

OSS 653
CORE GENERAL SURGERY
CLERKSHIP CORE ROTATION SYLLABUS

Osteopathic Surgical Specialties
W. Britt Zimmerman, D.O.
CHAIRPERSON

Jacquelyn Charbel, D.O.
INSTRUCTOR OF RECORD
charbelj@msu.edu

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For questions about content or administrative aspects of this course, please contact:

Shawna Olds
COURSE ASSISTANT (CA)
oldss@msu.edu

At Michigan State University College of Osteopathic Medicine (MSUCOM), we are constantly working to improve our curriculum and to meet accreditation guidelines. We need to meet the challenges of modern medicine that force us to innovate. While changes will generally be instituted at the beginning of the school year, changes may also be implemented semester to semester.

Please be mindful of the need to read your syllabi before beginning your rotation.

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REQUIREMENT	SUBMISSION METHOD
Attending Evaluation of Clerkship Student	Students must select their attending physician as directed within the rotation description in Medtrics. At the start of the last week of the rotation, students will need to request an evaluation in Medtrics. By requesting an attending evaluation from their assigned attending physician, the attending physician will receive an automated email link connecting them to their assigned Attending Evaluation within Medtrics. Attendings will be able to electronically access and submit the forms on behalf of their students.
Student Evaluation of Clerkship Rotation	Students will submit their rotation evaluations electronically at the conclusion of every rotation by accessing the Medtrics system: https://msucom.medtricslab.com/users/login/ . By the last week of each rotation, students will receive an automated email link connecting them to their assigned evaluation. Students can also access pending evaluations on the 'Home' or 'Evaluations' tabs within their Medtrics accounts.
COMAT	COM Clerkship will email students to register for the exam.
Pre-Rotation Quiz	Submit via D2L by 7 th day of rotation at 11:59pm
Aquifer Cases	Submit Word Doc into drobox via D2L
Mid Rotation Feedback Form	Completed 100% and needing no revisions to the appropriate drop box in D2L
Interprofessional Education	Submit via D2L

INTRODUCTION AND OVERVIEW

This course is designed to provide the student with an opportunity to actively engage in patient-based learning experiences under the guidance of a faculty member in collaboration, as appropriate, with residents and/or fellows. The purpose of this CORE Surgery clerkship is to provide the student with an overview of the clinical specialty.

The rotation is four weeks, six credit hours in duration. The overall performance of course participants will be evaluated through customary assessment instruments normally employed by the department for core rotations, at the discretion of the instructor of record.

This syllabus provides an overview of rotation goals and objectives designed to help you gain an understanding of the breadth and scope of this subject. As you progress through the rotation, you will perform certain activities intended to help you meet the identified goals and objectives. Please make sure to review this syllabus in its entirety to ensure understanding of the rotation format, syllabus content, and MSUCOM expectation.

COURSE SCHEDULING

Course Enrollment

- The student must be an active student at MSUCOM.

- Core rotations are scheduled by MSUCOM and may not be moved.
- It is the responsibility of the student to ensure MSUCOM confirmation and enrollment prior to starting any course/rotation:
 - MSUCOM clerkship confirmation is complete when the rotation is visible on the students Medtrics schedule.

ROTATION FORMAT

The purpose of this Surgery clerkship is to provide the student with an overview of the clinical specialty. CORE Surgery should include exposure to a variety of surgical topics and experiences. Exposure to the topics 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. Opportunities for learning such as lectures, reading, consults and history and physical examination (H&P) review will be available. If deemed necessary by the IOR, mandatory zooms or in person sessions will be implemented and email notification will be sent to the class.

GOALS AND OBJECTIVES

GOALS AND OBJECTIVES

1. Observe and participate in the evaluation, intra-operative, pre - operative and post-operative management of surgical patients.
2. Demonstrate the ability to appropriately evaluate post-operative care management of patients.
3. Demonstrate the ability to perform and record an osteopathic structural examination on a surgical patient and document such using acceptable osteopathic terminology.
4. Interact with patients and their families in a respectful, sensitive, and ethical manner.
5. Interact with members of the team, patient care units and ambulatory clinic personnel in a respectful, responsible, and professional manner.

COMPETENCIES

The Osteopathic Core Competencies covered in this rotation include:

Osteopathic Principles and Practices

- a. Approach the patient with recognition of the entire clinical context, including mind-body and psychosocial interrelationships.
- b. Diagnose clinical conditions and plan patient care.
- c. Perform or recommend OMT as a part of a treatment plan.
- d. Communicate and document treatment details.
- e. Communicate with OMT specialists and other health care providers to maximize patient treatment and outcomes, as well as to advance osteopathic manipulation research and knowledge.

Medical Knowledge

- f. Articulate basic biomedical science and epidemiological and clinical science principles related to patient presentation in the cognitive, behavioral and substance abuse areas.
- g. Apply current best practices in osteopathic medicine.
- h. Use appropriate physician interventions including scientific concepts to evaluate, diagnose and manage clinical patient presentation and population health, recognize the limits of personal medical knowledge, apply EBM guidelines during practice, apply ethical and medical jurisprudence principles of patient care, outline preventative strategies across the life cycle and describe the risk factors for psychiatric disease.

Patient Care

- i. Develop a differential diagnosis appropriate to the context of the patient setting and findings.
- j. Form a patient-centered, interprofessional, evidence-based management plan.
- k. Encourage mental health promotion and disease prevention.
- l. Demonstrate accurate documentation, case presentation and team communication.

Interpersonal and Communication Skills

- m. Establish and maintain the physician-patient relationship.
- n. Conduct a patient-centered interview and gather accurate data related to the patient encounter.
- o. Demonstrate effective written and electronic communication in dealing with patients and other health care professionals.
- p. Work effectively with other health professionals as a member or a leader of a health care team.

Professionalism

- q. Demonstrate knowledge of the behavioral and social sciences that provide the foundation for the professionalism competency, including medical ethics, social accountability and responsibility and commitment to professional virtues and responsibilities.
- r. Demonstrate humanistic behavior including respect, compassion, probity, honest transparent business practices and trustworthiness.
- s. Demonstrate responsiveness to the needs of patients and society that supersedes self-interest.
- t. Demonstrate accountability to patients, society, and the profession, including the duty to act in response to the knowledge of professional behavior of others.
- u. Attain milestones that indicate a commitment to excellence, for example, through ongoing professional development as evidence of a commitment to continuous learning.
- v. Demonstrate knowledge of and the ability to apply ethical principles in the practice and research of osteopathic medicine, particularly in the areas of withholding of clinical care, confidentiality of patient information, informed consent, business practices, the conduct of research and the reporting of research results.
- w. Demonstrate awareness of and proper attention to issues of culture, religion, age, gender, sexual orientation, and mental and physical disabilities.
- x. Demonstrate understanding that the student is a representative of the osteopathic profession and can make valuable contribution as a member of this society; lead by example; provide for personal care and well-being by utilizing principles of wellness and disease prevention in the conduct of professional and personal life.

Practice-Based Learning and Improvement

- y. Describe and apply evidence-based medical principles and practices.
- z. Critically evaluate medical information and its sources and apply such information appropriately to decisions relating to patient care.

Systems Based Practice

- aa. The candidate must demonstrate an understanding of variant health delivery systems and their effect on the practice of a physician and the health care of patients.
- bb. The candidate must demonstrate understanding of how patient care and professional practices affect other health care professions, health care organizations and society.
- cc. The candidate must demonstrate knowledge of and the ability to implement safe, effective, timely, patient-centered equitable systems of care in a team-oriented environment to advance populations and individual patients' health.

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 (<https://com.msu.edu/>) and in the Student Handbook.

REFERENCES

REQUIRED STUDY RESOURCES

Desire 2 Learn (D2L): Please find online content for this course in D2L (<https://d2l.msu.edu/>). Once logged in with your MSU Net ID, your course will appear on the D2L landing page. If you do not see your course on the landing page, search for the course with the following criteria, and pin it to your homepage:

Core Surgery

If you encounter any issues accessing this D2L course, please email the CA (on the title page of this syllabus). It is your responsibility to make sure you have access to the course D2L page on the first day of the course.

Student D2L email addresses must be forwarded to your MSU email account.

SUGGESTED STUDY RESOURCES

Recommended Texts

1. Lawrence, PF, O'Connell JB, Smed MR. Essentials of General Surgery and Surgical Specialties, 6e. Philadelphia: Wolters Kluwer Health; 2019:

<http://ezproxy.msu.edu/login?url=http://clerkship.lwwhealthlibrary.com/book.aspx?bookid=2553>

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

2. Townsend CM, Beauchamp RD, Evers BM, Mattox KL. Sabiston Textbook of Surgery, 21e. St. Louis; Elsevier; 2022:

<https://www-clinicalkey-com.proxy2.cl.msu.edu/#!/browse/book/3-s2.0-C20170043124?indexOverride=GLOBAL>

3. "Access Surgery" <https://accesssurgery-mhmedical-com.proxy1.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."

Many other excellent texts are available although some, such as Sabastian'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/medicalebooks/>.

Office hours (virtual) will be held from 6:00pm to 7:00pm, the 2nd Tuesday of each rotation. Links will be sent to students the day before and in the welcome email. Questions or concerns regarding the rotation may be discussed as well as General Surgery COMAT study preparation and any other issues relating to this rotation.

Recommended Websites

NBOME – Surgery COMAT Blueprint

<https://www.nbome.org/assessments/comat/clinical-subject-exams/comat-clinical-surgery/>

USMLE – Resources for Residents and Student

https://www.ama-assn.org/residents-students/usmle?matchtype=b&network=g&device=c&adposition=1t2&keyword=%2Busmle&utm_effort=GG0001&qclid=EAlaIQobChMI9nX1fCH4wIVkIrlCh07owwfEAAYAiAAEqIM2vD_BwE

True Learn – After reading your required material – quizzes to check your COMAT knowledge base.
www.truelearn.com

Additional resources at: <http://libguides.lib.msu.edu/medicalebooks>

WEEKLY READINGS/OBJECTIVES/ASSIGNMENTS

Completing the reading assignment cannot be stressed enough to ensure a successful rotation. Please be advised 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.

Please note that we have included links to the reading materials. Should the links not work for you, please cut, and paste 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>

The resources marked with a (S) refer to the Sabiston Textbook of Surgery those marked with a (L) refer to the Lawrence book, "Essentials of General Surgery and Surgical Specialties

General

The general surgery clerkship learning objectives encompass three primary areas:

1. Knowledge (cognitive) Skills (psychomotor)
2. Problem Solving
3. Professional Development

Learning Objectives: By the end of the clerkship, given a patient scenario in a hospital/clinical setting, students should be able to meet the following OPP objectives (for clinical clerkship) with accuracy:

1. Discuss post-op conditions and osteopathic treatments of:
 - Ileus
 - Atelectasis
 - Pain

Acute Abdomen

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.
4. BASIC SCIENCE LINKS
 - Anatomy
 - Physiology
5. OPC SKILLS REVIEW
 - Abdomen Exam

Activities/Resources:

1. Read Sabiston, Acute Abdomen, Chapter 46
<https://www-clinicalkey-com.proxy1.cl.msu.edu/#!/content/book/3-s2.0-B9780323640626000463>
2. Access Surgery
 - Exploring Essential Surgery
 - The Surgical History
 - The Surgical Examination
 - Examination of the Abdomen
3. Topic Review Questions at the end of the chapter
4. Optional On-Line Review Questions through Access Surgery

Fluids and Electrolytes

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.
5. BASIC SCIENCE LINKS
 - Physiology

Activities/Resources:

1. Chapter 2 (L) Fluids, Electrolytes and Acid-Base
<https://clerkship-lwwhealthlibrary-com.proxy2.cl.msu.edu/content.aspx?sectionid=205017097&bookid=2553&rotationId=0>
2. Topic Review Questions at the end of the chapter: Chapter 2 (L) Fluids, Electrolytes and Acid-Base Balance
3. Optional On-Line Review Questions through Access Surgery (see details page 15 below)

Nutritional Support

Learning Objectives:

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

Activities/Resources:

1. Read Chapter 3 (L) Surgical Nutrition
<https://clerkship-lwwhealthlibrary-com.proxy2.cl.msu.edu/content.aspx?sectionid=205017246&bookid=2553&rotationId=0>
2. Topic Review Questions at the end of the chapter: Chapter 3 (L) Nutrition
3. Optional On-Line Review Questions through Access Surgery

Postoperative Complications

Learning Objectives:

1. Discuss common postoperative complications:

- Fever
- Atelectasis
- Wound Failure
- Site infection

2. Analyze the various etiology, presentation, evaluation, and treatment of malignant hyperthermia.

Activities/Resources:

1. Chapter 1 (L) Perioperative Evaluation and Management of Surgical Patients
<https://clerkship-lwwhealthlibrary-com.proxy2.cl.msu.edu/content.aspx?sectionid=205016943&bookid=2553&rotationId=0>
2. Topic Review Questions at the end of the chapter: Chapter 1 Perioperative Evaluation and Management of Surgical Patients
3. Optional On-Line Review Questions through Access Surgery (see details page 15 below)

Coagulation and Transfusion

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.
4. Analyze component blood therapy and its complications.

Activities/Resources:

1. Read Chapter 4 (L) Surgical Bleeding: Bleeding Disorders, Hypercoagulable States, and Replacement Therapy in the Surgical Patient
<https://clerkship-lwwhealthlibrary-com.proxy2.cl.msu.edu/content.aspx?sectionid=205017374&bookid=2553&rotationId=0>
2. Topic Review Questions at the end of the chapter: Chapter 4, Surgical Bleeding: Bleeding Disorders, Hypercoagulable States, and Replacement Therapy in the Surgical Patient

Shock

Learning Objectives:

1. Describe the primary mechanisms of shock and their etiology.
2. Discuss the evaluation and treatment of the primary mechanisms of shock.
3. BASIC SCIENCE LINKS
 - Physiology
4. OPC SKILLS REVIEW
 - Vital Skills

Activities/Resources:

1. Read Chapter 5 (L) Surgery Critical Care
<https://www-clinicalkey-com.proxy1.cl.msu.edu/#!/content/book/3-s2.0-B9780323640626000220>

Wounds and Wound Healing

Learning Objectives:

1. Discuss the process of wound healing.
2. Distinguish between the types and treatments of skin ulcers.
3. Compare/contrast the distinct types of suture material and their advantages/disadvantages.

4. Compare and contrast the distinct types of local anesthetics and their dosages.
5. Discuss the process of wound healing.
6. BASIC SCIENCE LINKS
 - Histology/Physiology
 - Antibiotic Therapy

Activities/Resources:

1. Read Chapter 7 (L) Wound Healing
<https://www-clinicalkey-com.proxy1.cl.msu.edu/#!/content/book/3-s2.0-B9780323640626000062>

Surgical Infections

Learning Objectives:

1. Analyze the difference between prophylactic use and the treatment of infection.
2. Discuss the bacteriology of common surgical infections.
3. BASIC SCIENCE LINKS
 - Microbiology
 - Pharmacology

Activities/Resources:

1. Read Chapter 8 (L) Surgical Infections
<https://clerkship-lwwhealthlibrary-com.proxy2.cl.msu.edu/content.aspx?sectionid=205017825&bookid=2553&rotationId=0>

Trauma

Learning Objectives:

1. Rank the steps and priorities of evaluating a patient with multiple injuries.
2. Discuss the Glasgow Coma Scale.
3. OPC SKILLS REVIEW
 - Physical Exam

Activities/Resources:

1. Read Chapter 9 (L) Trauma
<https://clerkship-lwwhealthlibrary-com.proxy2.cl.msu.edu/content.aspx?sectionid=205017935&bookid=2553&rotationId=0>

Burns

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 for inhalation injury.
5. BASIC SCIENCE LINKS
 - Anatomy
 - Histology
 - Physiology

Activities/Resources:

1. Read Chapter 10 (L) Burn General Surgery and Surgical Specialties, Peter F. Lawrence, Pg., 108-124:
<https://clerkship-lwwhealthlibrary-com.proxy2.cl.msu.edu/content.aspx?sectionid=205018144&bookid=2553&rotationId=0>

Hernia

Learning Objectives:

1. Discuss the layers of the abdominal wall/assess abdominal wall hernias.
2. Distinguish between the distinct types of abdominal wall hernias and their repairs.
3. BASIC SCIENCE LINKS
 - Anatomy
4. OPC SKILLS REVIEW
 - Physical Examination

Activities/Resources:

1. Read Chapter 11 (L) Abdominal Wall, Including Hernia General Surgery and Surgical Specialties, Peter F. Lawrence, Pg., 25-139:
<https://clerkship-lwwhealthlibrary-com.proxy2.cl.msu.edu/content.aspx?sectionid=205018283&bookid=2553&rotationId=0>

Esophagus

Learning Objectives:

1. Differentiate the anatomy/physiology of the esophagus relative to its functional disorders.
2. Compare/contrast between the several types/ treatments of benign/malignant esophageal neoplasms.
3. BASIC SCIENCE LINKS
 - Anatomy
 - Physiology

Activities/Resources:

1. Read Chapter 12 (L) Esophagus
<https://clerkship-lwwhealthlibrary-com.proxy2.cl.msu.edu/content.aspx?sectionid=205018446&bookid=2553&rotationId=0>

Peptic Ulcer Disease

Learning Objectives:

1. Discuss the physiology of gastric acid production.
2. Explain the various complications of peptic ulcer disease.
3. BASIC SCIENCE LINKS
 - Physiology
 - Histology

Activities/Resources:

1. Read Chapter 13 (L) Stomach and Duodenum
<https://clerkship-lwwhealthlibrary-com.proxy2.cl.msu.edu/content.aspx?sectionid=205018643&bookid=2553&rotationId=0>

Small Bowel and Appendix

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.
5. BASIC SCIENCE LINKS
 - Anatomy
 - Histology
 - Physiology
6. OPC SKILLS REVIEW
 - Abdominal Exam

Activities/Resources:

1. Read Chapter 14 (L) Small Intestine and Appendix

<https://clerkship-lwwhealthlibrary-com.proxy2.cl.msu.edu/content.aspx?sectionid=205018964&bookid=2553&rotationId=0>

Colon and Rectum

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 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.
9. BASIC SCIENCE LINKS
 - Anatomy
 - Microbiology
 - Histology
 - Physiology

Activities/Resources:

1. Read Chapter 15 (L) Colon, Rectum and Anus

<https://clerkship-lwwhealthlibrary-com.proxy2.cl.msu.edu/content.aspx?sectionid=205019171&bookid=2553&rotationId=0>

Gall Bladder

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 complications.
5. BASIC SCIENCE LINKS
 - Microbiology
 - Physiology

Activities/Resources:

1. Read Chapter 16 (L) Biliary Tract

[Lawrence, Chapter 16, Biliary Tract: https://clerkship-lwwhealthlibrary-com.proxy2.cl.msu.edu/content.aspx?sectionid=205019434&bookid=2553&rotationId=0](https://clerkship-lwwhealthlibrary-com.proxy2.cl.msu.edu/content.aspx?sectionid=205019434&bookid=2553&rotationId=0)

Pancreas

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.
5. BASIC SCIENCE LINKS
 - Physiology
 - Anatomy
 - Histology

Activities/Resources:

1. Read Chapter 17 (L) Pancreas:

<https://clerkship-lwwhealthlibrary-com.proxy2.cl.msu.edu/content.aspx?sectionid=205019570&bookid=2553&rotationId=0>

Liver and Spleen

Learning Objectives for Liver:

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 distinct types of hepatitis.
4. Discuss the difference in presentation of primary and metastatic liver cancer.
5. BASIC SCIENCE LINKS
 - Histology

Learning Objectives for Spleen:

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.
4. BASIC SCIENCE LINKS
 - Anatomy
5. OPC SKILLS REVIEW
 - Abdominal Exam

Activities/Resources:

1. Read Chapter 18 (L) Liver and Spleen General Surgery and Surgical Specialties, Peter F. Lawrence, Pg., 317-344:

<https://clerkship-lwwhealthlibrary-com.proxy2.cl.msu.edu/content.aspx?sectionid=205020241&bookid=2553&rotationId=0>

Breast Tumors

Learning Objectives:

1. Categorize the more common forms of benign and malignant breast disease.
2. Demonstrate the evaluation of breast mass.
3. Discuss the staging of breast cancer and the signs of advanced disease.
4. BASIC SCIENCE LINKS
 - Histology
5. OPC SKILLS REVIEW
 - Breast Exam

Activities/Resources:

1. Read Chapter 19 (L) Breast

<https://clerkship-lwwhealthlibrary-com.proxy2.cl.msu.edu/content.aspx?sectionid=205019768&bookid=2553&rotationId=0>

Surgical Endocrinology

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.
7. OPC SKILLS REVIEW
 - Thyroid Exam

Activities/Resources:

1. Read Chapter 20 (L) Surgical Endocrinology

<https://clerkship-lwwhealthlibrary-com.proxy2.cl.msu.edu/content.aspx?sectionid=205019948&bookid=2553&rotationId=0>

Skin Cancer

Learning Objectives:

1. Discuss the presentation and treatment of the three most common skin cancers.
2. Discuss the staging of malignant melanoma.
3. BASIC SCIENCE LINKS
 - Histology
4. OPC SKILLS REVIEW
 - Physical Exam

Activities/Resources:

1. Read Chapter 22 (L) Surgical Oncology: Malignancy of the Skin and Soft Tissue
<https://clerkship-lwwhealthlibrary-com.proxy2.cl.msu.edu/content.aspx?sectionid=205020682&bookid=2553&rotationId=0>

MID-ROTATION FEEDBACK FORM

Students are required to complete the MSUCOM Mid-Rotation Feedback form.

This needs to be completed by the Attending or Resident at the end of week two of the rotation. It should be dated no later than the 3rd Wednesday of the rotation. Students must upload the form to a D2L drop box by 11:59pm on third Sunday of the clerkship to be eligible to obtain a Pass in the rotation.

INTERPROFESSIONAL EDUCATION

Interprofessional Education (also known as “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.

Students are required to complete one form per Core Rotation in Surgery. Please complete the following worksheet based on one (1) Time out you observed on your rotation. Once completed please submit to the Dropbox on D2L by 11:59pm on the last Sunday of the rotation. Form on last page of syllabus.

AQUIFER – REQUIRED

You will need to log into this website using your MSU email and you can create your own password. Go to: www.aquifer.org Go to the SIGN IN box and click it Enter MSU email /select MSUCOM. Once you register and enter email and password – next screen click on: Courses, Sign In, then Launch WISE-MD

You will see: **SURGERY** **SKILL** **REPORTS**

Below are listed 22 Surgery Modules. The Instructor of Record wants you to participate in **13** of your choosing. You will view the video and take quizzes within the module and incorrect answers will give you the correct result for your own knowledge.

You will also view ALL Skill Modules for general information (no quiz with these sections). Below is a list to view. You will participate in the whole list.

Reports: Notice the grey box to select the surgery or skill pages. Once you have completed the required Wise-MD Surgery/Skills Module sections you will go to the Report Section that shows module progress and shows completion of the surgery modules and skills. Copy/paste in a word doc (use Landscape layout to show all data) and upload in the Mid-Rotation/Aquifer drop box. The deadline for the completion of the Wise-MD modules is the last day of the rotation.

CASE MODULES**SKILL MODULES**

Appendicitis	Abd. Aortic Aneurysms	Best Practices
Colon Cancer	Adrenal Adenoma	Ultrasound-Cholecystitis/Cholelithiasis
Anorectal Disease	Ped. Pyloric Stenosis	Ultrasound- Basic Principles
Bowel Obstruction	Carotid Stenosis	Ultrasound of the Breast
Bariatric Thromboembolism	Venous	Ultrasound of the Thyroid
Cholecystitis	Diverticulitis	Ultrasound E-FAST exam
Pancreatitis	Hypercalcemia	Ultrasound in Vascular Access
Breast Cancer	Lung Cancer	Ultrasound of the Carotid Artery
Pediatric Hernia	Trauma Resuscitation	Ultrasound of the ABI
Inguinal Hernia	Burn Management	Ultrasound - Abd. Aortic Aneurysm
Thyroid Nodule	Skin Cancer	Two Handed Knot Tie /
		Suturing & Instructional Tie
		Surgical Instruments /
		Foley Cath Placement
		Epidural Placement Technique

ACCESS SURGERY – Optional Learning

You have access to 61 different case files for additional learning opportunities, which includes short answer and multiply choice answer quizzes. You will attain a SIGN IN to MyAccess Profile from the main page and use your MSU email for access.

We encourage you to read the associated chapter in the Lawrence textbook before doing each case for a more thorough educational understanding.

To access the cases:

STEP 1: Copy and paste below link into search bar and SAVE in bookmarks for future use.
<https://accesssurgery-mhmedical-com.proxy2.cl.msu.edu/>

Now you see the Electronic Medical Books page. Scroll down to the alphabetical list to the heading Surgery. Click on the first selection ACCESS SURGERY.

SIGN IN: Is located at the top right of the main screen, click on the Sign In box and **Create a Free MyAccess Profile.**

CASES: Shown on main page of Access Surgery Cases – click down arrow and select the Case File Surgery menu, it will show you the 61 different cases you can pick from. Once you click on a File Case, it will open the Case Review, and you will begin the quiz.

Quiz: Once you begin your quiz, you will have short answer question section – SAVE answers, then the site will show you answers that would fit the case presentation. Then click **NEXT** to move you forward to the following sections: Approach (definitions), Clinical Pearls (tips on your case), References (textbooks to review) and then your Comprehension Question Quiz.

After you select your first answer, you click Submit & View Answer to see if you got it correct and if not, you can see what the proper choice would have been, then it will move you to the next

question. After last question, click on Return to Top of Results, then select top right, next to your name, click the down arrow in that box to show you: **My Review Questions**

If asked by IOR or Course Assistant to save work, follow the below instructions:

My Review Questions: This page shows you the date you took the quiz, score, and Quiz Name –which you will have to **RENAME!!** After you take each quiz, go to this page, and click the **Edit Rename** button and remove Case File – Surgery 5e and type in: Small Bowel Syndrome or Diverticulitis etc.... **SAVE THE CHANGE!**

Getting back to the Cases to pick from: Click on **McGrew-Hill Medical** tab top LEFT of page – takes you back to the beginning. Go to the middle column and click Access Surgery, start over with a new case and repeat instructions.

Saving work: After you complete ten cases, copy, and paste in Word Doc the My Review Questions page into enter the word document into **Aquifer in D2L.**

COMAT EXAM INFORMATION

For information on exam registration and administration, please visit the COM (College of Osteopathic Medicine) Clerkship Student Portal: <https://michiganstate.sharepoint.com/sites/StudentClerkship>

The COMAT exam for the related subject/course will be taken by the student on the last Friday of the rotation.

- a. Absence due to emergent need
 - i. The student will need to communicate emergent need of absence to the Associate Dean for Clerkship Education for approval (enright4@msu.edu). Documentation may be requested.
 1. The clerkship team will schedule a make-up examination that may occur on an open Friday COMAT test date, or another date chosen by the Clerkship team following the missed exam.
- b. Personal need to delay examination.
 - i. On rare occasion, the student may request to delay the COMAT examination. The Associate Dean for Clerkship Education will review and approve/deny such requests. The student must request a delay to com.clerkship@msu.edu by the end of the first week of the rotation.
- c. Failure to show for the scheduled examination, or failure to show up on time as described in the COMAT Policy, will result in a '0' score for the scheduled examination attempt.

If a student requires accommodation, a valid Student Accommodation Form from the Resource Center for Persons with Disabilities (RCPD) must be presented to the COM Clerkship Team at least seven days in advance of the COMAT examination date.

ROTATION EVALUATIONS

Attending Evaluation of Student

Attending Evaluation of the Student is completed electronically via Medtrics by the supervisor designated within the Medtrics rotation description. To initiate this evaluation, each student must select their attending physician as directed within the rotation description in Medtrics. Students will receive an email from Medtrics to select the attending 7 days prior to the end of the rotation. Should your rotation lack a rotation description or if you have any questions, please contact COM.Clerkship@msu.edu. Upon

selecting the attending physician directed within the Medtrics rotation description, the attending physician will receive an automated email link connecting them to their assigned Attending Evaluation within Medtrics.

Attendings will be able to electronically access and submit the Attending Evaluation of the Student. Attendings will access the electronic form within Medtrics by selecting the email link on a smart device. No login (username/password) will be required for attendings to access their pending evaluation(s) assigned to them. After the electronic form has been submitted by their attending, students can review the Attending Evaluation of the Student that were completed by visiting the 'Evaluations' module (in the 'About Me' tab) of their Medtrics profiles.

Students are encouraged to seek formative/verbal feedback on their performance at least weekly. Students are also encouraged to discuss the Attending Evaluation of the Student with the supervisor completing the evaluation.

Any evidence of tampering or modification while in the possession of the student will be considered "unprofessional behavior" and will be referred to the Committee on Student Evaluation (COSE).

Grades are held until all rotation requirements are received. Students are required to ensure their rotation requirements are completed correctly.

Student Evaluation of Clerkship Rotation

Students will submit their rotation evaluations electronically at the conclusion of every rotation by accessing the Medtrics system: <https://msucom.medtricslab.com/users/login/>. By the last week of each rotation, students will receive an automated email link connecting them to their assigned evaluation for the respective rotation. Students can also access their pending evaluations on the 'Home' or 'Evaluations' tabs within their Medtrics accounts.

Unsatisfactory Clinical Performance

The Instructor of Record will review/investigate a student's performance on a rotation when a concern is raised by the supervisor(s), and/or when the Attending Evaluation of Clerkship Student contains any below expectation marks within the professionalism area, any unsatisfactory written comments, or a total of two or more below average marks on the evaluation. After investigations, the Instructor of Record will determine a final grade for the student.

Professionalism concerns, as well as accolades, will also be referred to the MSUCOM Spartan Committee Clearinghouse for resolution, per MSUCOM's Common Ground Framework for Professional Conduct.

CORRECTIVE ACTION

The following assignments are eligible for corrective action. Students who were not successful on these assignments during the course will receive an NGR grade and permitted to go through a 'corrective action' process. Corrective Action will be due no later than 14 days after the last day of the rotation at 11:59pm:

1. Pre-rotation quiz:
 - The student will be required to take the pre-rotation quiz.
- 2 Interprofessional Education requirement:

- If the student fails to complete this requirement, the student will be given a period of 14 days after completion of the course to complete all required elements of the Interprofessional Education form and upload to D2L.

3. Aquifer Cases

- If the student fails to complete this requirement, they will be given 14 days after the course to complete all required elements of Aquifer and upload in D2L in Mid Rotation/Aquifer Dropbox.

The student is responsible for contacting the Course Assistant (on the title page of this syllabus) if they believe missing assignments were reported in error, or if they are unclear about the corrective action process.

While it is the responsibility of the student to ensure that the Attending Evaluation of Clerkship Student is completed, this requirement may extend beyond the corrective action deadline. Additionally, in the event of a failing score earned on the student's first attempt of a COMAT subject exam, the corrective action for the COMAT retake may extend beyond 14 days.

If a student **successfully completes** the corrective action process, as determined by the IOR, the student will receive credit for the deficient academic grading requirement(s) and be eligible for a change in rotation grade (from NGR to Pass, pending the Attending Evaluation of Clerkship Student and, if applicable, score on his/her COMAT retake).

As determined by the IOR, the student will receive an N grade for the course if all assignments and the corrective action process are **not completed** successfully within 14 days after the last day of rotation at 11:59pm (except for the Attending Evaluation). Additionally, a letter of unprofessional behavior for late submission of assignments will be sent to the MSUCOM Spartan Community Clearinghouse.

BASE HOSPITAL REQUIREMENTS

Students are responsible for completing all additional requirements set by the hospital/clinical site at which they are completing a rotation. Students are not responsible for reporting to MSUCOM the results of any requirements that exist outside of those listed above.

COURSE GRADES

All rotation requirements must be completed to determine a final grade for the course. Students are required to ensure their rotation requirements are completed and submitted correctly.

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 syllabus. 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.

HP/High Pass – The grade of High Pass will be designated to students who have above average clinical, professional, and academic performance in certain core rotations but do not meet the criteria

for Honors. Criteria for High Pass in a core rotation will be determined by the Instructor of Record and will be listed in the course syllabus. While High Pass designation will be awarded to students meeting the criteria in the syllabi of the above courses, High Pass is not an official MSU grade. The official MSUCOM transcript will reflect a grade as Pass with an additional notation that the student achieved High Pass in the course. The student's Medical Student Performance Evaluation will reflect each High Pass grade.

P/Pass – means that credit is granted, and that the student achieved a level of performance judged to be satisfactory by the department according to the student's didactic and clinical performance.

NGR/No Grade Reported – means that a final grade ('Pass' or 'No Grade') cannot be determined due to one or more missing course requirements. The NGR grade will be changed to a final grade once all the completed course requirements have been submitted to and processed by MSUCOM (either to the department or Clerkship Team). An 'NGR' grade will NOT remain on a student's transcript.

N/No Grade – means that no credit is granted, and that the student did not achieve a level of performance judged to be satisfactory by the department according to the student's didactic and clinical performance.

N Grade Policy

Students who fail this rotation will have to repeat the entire rotation and fulfill all (clinical and academic) requirements.

STUDENT RESPONSIBILITIES AND EXPECTATIONS

The Attendance Policy and State of Professionalism are listed below. MSUCOM students will present themselves with the utmost level of professionalism, be respectful of each person they encounter and show a high level of integrity. Always ask questions if unsure reach out to hospital staff or MSUCOM Clerkship. We expect a lot from you, remember we are here for you and want you to be successful!

MSU COLLEGE OF OSTEOPATHIC MEDICINE STANDARD POLICIES

The following are standard MSUCOM policies across all Clerkship rotations.

CLERKSHIP ATTENDANCE POLICY

MSUCOM requires student participation in clerkship rotations and clinical activities with consistent attendance to acquire the skills and knowledge necessary for successful program completion. This policy will define the policy and procedures regarding absences for clerkship activities. [Policy - Clerkship Absence 2025.pdf](#)

POLICY FOR MEDICAL STUDENT SUPERVISION

The MSUCOM curriculum includes required clinical experiences in a variety of clinical learning environments. The Medical Student Supervision Policy outlines all supervision agreements and expectations. [Clerkship Medical Student Supervision Policy.pdf](#)

MSUCOM STUDENT HANDBOOK

The Student Handbook is published electronically by MSUCOM for students in the Doctor of Osteopathic Medicine program. This handbook does not supersede other Michigan State University or College of Osteopathic Medicine policies, regulations, agreements, or guidelines.

<https://osteopathicmedicine.msu.edu/current-students/student-handbook>.

COMMON GROUND FRAMEWORK FOR PROFESSIONAL CONDUCT

The Common Ground Framework provides the MSUCOM community with a reminder of the unity of mind, body, and spirit that underlines the field of osteopathic medicine. The framework is a set of guiding, foundational principles that underpin professional conduct and integrity and applies to all professionals at work within the shared college community, independent of their specific roles or responsibilities.

<https://osteopathicmedicine.msu.edu/about-us/common-ground-professionalism-initiative>

MEDICAL STUDENT RIGHTS AND RESPONSIBILITIES

The rights and responsibilities of students enrolled in MSUCOM are defined by the medical colleges of Michigan State University, including the College of Osteopathic Medicine, the College of Human Medicine, and the College of Veterinary Medicine. Students enrolled in the professional curricula of these colleges are identified as “medical students.” These colleges collectively define “Medical Student Rights and Responsibilities” (MSRR). This document addresses academic rights and responsibilities, governance, procedures for complaints, due process, and other topics. The current version is available on the MSU Spartan Life website at the address below: <http://splife.studentlife.msu.edu/medical-student-rights-and-responsibilities-mssr>

MSU EMAIL

MSU email is the official communication from faculty and staff to students and students are responsible for checking it daily and maintaining their MSU email accounts 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 DO 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.

<https://osteopathicmedicine.msu.edu/current-students/student-handbook>.

DUTY HOURS AND FATIGUE MITIGATION

The accreditation standards for graduate medical education programs include restrictions on the duty hours of residents. Additionally, institutions are expected to promote a clinical learning environment in which duty hours are monitored and strategies exist to mitigate the effects of fatigue. [Clerkship Duty Hours and Fatigue Mitigation Policy.pdf](#)

STUDENT EXPOSURE PROCEDURE

A protocol has been developed by the University Physician to report incidents of exposure, e.g., needle sticks, mucous membrane exposure, tuberculosis exposure, etc., and it may be found here:

<https://osteopathicmedicine.msu.edu/current-students/clerkship-medical-education/injury-and-property-damage-reports>

Contact Associate Dean for Clerkship Education, Dr. Susan Enright (enright4@msu.edu), if exposure incident occurs.

STUDENT ACCOMMODATION LETTERS

Michigan State University is committed to providing equal opportunity for participation in all programs, services, and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities (RCPD) at 517-884-RCPD, or on the web at www.rcpd.msu.edu. Once a student's eligibility for (clinical and/or testing) accommodation(s) are determined, the student may be issued an Accommodation Letter. Students must present their letter to the Clerkship Team (COM.Clerkship@msu.edu) at the start of the semester in which they intend to use their accommodations (for tests, projects, labs, etc.). Accommodation requests received after the semester onset will be honored whenever possible.

If modifications, updates, or extensions to an existing letter are made after the semester begins, it is the responsibility of the student to submit the newest version to the Clerkship Team if he/she intends to utilize the accommodation going forward.

SUMMARY OF GRADING REQUIREMENTS*For any below information requiring an item be uploaded to D2L, students must ensure it is put into the correct folder within the correct section for their course.

Requirement	Submission Method	Honors Designation	High Pass	Pass	No Grade Reported	No Pass
Attending Evaluation of Clerkship Student	Attendings receive an automated email link connecting them to their assigned evaluation(s) within Medtrics, where they may access and submit the electronic form(s) directly	<ul style="list-style-type: none"> • Receives no "Below Expectations." • Receives no comments indicating below expectations of performance 	<ul style="list-style-type: none"> • Receives no "Below Expectations." • Receives no comments indicating below expectations of performance 	<ul style="list-style-type: none"> • Student may receive "Below Expectations" in up to one (1) subcategory. • Overall categories must receive "Meets Expectations" or "Exceeds Expectations" 	Will be the conditional grade until all requirements of this rotation are met	<ul style="list-style-type: none"> • Receives two (2) or more "Below Expectations" within the subcategory sections. • Receives comments that indicate below expectations of performance. • See Unsatisfactory Clinical Performance above
Student Evaluation of Clerkship Rotation	Can be accessed and submitted electronically by students within the dashboard of their Medtrics profiles	Completed 100% by 11:59 pm the last day of the rotation	Completed 100% by 11:59 pm the last day of the rotation	Completed 100% by 11:59 pm the last day of the rotation	Will be the conditional grade until all requirements of this rotation are met.	Failure to complete and submit within 14 days from the end of the rotation
Pre-Rotation Quiz	Submit via D2L	Completed by 11:59 pm the first Sunday of the Rotation	Completed by 11:59 pm the first Sunday of the Rotation	Completed by 11:59 pm the last day of the Rotation	Will be the conditional grade until all requirements of this rotation are met	Failure to complete the quiz and the corrective action within 14 days from the end of the rotation.
Aquifer	Submit via D2L	Completed 100% and uploaded by 11:59 pm the last Sunday of the rotation	Completed 100% and uploaded by 11:59 pm the last Sunday of the rotation	Completed 100% and uploaded by 11:59 pm the last Sunday of the rotation	Will be the conditional grade until all requirements of this rotation are met	Failure to complete and upload within 14 days after the rotation ends

Requirement	Submission Method	Honors Designation	High Pass	Pass	No Grade Reported	No Pass
Mid-Rotation Feedback Form	Submit via D2L	<ul style="list-style-type: none"> Completed, scanned, and uploaded to D2L. Must be completed 100% and needing no revisions by 11:59 pm on the 3rd Sunday of the rotation. 	<ul style="list-style-type: none"> Completed, scanned, and uploaded to D2L. Must be completed 100% and needing no revisions by 11:59 pm on the 3rd Sunday of the rotation. 	<ul style="list-style-type: none"> Completed, scanned, and uploaded to D2L. Must be completed 100% and needing no revisions by 11:59 pm on the 3rd Sunday of the rotation. 	Will be the conditional grade until all requirements of this rotation are met	Failure to complete 100% and upload by 14 days after the last day of the rotation at 11:59 pm
Interprofessional Education	Submit via D2L	Completed 100% and uploaded by 11:59 pm the last Sunday of the rotation	Completed 100% and uploaded by 11:59 pm the last Sunday of the rotation	Completed 100% and uploaded by 11:59 pm the last Sunday of the rotation	Will be the conditional grade until all requirements of this rotation are met	Failure to complete and upload within 14 days after the rotation ends
COMAT Exam	Exam taken last Friday of rotation	Score at or above 110 on the first attempt you take the exam	Score between 103-109 on the first attempt you take the exam	<ul style="list-style-type: none"> Score at or above 83 the first attempt of the exam. Score at or above 83 the day you retake the exam. If you fail to take your exam on the last Friday of the Rotation, you will receive a zero and have one chance to retake the exam. 	Will be the conditional grade until all requirements of this rotation are met	<ul style="list-style-type: none"> 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 a (zero) attempt.



College of Osteopathic Medicine
MICHIGAN STATE UNIVERSITY

MID-ROTATION FEEDBACK FORM

Rotation: _____

Student Name: _____

Evaluator Name: _____

Evaluator Signature: _____

Date of review with Student: _____

1. This assessment is based on:

- ☐ My own observations and interactions with the student.
☐ Feedback received from other faculty and/or resident supervisors.

2. The student is progressing satisfactorily for their level of training:

- ☐ YES ☐ NO

If NO, please summarize areas needing improvement below:

3. Overall comments on student performance

Strengths:	Areas of Improvement:

4. Please check only areas of student **DIFFICULTY**:

<input type="checkbox"/>	On time for all activities of the rotation	<input type="checkbox"/>	Present/Prepared for all activities of rotation
<input type="checkbox"/>	Respectful/courteous to patients, staff, peers, attending's	<input type="checkbox"/>	Student is aware of limitations and appropriately seeks assistance when needed
<input type="checkbox"/>	A great team player (helpful, reliable, proactive)	<input type="checkbox"/>	Accepting of feedback and made necessary changes because of the feedback
<input type="checkbox"/>	Engaged in learning	<input type="checkbox"/>	Honest and trustworthy
<input type="checkbox"/>	A good patient advocate	<input type="checkbox"/>	Work ethic

INTERPROFESSIONAL EDUCATION – IPE

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 it to the drop box on D2L.

CORE Surgery

Student Name:

MSUCOM Rotation:

Dates of Rotation:

Base Hospital:

Did the time outs occur? Yes No

Who was in attendance for the time out:

Doctor

Medical Students

Nurse (Circulation)

Residents

Scrub Tech

Anesthesia (Dr/CRNA)

Other(s)

Did everyone in attendance participate in the timeout? Yes No

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

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?