



University of Cincinnati - College of Medicine
2026-2027 Elective Syllabi

SURGERY

26 98 0373

TITLE SURGERY CORE CLKSP

The clerkship provides exposure to both inpatient and outpatient experience in general surgery and a surgical subspecialty level with preoperative, intra and postoperative exposure to a wide variety of patients. Students will spend 4 weeks on general surgery and 4 weeks on a surgical elective. Students are given the opportunity to rank their choice of general surgery core experiences and sub-specialty experiences.

PREREQUISITES

You must complete the clerkship specific Intercession prior to starting that clerkship.

See the Advancement and Retention Policy, Medical Student Handbook for more detailed information on the prerequisites for starting your third year rotations.

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ADMINISTRATIVE Nicole Norman
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SITE Vamc
Th - Bethesda North Hospital
Th - Good Samaritan Hospital
West Chester Medical Center
Ucmc - University Of Cincinnati Medical Center
Cchmc - Burnet
Tch - The Christ Hospital - Surgery

LENGTH 8

GRADED Honors/High Pass/Pass/F

COURSE TYPE

MAX. ENROLL 30

FT/PT: Full-Time

hours

ROTATION				MIN	MAX
1	4/6/2026	to	5/29/2026		32
2	6/1/2026	to	7/24/2026		32
3	7/27/2026	to	9/18/2026		32
4	9/21/2026	to	11/13/2026		32
5	11/16/2026	to	2/5/2027		32
6	2/8/2027	to	4/2/2027		32

WORKING HOURS Mon - Sat 6a-6p plus optional call nights

REPORT 1ST DAY Students will contact the senior resident on service the morning of to establish a meeting place.

INSTRUCTION

TYPE/FORMAT hrs
 hrs total



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LEARNING ACTIVITIES Clinical Experience - Inpatient
Clinical Experience - Inpatient (Nights)
Case-Based Instruction/Learning
Demonstration (description, performance, or explanation of a process, illustrated by examples, observable action, specimens, etc)
Conference
Patient Presentation--Learner
Patient Presentation--Faculty
Ward Rounds
Lecture
Self-Directed Learning (Learners take initiative for their own learning; diagnosing needs; formulating goals; identifying resources; implementing appropriate activities; and evaluating outcomes.)

In this course, we may cover complex health issues that often intersect with personal beliefs, societal debate, and evolving science. You will likely encounter information or perspectives that differ from your own. As physicians-in-training, your responsibility is to listen with curiosity, engage with evidence, and communicate respectfully-just as we do in patient care.

Syllabi and course materials will be grounded in evidence-based medicine, scientific principles and reflect areas of ongoing scientific inquiry. In courses addressing policy, ethics, or societal issues, materials will be structured to promote evidence-based learning while transparently acknowledging where evidence is evolving or there are multiple viewpoints that may impact patient care.

ASSESS METHODS Clinical Performance Rating/Checklist
Exam, Institutionally Developed, Written/Computer-based
Exam, Institutionally Developed, Oral
Oral Patient Presentation
Participation
Practical (Lab)
Self-Assessment

LEARNNG ENVIRONMENT UCCOM strives to provide medical students with a learning environment that is conducive to their professional growth. All UCCOM and visiting medical students are encouraged to review the POLICIES [Student Handbook](#).

The Office of Student Affairs and Admissions is available to all UCCOM and visiting medical students to discuss any concerns/questions related to the learning environment. Please call 558-6796 to access faculty/staff that can assist you.

TEACHING 30% Attending Physician
50% Senior Resident
20% Junior Resident

FEEDBACK Faculty or Resident

GRADE ASSIGNED BY: Course director

OBJECTIVES Knowledge/Skills



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SURGERY

1. Gather appropriate and accurate patient history.
2. Perform appropriate patient exam for the presenting problem/reason for visit.
3. Generate an appropriate problem-based differential diagnosis and plan.
4. Communicate effectively with patients of diverse backgrounds (e.g. age, gender, social, racial and economic backgrounds).
5. Communicate patient information to the clinical team in oral form.
6. Communicate patient information to the clinical team in written form.
7. Follow through on the appropriate diagnostic and therapeutic action plan.
8. Collaborate with an inter-professional health care team.
9. Demonstrate a commitment to lifelong learning by developing your knowledge and skills outside of the traditional learning environment.
10. Demonstrate professional behavior in clinical interactions(e.g. empathy, attire, punctuality, motivation, reliability).

Students should be able to describe the fundamentals of pathophysiology of surgical disease and in detail describe clinical presentation, diagnostic modalities, differential diagnoses, staging and classification, management algorithms, non-operative and operative treatment risks and benefits and long term outcomes.

Procedures

1. Central line insertion
2. Male Foley
3. Intubation
4. NG tube/Dobhoff tube
5. IV placements (suggested)
6. Femoral venipuncture. (suggested)

Main Course Topics (Provide list of key words for major concepts covered)

1. Training in critical review of literature.
2. Ethical discussions.
3. Risk/benefit issues.

Curricular Resources (Readings, Texts, and or Other Resources)

1. Clinical Key
2. Mont Reid Handbook
3. Dr. Pestana's Surgery Notes (ISBN 13-978-1-5062-7642-7 sixth edition) (Shelf resource)
4. Passing the General Surgery Oral Board Exam - Marc A. Neff (Oral exam resource)
5. Surgery - A Competency-Based Companion by Barry D. Mann (Case based resource for Oral Board/Shelf Exam)

Remediation Plan

Specific components of the course will be remediated as necessary on an individual basis per University Policy and Course Syllabi.

Schedule Note

N/A



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