Simulating Increasing Entrustability / Complexity as the Week Progresses

This gives a broad overview of what the scope of the clerkship asks and achieves.

**Monday and Tuesday:**
- Create a garden-variety case (common presentation)
- Navigate non-operative management and the explanation of risks / benefits therein
- Review pre-operative optimization of this patient
- Review the operative steps if an operation is deemed necessary
- Review the most common post-operative complications
- Choose (create) and manage a post-operative complication in this patient

**Wednesday:**
- Self-Directed Learning Time in the AM
- Academic Half Day in the PM (longitudinal, pre-planned curriculum on themes that revolve around patient chief complaints)

**Thursday and Friday:**
- Create a complicated case due to patient co-morbidity (i.e. COPD, morbid obesity, immunosuppressed, anatomic variation, unexpected finding during operation)
- Navigate non-operative management and the specific risks in the context of the comorbidity
- Review pre-operative optimization of this patient
- Review the operative steps if an operation is deemed necessary
- Create and manage a post-operative complication in the context of this complicated patient
- Complete consultation requests, and transfer of care, admission and discharge orders.
Trigger Questions for Faculty to Ask of Students During Sessions

Overall Goal:

Encourage students to work together to discuss cases, explain answers to each other, and clarify distinctions and problem areas so that everyone is smarter by the end of the session or week. The goal is for the whole group to support learning of everyone.

Questions you might consider asking to stimulate discussion and extension of learning:

- “Tell me more.”
- “Expand on your colleague’s answer.”
- “Explain in your own words what your colleague just taught us.”
- “What surprised you?”
- “What are you still curious about?”
- “What do you want to learn more about?”
- “How can you turn that question into something you can search in the medical literature?”

Please do ask each group each time (suggest calling out those students who may have been more quiet):

- “How did the discussion today help you with your future career?”
Topics Covered Each Day by Surgery Groups

We have evenly divided the students into 6 groups. We have two faculty per student group of 5 students. The topics that we will cover in the virtual clerkship are also grouped, so that there are two student groups per surgery group.

Community General Surgery & GI Surgery Groups
(7 modules)

| Monday       | Cholecystitis               |
|--------------|----------------------------|
| Tuesday      | Appendicitis, Hernia       |
| Thursday     | Anorectal Disease, Bariatric|
| Friday       | Diverticulitis, Bowel Obstruction |

Surgical Oncology & Endocrine Surgery Groups
(7 modules)

| Monday       | Thyroid                     |
|--------------|-----------------------------|
| Tuesday      | Lung Cancer, Colon Cancer   |
| Thursday     | Parathyroid, Adrenal        |
| Friday       | Skin Cancer, Breast Cancer  |

Vascular & Surgical Critical Care Group
(7 modules)

| Monday       | Bowel Obstruction           |
|--------------|-----------------------------|
| Tuesday      | VTE, Pancreatitis           |
| Thursday     | Trauma, Burn Management     |
| Friday       | AAA, Carotid                |
Day 1

Pre-Reading / Preparation

Click here to find recommended pre-reading and module preparation.

Clerkship Orientation Zoom Session

Dr. Kumar will hold open a Zoom channel every day between 9:30 am to 10 am. If you have specific questions about how to spend your independent learning time, if you want to learn how you can maximize your performance on your formative peer-to-peer WBAs or the faculty assessments, please connect and she will be happy to provide some tips. Click here for the Zoom link.

Independent Learning Day 1 Time #1 – Small Group Exercises with Illness Scripts

During your Independent Learning time, if you would like for your group to use a sample illness script, we have provided one here. Please download it. You’ll notice that Topic 1-5 is listed for your groups’ chosen subtopics. If you would like, your group can fill the script then share it with your faculty member so that they have a bird’s eye view of what your group delved into for the day. One way to divide up the work is to have one member of a team take on one subtopic. We really don’t expect your group to complete more than one sub-topic per person.

Independent Learning Day 1 Time #2 – Creation of a Unique Case

Students, in your small groups, please EACH choose ONE of the five topics within your first illness script to create a unique case. There should be 4-5 unique cases created in each group. Consider including the following elements and feel welcome to use a template such as this one to organize your thoughts and ideas around specific surgical topics.

- Create a garden-variety case (commonest presentation)
- Navigate non-operative management and the explanation of risks / benefits therein
- Review pre-operative optimization of this patient
- Review the operative steps if an operation is deemed necessary
- Review the most common post-operative complications
- Choose (create) and manage a post-operative complication in this patient

Click this link to get some ideas as to how to organize your responses regarding the cases.

Faculty Session – Day 1

Students, for Day 1, your faculty will primarily have you get to know them, share pearls, tips, tricks, anecdotes. They may ask to hear about your case.

The assessment aspects on Day 1 will be minimal, and optional for each faculty member:

- delivery of an oral presentation
• functioning as part of a team
• professionalism

Day 2
Pre-Reading / Preparation

Click here to find recommended pre-reading and module preparation.

Office Hours with WSUrgery Virtual Clerkship Director – Day 2

Dr. Kumar will hold open a Zoom channel every day between 9:30 am to 10 am. If you have specific questions about how to spend your independent learning time, if you want to learn how you can maximize your performance on your formative peer-to-peer WBAs or the faculty assessments, please connect and she will be happy to provide some tips. Click here for the Zoom link.

Independent Learning Day 2 Time #1 – Creation of a Unique Case

Students, please work within your teams so that by the end of the session, each student has created a unique case. We recommend that only one student within your group covers one subtopic. If you find the illness script or surgery case outline helpful, we have provided the link which you can click to download and fill out on your own / save to your own device.

Independent Learning Day 2 Time #2 – Practice with WBAs for Formative Feedback

Within your small groups, practice some case presentations with use of WBAs for formative feedback from varying perspectives:
• Clinic / pre-op
• Post-op day 1
• Day when complication presented (include differential diagnosis of the complication)
• Last day of patient’s hospitalization

Faculty Session – Day 2

Students, for Day 2, your faculty will ask to hear about your cases. The assessment aspects may include:
• delivery of an oral presentation
• delivery of informed consent
• communication regarding calling a consultation for care by another medical professional
• recognition of patient urgency, deterioration, or instability
• functioning as part of a team
• professionalism
Day 3

Office Hours with WSUrgery Virtual Clerkship Director – Day 3

Dr. Kumar will hold open a Zoom channel every day between 9:30 am to 10 am. If you have specific questions about how to spend your independent learning time, if you want to learn how you can maximize your performance on your formative peer-to-peer WBAs or the faculty assessments, please connect and she will be happy to provide some tips. Click here for the Zoom link.

Day 4

Pre-Reading / Preparation

Click here to find recommended pre-reading and module preparation.

Office Hours with WSUrgery Virtual Clerkship Director – Day 4

Dr. Kumar will hold open a Zoom channel every day between 9:30 am to 10 am. If you have specific questions about how to spend your independent learning time, if you want to learn how you can maximize your performance on your formative peer-to-peer WBAs or the faculty assessments, please connect and she will be happy to provide some tips. Click here for the Zoom link.

Independent Learning Day 4 Time #1 – Creation of a Unique Case

Students, please work within your teams so that by the end of the session, each student has created a unique case. We recommend that only one student within your group covers one subtopic. If you find the illness script or surgery case outline helpful, we have provided the link which you can click to download and fill out on your own / save to your own device.

Here are some tips in the creation of your case:

- Create a complicated case due to patient co-morbidity (i.e. COPD, morbid obesity, immunosuppressed, anatomic variation, unexpected finding during operation)
- Navigate non-operative management and the specific risks in the context of the comorbidity
- Review pre-operative optimization of this patient
- Create and manage a post-operative complication in the context of this complicated patient

Independent Learning Day 4 Time #2 – Practice with WBAs for Formative Feedback

Within your small groups, practice some case presentations with use of WBAs for formative feedback from varying perspectives:

- Clinic / pre-op
- Calling a consultation by another medical professional in preparation for their surgery.
- Post-op day 1
- Day when complication presented (include differential diagnosis of the complication)
• Calling a consultation by another medical professional to invite them to collaborate around the management of the patient’s complication.
• Last day of patient’s hospitalization

Independent Learning Day 4 Time #3 – Practice with Admission and Discharge Planning

Within your small groups, practice some admission orders and discharge considerations by using these spreadsheet templates. Your faculty may find it convenient to view your thought process if you share the spreadsheet with them.

Faculty Session – Day 4

Students, for Day 4, your faculty will ask to hear about your case. The assessment aspects may include:
• proficiency relating to the patient’s hospital admission and discharge (review of information, placed in spreadsheets)
• communication regarding transfer of the patient’s care to another provider
• recognition of patient urgency, deterioration, or instability
• functioning as part of a team
• professionalism

Day 5

Pre-Reading / Preparation

Click here to find your recommended pre-reading and module preparation.

Office Hours with WSUrgery Virtual Clerkship Director – Day 5

Dr. Kumar will hold open a Zoom channel every day between 9:30 am to 10 am. If you have specific questions about how to spend your independent learning time, if you want to learn how you can maximize your performance on your formative peer-to-peer WBAs or the faculty assessments, please connect and she will be happy to provide some tips. Click here for the Zoom link.

Independent Learning Day 5 Time #1 – Creation of a Unique Case

Students, please work within your teams so that by the end of the session, each student has created a unique case. We recommend that only one student within your group covers one subtopic. If helpful, use the illness script or the surgery case outline.
• Create a complicated case due to patient co-morbidity (i.e. COPD, morbid obesity, immunosuppressed, anatomic variation, unexpected finding during operation)
• Navigate non-operative management and the specific risks in the context of the comorbidity
• Review pre-operative optimization of this patient
• Create and manage a post-operative complication in the context of this complicated patient
• Practice admission orders and discharge considerations by using these spreadsheet templates.
Independent Learning Day 5 Time #2 – Practice with WBAs for Formative Feedback

Within your small groups, practice some case presentations with use of WBAs for formative feedback from varying perspectives:

- Day when complication presented (include differential diagnosis of the complication)
- Recognition of patient urgency, deterioration, instability.
- Calling a consultation by another medical professional to invite them to collaborate around the management of the patient’s complication.
- Preparing a case presentation of a complication for an M&M conference (morbidity and mortality)

Faculty Session – Day 5

Students, for Day 5, your faculty will ask to hear about your case. The assessment aspects may include:

- Delivery of an oral presentation
- Delivery of informed consent regarding management of the complication
- Communication regarding calling a consultation for care by another medical professional
- Proficiency relating to the patient’s hospital admission and discharge (review of information, placed in spreadsheet)
- Communication regarding transfer of the patient’s care to another provider
- Functioning as part of a team
- Professionalism