will submit their rotation evaluations electronically at the conclusion of every rotation by accessing the evaluation system at:

http://hit-filemakerwb.hc.msu.edu/Clerkship/login_student.html
EXPOSURE INCIDENTS PROTOCOL

You must notify your attending and the DME Office of your base institution of the incident. A form has been developed by the University to report exposure incidents. These forms should be on file in your DME’s office. While on rotations that occur outside of the base hospital system notify your attending immediately of any exposure, and follow the MSU procedure for evaluation and treatment. The form can be accessed at www.com.msu.edu/AP/clerkship_program/clerkship_documents/exposure.pdf. Please make yourself familiar with the procedure and the form.
### MID ROTATION EVALUATION

**Mid Rotation Evaluation**

<table>
<thead>
<tr>
<th>Date of evaluation:</th>
<th>Areas of Strength:</th>
</tr>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Areas for Improvement:</th>
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<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Attending Signature/Printed Name:</th>
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<tbody>
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<td></td>
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</tbody>
</table>

#### Clinical Presentation

<table>
<thead>
<tr>
<th>Clinical Presentation</th>
<th>Experience via patient on rotation</th>
<th>Experience gained via Readings/modules. (per syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acute Abdomen</td>
<td></td>
<td></td>
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<tr>
<td>Fluids and electrolytes</td>
<td></td>
<td></td>
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<tr>
<td>Nutritional support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postoperative complications</td>
<td></td>
<td></td>
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<tr>
<td>Shock</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Burns</td>
<td></td>
<td></td>
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<tr>
<td>Coagulation and transfusion</td>
<td></td>
<td></td>
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<tr>
<td>Hernia</td>
<td></td>
<td></td>
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<tr>
<td>Esophageal disorders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peptic ulcer disease</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small bowel and appendicular disorders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colorectal disease</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gall bladder disease</td>
<td></td>
<td></td>
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<tr>
<td>Pancreas disorders</td>
<td></td>
<td></td>
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<tr>
<td>Hepatobiliary disorders</td>
<td></td>
<td></td>
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<tr>
<td>Breast tumors</td>
<td></td>
<td></td>
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<tr>
<td>Surgical endocrinology</td>
<td></td>
<td></td>
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<tr>
<td>Splenic disorders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skin cancers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Date Completed

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Role (please indicate if your observed, assisted or performed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Perform physical exam of acute abdomen</td>
<td></td>
</tr>
<tr>
<td>Suture/Staple skin incision</td>
<td></td>
</tr>
<tr>
<td>Peripheral IV insertion</td>
<td></td>
</tr>
<tr>
<td>Nasogastric Tube insertion</td>
<td></td>
</tr>
</tbody>
</table>
### Clinical Presentation

<table>
<thead>
<tr>
<th>Experience via patient on rotation</th>
<th>Experience gained via Readings/modules (per syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foley Catheter insertion</td>
<td></td>
</tr>
<tr>
<td>Patient teaching (incentive spirometry, drain care, etc.)</td>
<td></td>
</tr>
</tbody>
</table>

### WELLNESS: An active process of becoming aware of and making choices toward a healthy and fulfilling life.

<table>
<thead>
<tr>
<th>Have you set one personal wellness goal you would like to accomplish during this rotation?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you accomplish this goal by the end of the rotation?</td>
</tr>
</tbody>
</table>

I participated in interprofessional collaboration (collaboration on patient care with health care workers of different professional backgrounds) on this rotation - yes no (circle one)

OMM – In reference to the OPP Objectives briefly describe how you used OMM on one patient during this rotation:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Comments:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Students are required to complete the student experience logs, and submit them via D2L dropbox by 11pm on the last day of the rotation.

On this rotation you are required to encounter the below clinical presentations, if your rotation should not permit the following, you are required to gain the knowledge via modules/readings per syllabus. Place a checkmark where appropriate.

**Attending Signature:** (Verifying content of log) ________________________________
Inter professional education (also known as inter-professional education or “IPE”) refers to occasions when students from two or more professions in health and social care learn together during all or part of their professional training with the object of cultivating collaborative practice for providing client- or patient-centered health care.

Please complete the following worksheet based on one (1) Time out you observed on your rotation. Circle the Core Rotation and your answers on this form. Please upload to the dropbox on D2L.

Obstetrics/Gynecology  Surgery  Anesthesiology

Name:
MSUCOM Rotation:
Dates of Rotation:
Base Hospital:

1. Did the time outs occur?  Yes  No

2. Who was in attendance for the time out:

   Doctor
   Medical Students
   Others
   Nurse (Circulation)
   Residents
   Scrub Tech
   Anesthesia (Dr/CRNA)

   Did everyone in attendance participate in the timeout?  Yes  No

3. Did any issues/concerns arise?  Yes  No
   How were they addressed?

4. Please take a moment to explain your reflections on the time outs you observed in surgery. Were they helpful? How could they have been improved?