

## ACS/ASE MEDICAL STUDENT CORE CURRICULUM STEERING COMMITTEE

### CO-CHAIRS

MARC A. DE MOYA, MD, FACS  
MEDICAL COLLEGE OF WISCONSIN | MILWAUKEE, WI

RANJAN SUDAN, MD, FACS  
DUKE UNIVERSITY MEDICAL CENTER | DURHAM, NC

### MEMBERS

LINDA M. BARNEY, MD, FACS  
WRIGHT STATE UNIVERSITY | DAYTON, OH

PATRICE GABLER BLAIR, MPH  
AMERICAN COLLEGE OF SURGEONS | CHICAGO, IL

KIMBERLY M. BROWN, MD, FACS  
UNIVERSITY OF TEXAS | AUSTIN, TX

ANDRE R. CAMPBELL, MD, FACS  
UNIVERSITY OF CALIFORNIA SAN FRANCISCO | SAN FRANCISCO, CA

LORETTO GLYNN, MD, FACS  
MERCYHEALTH ROCKFORD MEMORIAL HOSPITAL | ROCKFORD, IL

CELESTE M. HOLLANDS, MD, FACS, FAAP  
TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER &  
COVENANT CHILDREN'S HOSPITAL | LUBBOCK, TX

AJIT K. SACHDEVA, MD, FACS, FRCSC, FSACME  
AMERICAN COLLEGE OF SURGEONS | CHICAGO, IL

STEPHEN C. YANG, MD, FACS  
JOHNS HOPKINS MEDICAL INSTITUTIONS | BALTIMORE, MD

### ACS DIVISION OF EDUCATION

KIM ECHERT  
SR. MANAGER, PROGRAMS TO ENHANCE  
RESIDENT AND MEDICAL STUDENT EDUCATION

TIM HOTZE, MA  
E-LEARNING SOFTWARE DEVELOPER

KRASHINA HUDSON, MS  
ADMINISTRATOR, RESIDENT AND MEDICAL STUDENT CURRICULA

The ACS/ASE Medical Student Core Curriculum committee would like to acknowledge the ASE Curriculum Committee (1996–1998 and 2001) who developed the initial symptom and problem-based objectives that laid the foundation for the national needs assessment and new curriculum.

FOR ALL  
MEDICAL  
STUDENTS

# ACS/ASE MEDICAL STUDENT CORE CURRICULUM

## Essential Content for Surgery Clerkships

The American College of Surgeons (ACS) Division of Education and the Association for Surgical Education (ASE) have collaborated to develop a new online resource for medical students, medical school faculty, and clinical faculty. The ACS/ASE Medical Student Core Curriculum addresses the competency-based surgical cognitive skills needed by all medical students, not just those pursuing surgery, prior to graduation.

These essential surgery topics were identified through an extensive needs assessment and reflect the input of surgical and nonsurgical faculty, deans, and medical students across the country. The Curriculum—developed in accordance with this consensus—provides the foundation of core surgical knowledge needed by all medical students irrespective of their future specialties. The Curriculum may also be used to develop standardized assessments of essential knowledge of medical students completing their core surgical clerkships.

The project is being led by Marc A. de Moya, MD, FACS, and Ranjan Sudan, MD, FACS, under the aegis of the ACS Division of Education, and is incorporating the contributions of surgeon educators throughout the country.



100+years

AMERICAN COLLEGE OF SURGEONS

Inspiring Quality:  
Highest Standards, Better Outcomes



# ACS/ASE MEDICAL STUDENT CORE CURRICULUM

## Essential Content for Surgery Clerkships

### ESSENTIAL CONTENT FOR EVERY PHYSICIAN

The modules below provide core surgical knowledge that all medical students need to be able to recognize surgery-related conditions, make appropriate decisions regarding treatment or referral, and communicate effectively throughout the referral process.

- Abdominal Pain
- Abdominal Wall and Groin Masses
- Acid-Base Balance
- Breast Problems
- Communication of Bad News
- End-of-Life Issues
- Endocrine
- Fluids and Electrolytes
- Gastrointestinal Hemorrhage
- Intra-Abdominal and Retroperitoneal Masses
- Jaundice
- Non-Cardiac Chest Pain and Shortness of Breath
- Non-Healing Wounds
- Nutrition
- Perianal Problems
- Perioperative Care
- Postoperative Care
- Shock
- Skin and Soft Tissue Lesions
- Swallowing Difficulty and Pain
- Trauma I: Initial Trauma Evaluation
- Trauma II: Definitive Treatment
- Vomiting, Diarrhea, and Constipation

### ADDITIONAL MODULES IN DEVELOPMENT

Supplemental modules are currently in development and will be added to the Curriculum website as they become available.

### DESIGNED FOR HIGHLY EFFECTIVE TEACHING & LEARNING

Each module provides a comprehensive, concise overview of the topic for use by faculty and students. Key components are clearly organized and designed to promote efficient teaching and learning, including:

- Assumptions about baseline knowledge needed for the module
- Overall goals and learning objectives for each topic area
- Concise content, including anatomy, definitions, pathophysiology, diagnosis, and management
- Multiple-choice questions and answers to test knowledge
- Short case-based problems that encourage application of content to typical patient scenarios
- List of basic clinical skills associated with the condition
- Teaching hints
- Prevention and special considerations

**All modules are convenient and easy to access!**

Visit [facs.org/CoreCurriculum](https://facs.org/CoreCurriculum)

For additional information, contact:

**Krashina Hudson** | [khudson@facs.org](mailto:khudson@facs.org) | 312-202-5335