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Surgery

外科学案例56例

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北京大学医学出版社

图书在版编目 (CIP) 数据

外科学案例 56 例: 第 4 版: 英文 / (美) 拖伊 (Toy, E.C.), (美) 刘 (Liu, Tt.H.), (美) 坎贝尔 (Campbell, A.R.) 编. —北京: 北京大学医学出版社, 2013.11

书名原文: Case files: Surgery

ISBN 978-7-5659-0688-6

I . ①外… II . ①拖… ②刘… ③坎… III . ①外科学—教材—英文 IV . ① R6

中国版本图书馆 CIP 数据核字 (2013) 第 267135 号

Eugene C. Toy, Terrence H. Liu, Andre R. Campbell

Case Files: Surgery, Fourth Edition

ISBN 978-0-07-176699-9

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This authorized English reprint edition is jointly published by McGraw-Hill Education(Asia) and Peking University Medical Press. This edition is authorized for sale in the People's Republic of China only, excluding Hong Kong SAR, Macao SAR and Taiwan.

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外科学案例56例 (第4版)

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出版发行: 北京大学医学出版社 (电话: 010-82802230)

地 址: (100191) 北京市海淀区学院路38号 北京大学医学部院内

网 址: <http://www.pumpress.com.cn>

E-mail: booksale@bjmu.edu.cn

印 刷: 北京画中画印刷有限公司

经 销: 新华书店

责任编辑: 冯智勇 责任校对: 齐 欣 责任印制: 张京生

开 本: 970mm × 650mm 1/16 印张: 34 字数: 637千字

版 次: 2014年1月第1版 2014年1月第1次印刷

书 号: ISBN 978-7-5659-0688-6

定 价: 96.00元

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出版说明

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|---------------|---------------|
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| ● 药理学案例 56 例 | ● 微生物学案例 60 例 |
| ● 内科学案例 60 例 | ● 外科学案例 56 例 |
| ● 妇产科学案例 60 例 | ● 儿科学案例 60 例 |
| ● 神经病学案例 54 例 | ● 骨科学案例 45 例 |
| ● 心脏病学案例 50 例 | ● 麻醉学案例 53 例 |

该丛书具有以下特点:

一、形式上, 原版图书影印, 忠实展现原版图书的原汁原味, 使国内读者直接体会医学原版英文图书的叙述方式和叙述风格。

二、内容上, 每个分册包含几十个经典案例。基础学科强调与临床的结合, 临床学科强调临床思维的培养。

三、以案例和问题导入, 互动式学习, 尤其适合 PBL (问题为中心的学习) 和 CBL (案例为中心的学习)。

本系列书可作为医学院校双语教学或留学生教学的教材或教学辅导用书, 也是医学生学习医学英语的优秀读物。在世界范围内, 该系列书还是参加美国医师执照考试的必备用书。

北京大学医学出版社

DEDICATION

To my dear parents Chuck and Grace
who taught me the importance of pursuing excellence
and instilled in me a love for books; to my sister Nancy
for her compassion and unselfishness, her husband Jason
and their beautiful daughters Madison and Peyton;
and to my brother Glen for his friendship
and our fond memories growing up,
his wife Linda, and their precious son Eric.

– ECT

To my wife Eileen for her love,
friendship, support, and encouragement.
To my parents George and Jackie
for their constant loving support,
and to my sons Andrew and Gabriel
who show to me the importance of family values,
every day. To all my teachers and mentors,
who took the time and effort to teach and serve as role models.

– THL

To the wonderful medical students of the University
of Texas Medical School at Houston
for whom this curriculum was developed.

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We appreciate all the kind remarks and suggestions from the many medical students over the past 3 years. Your positive reception has been an incredible encouragement, especially in light of the short life of the *Case Files*® series. In this fourth edition of *Case Files*®: *Surgery*, the basic format of the book has been retained. Improvements were made by updating many of the chapters, with five completely rewritten cases: Breast Cancer Risk and Surveillance, Colon Cancer, Thyroid Mass, Pheochromocytoma, and Hemorrhage and Hypotension. We reviewed the clinical scenarios with the intent on improving them; however, we found that their real-life presentations patterned after actual clinical experience remained accurate and instructive. The multiple-choice questions have been carefully reviewed and rewritten to ensure that they comply with the National Board and USMLE formats. By reading this fourth edition, we hope that you will continue to enjoy learning surgical management through the simulated clinical cases. It is certainly a privilege to be a teacher for so many students, and it is with humility that we present this edition.

The Authors

The curriculum that evolved into the ideas for this series was inspired by two talented and forthright students, Philbert Yao and Chuck Rosipal, who have since graduated from medical school. It has been a tremendous joy to work with my friend since medical school, Terry Liu, a brilliant surgeon. Likewise, it has been rewarding to collaborate with Andre Campbell, the endowed chair of surgical education at the University of California, San Francisco, and the many excellent contributors. I am greatly indebted to my editor, Catherine Johnson, whose exuberance, experience, and vision helped to shape this series. I appreciate McGraw-Hill's believing in the concept of teaching through clinical cases. I am also grateful to Catherine Saggese for her excellent production expertise and Cindy Yoo for her wonderful editing. Tania Andrabi deserves acknowledgement for her patience and precision as project manager for this book. At Methodist Hospital, I appreciate the great support from Drs Marc Boom, Dirk Sostman, Alan Kaplan, and Judy Paukert. Likewise, I appreciate Linda Bergstrom and Debby Chambers for their advice and support. At St. Joseph, I must praise the inspiring leadership of Pat Mathews, Tripp Montalbo, and Tina Coker. Without my dear colleagues, Drs Konrad Harms, Priti Schachel, John C. McBride, and Gizelle Brooks-Carter, this book could not have been written. Most of all, I appreciate my loving wife, Terri, and my four wonderful children, Andy, Michael, Allison, and Christina, for their patience and understanding.

Eugene C. Toy

HOW TO GET THE MOST OUT OF THIS BOOK

Each case is designed to simulate a patient encounter and includes open-ended questions. At times, the patient's complaint differs from the issue of most concern, and extensive extraneous information is given. The answers are organized into two different parts:

PART I

1. **Summary:** The salient aspects of the case are identified, drawing out the essential information. The student should summarize his or her summary from the case before looking at the answers. A person who enters the summary in the answers help to improve one's ability to focus on the important data while appropriately devaluing irrelevant information, a fundamental skill required in clinical problem solving.
2. **A straightforward answer is given to each open-ended question.**

Mastering the cognitive knowledge within a field such as general surgery is a formidable task. It is even more difficult to draw on that knowledge, procure and filter through the clinical and laboratory data, develop a differential diagnosis, and finally form a rational treatment plan. To gain these skills, the student often learns best at the bedside, guided and instructed by experienced teachers and inspired toward self-directed, diligent reading. Clearly, there is no replacement for education at the bedside. Unfortunately, clinical situations usually do not encompass the breadth of the specialty. Perhaps the best alternative is a carefully crafted patient case designed to stimulate the clinical approach and decision making. In an attempt to achieve this goal, we have constructed a collection of clinical vignettes to teach diagnostic or therapeutic approaches relevant to general surgery. Most importantly, the explanations for the cases emphasize the mechanisms and underlying principles rather than merely rote questions and answers.

This book is organized for versatility to allow the student “in a rush” to go quickly through the scenarios and check the corresponding answers, and to provide more detailed information for the student who wants thought-provoking explanations. The answers are arranged from simple to complex: a summary of the pertinent points, the bare answers, an analysis of the case, an approach to the topic, a comprehension test at the end for reinforcement and emphasis, and a list of resources for further reading. The clinical vignettes are purposely arranged randomly in order to simulate the way that real patients present to the practitioner. A listing of cases is included in Section III to aid the student who desires to test his or her knowledge of a certain area or to review a topic, including basic definitions. Finally, we intentionally did not primarily use a multiple-choice question format because clues (or distractions) are not available in the real world. Nevertheless, several multiple-choice questions are included at the end of each scenario to reinforce concepts or introduce related topics.

HOW TO GET THE MOST OUT OF THIS BOOK

Each case is designed to simulate a patient encounter and includes open-ended questions. At times, the patient's complaint differs from the issue of most concern, and sometimes extraneous information is given. The answers are organized into four different parts:

PART I

1. **Summary:** The salient aspects of the case are identified, filtering out the extraneous information. The student should formulate his or her summary from the case before looking at the answers. A comparison with the summation in the answer help to improve one's ability to focus on the important data while appropriately discarding irrelevant information, a fundamental skill required in clinical problem solving.
2. A **straightforward answer** is given to each open-ended question.

3. **An analysis of the case, which consists of two parts:**
- a. **Objectives:** A listing of the two or three main principles, which are crucial for a practitioner in treating a patient. Again, the student is challenged to make educated “guesses” about the objectives of the case after an initial review of the case scenario, which help to sharpen his or her clinical and analytical skills.
 - b. **Considerations:** A discussion of the relevant points and a brief approach to a specific patient.

PART II

An approach to the disease process, consisting of two distinct parts:

- a. **Definitions:** Terminology pertinent to the disease process
- b. **Clinical Approach:** A discussion of the approach to the clinical problem in general, including tables, figures, and algorithms.

PART III

Comprehension Questions: Each case includes several multiple-choice questions, which reinforce the material or introduce new and related concepts. Questions about material not found in the text are explained in the answers.

PART IV

Clinical Pearls: A listing of several clinically important points, which are reiterated as a summation of the text and to allow for easy review, such as before an examination.

Contributors / vii

Preface / ix

Acknowledgments / xi

Introduction / xiii

Section I

How to Approach Clinical Problems..... 1

Part 1. Approach to the Patient..... 2

Part 2. Approach to Clinical Problem Solving 6

Part 3. Approach to Reading 8

Section II

Clinical Cases..... 13

Fifty-Six Case Scenarios..... 15

Section III

Listing of Cases..... 499

Listing by Case Number 501

Listing by Disorder (Alphabetical) 502

Index / 505

SECTION I

How to Approach Clinical Problems

Part 1 Approach to the Patient

Part 2 Approach to Clinical Problem Solving

Part 3 Approach to Reading

Part 1. Approach to the Patient

The transition from textbook or journal article learning to an application of the information in a specific clinical situation is one of the most challenging tasks in medicine. It requires retention of information, organization of the facts, and recall of myriad data with precise application to the patient. The purpose of this text is to facilitate this process. The first step is gathering information, also known as establishing the database. This includes recording the patient's history; performing the physical examination; and obtaining selective laboratory examinations, special evaluations such as breast ductograms, and/or imaging tests. Of these, the historical examination is the most important and most useful. Sensitivity and respect should always be exercised during the interview of patients.

CLINICAL PEARL

- The history is usually the single most important tool in reaching a diagnosis. The art of obtaining this information in a nonjudgmental, sensitive, and thorough manner cannot be overemphasized.

HISTORY

1. Basic information:

- a. **Age:** Must be recorded because some conditions are more common at certain ages; for instance, age is one of the most important risk factors for the development of breast cancer.
- b. **Gender:** Some disorders are more common in or found exclusively in men such as prostatic hypertrophy and cancer. In contrast, women more commonly have autoimmune problems such as immune thrombocytopenia purpura and thyroid nodules. Also, the possibility of pregnancy must be considered in any woman of childbearing age.
- c. **Ethnicity:** Some disease processes are more common in certain ethnic groups (such as diabetes mellitus in the Hispanic population).

CLINICAL PEARL

- The possibility of pregnancy must be entertained in any woman of childbearing age.

2. **Chief complaint:** What is it that brought the patient into the hospital or office? Is it a scheduled appointment or an unexpected symptom such as abdominal pain or hematemesis? The duration and character of the complaint, associated symptoms, and exacerbating and/or relieving factors should be recorded. The chief complaint engenders a differential diagnosis, and the possible etiologies should be explored by further inquiry.

CLINICAL PEARL

- The first line of any surgical presentation should include **age, ethnicity, gender, and chief complaint**. Example: A 32-year-old Caucasian man complains of lower abdominal pain over an 8-hour duration.

3. Past medical history:

- a. Major illnesses such as hypertension, diabetes, reactive airway disease, congestive heart failure, and angina should be detailed.
 - i. Age of onset, severity, end-organ involvement.
 - ii. Medications taken for a particular illness, including any recent change in medications and the reason for the change.
 - iii. Last evaluation of the condition. (eg, When was the last echocardiogram performed in a patient with congestive heart failure?)
 - iv. Which physician or clinic is following the patient for the disorder?
- b. Minor illnesses such as a recent upper respiratory tract infection may impact on the scheduling of elective surgery.
- c. Hospitalizations no matter how trivial should be detailed.

4. **Past surgical history:** Date and type of procedure performed, indication, and outcome. Laparoscopy versus laparotomy should be distinguished. Surgeon, hospital name, and location should be listed. This information should be correlated with the surgical scars on the patient's body. Any complications should be delineated, including anesthetic complications, difficult intubations, and so on.

5. **Allergies:** Reactions to medications should be recorded, including severity and temporal relationship to administration of medication. Immediate hypersensitivity should be distinguished from an adverse reaction.

6. **Medications:** A list of medications, including dosage, route of administration and frequency, and duration of use should be developed. Prescription, over-the-counter, and herbal remedies are all relevant.

7. **Social history:** Marital status; family support; alcohol use, use or abuse of illicit drugs, and tobacco use; and tendencies toward depression or anxiety are important.

8. **Family history:** Major medical problems, genetically transmitted disorders such as breast cancer, and important reactions to anesthetic medications, such as malignant hyperthermia (an autosomal dominant transmitted disorder) should be explored.

9. **Review of systems:** A system review should be performed focusing on the more common diseases. For example, in a young man with a testicular mass, trauma to the area, weight loss, neck masses, and lymphadenopathy are important. In an elderly woman, symptoms suggestive of cardiac disease should be elicited, such as chest pain, shortness of breath, fatigue, weaknesses, and palpitations.

CLINICAL PEARL

- Malignant hyperthermia is a rare condition inherited in an autosomal dominant fashion. It is associated with a rapid rise in temperature up to 40.6°C (105°F), usually on induction by general anesthetic agents such as succinylcholine and halogenated inhalant gases. Prevention is the best treatment.

PHYSICAL EXAMINATION

1. **General appearance:** Note whether the patient is cachectic versus well nourished, anxious versus calm, alert versus obtunded.
2. **Vital signs:** Record the temperature, blood pressure, heart rate, and respiratory rate. Height and weight are often included here. For trauma patients, the Glasgow Coma Scale (GCS) is important.
3. **Head and neck examination:** Evidence of trauma, tumors, facial edema, goiter and thyroid nodules, and carotid bruits should be sought. With a closed-head injury, pupillary reflexes and unequal pupil sizes are important. Cervical and supraclavicular nodes should be palpated.
4. **Breast examination:** Perform an inspection for symmetry and for skin or nipple retraction with the patient's hands on her hips (to accentuate the pectoral muscles) and with her arms raised. With the patient supine, the breasts should be palpated systematically to assess for masses. The nipples should be assessed for discharge, and the axillary and supraclavicular regions should be examined for adenopathy.
5. **Cardiac examination:** The point of maximal impulse should be ascertained, and the heart auscultated at the apex as well as at the base. Heart sounds, murmurs, and clicks should be characterized. Systolic flow murmurs are fairly common in pregnant women because of the increased cardiac output, but significant diastolic murmurs are unusual.
6. **Pulmonary examination:** The lung fields should be examined systematically and thoroughly. Wheezes, rales, rhonchi, and bronchial breath sounds should be recorded.
7. **Abdominal examination:** The abdomen should be inspected for scars, distension, masses or organomegaly (ie, spleen or liver), and discoloration. For instance, the Grey Turner sign of discoloration on the flank areas may indicate an intra-abdominal or retroperitoneal hemorrhage. Auscultation should be performed to identify normal versus high-pitched, and hyperactive versus hypoactive, bowel sounds. The abdomen should be percussed for the presence of shifting dullness (indicating ascites). Careful palpation should begin initially away from the area of pain, involving one hand on top of the other, to assess for masses, tenderness, and peritoneal signs. Tenderness should be recorded on

a scale (eg, 1 to 4, where 4 is the most severe pain). Guarding and whether it is voluntary or involuntary should be noted.

8. **Back and spine examination:** The back should be assessed for symmetry, tenderness, or masses. The flank regions are particularly important in assessing for pain on percussion that may indicate renal disease.
9. **Genital examination:**
 - a. **Female:** The external genitalia should be inspected, and the speculum then used to visualize the cervix and vagina. A bimanual examination should attempt to elicit cervical motion tenderness, uterine size, and ovarian masses or tenderness.
 - b. **Male:** The penis should be examined for hypospadias, lesions, and infection. The scrotum should be palpated for masses and, if present, transillumination should be used to distinguish between solid and cystic masses. The groin region should be carefully palpated for bulging (hernias) on rest and on provocation (coughing). This procedure should optimally be repeated with the patient in different positions.
 - c. **Rectal examination:** A rectal examination can reveal masses in the posterior pelvis and may identify occult blood in the stool. In females, nodularity and tenderness in the uterosacral ligament may be signs of endometriosis. The posterior uterus and palpable masses in the cul-de-sac may be identified by rectal examination. In the male, the prostate gland should be palpated for tenderness, nodularity, and enlargement.
10. **Extremities and skin:** The presence of joint effusions, tenderness, skin edema, and cyanosis should be recorded.
11. **Neurologic examination:** Patients who present with neurologic complaints usually require thorough assessments, including evaluation of the cranial nerves, strength, sensation, and reflexes.

CLINICAL PEARL

- A thorough understanding of anatomy is important to optimally interpret the physical examination findings.

12. Laboratory assessment depends on the circumstances.
 - a. **A complete blood count:** To assess for anemia, leukocytosis (infection), and thrombocytopenia.
 - b. **Urine culture or urinalysis:** To assess for hematuria when ureteral stones, renal carcinoma, or trauma is suspected.
 - c. **Tumor markers:** For example, in testicular cancer, β -human chorionic gonadotropin, α -fetoprotein, and lactate dehydrogenase values are often assessed.
 - d. **Serum creatinine and serum urea nitrogen levels:** To assess renal function, and aspartate aminotransferase (AST) and alanine aminotransferase (ALT) values to assess liver function.

13. Imaging procedures:

- a. An ultrasound examination is the most commonly used imaging procedure to distinguish a pelvic process in female patients, such as pelvic inflammatory disease. It is also very useful in diagnosing gallstones and measuring the caliber of the common bile duct. It can also help discern solid versus cystic masses.
- b. Computed tomography (CT) is extremely useful in assessing fluid and abscess collections in the abdomen and pelvis. It can also help determine the size of lymph nodes in the retroperitoneal space.
- c. Magnetic resonance imaging identifies soft tissue planes and may assist in assessing prolapsed lumbar nucleus pulposus and various orthopedic injuries.
- d. Intravenous pyelography uses dye to assess the concentrating ability of the kidneys, the patency of the ureters, and the integrity of the bladder. It is also useful in detecting hydronephrosis, ureteral stones, and ureteral obstructions.

Part 2. Approach to Clinical Problem Solving

There are typically four distinct steps that a clinician takes to systematically solve most clinical problems:

1. Making the diagnosis
2. Assessing the severity or stage of the disease
3. Proposing a treatment based on the stage of the disease
4. Following the patient's response to the treatment

MAKING THE DIAGNOSIS

A diagnosis is made by a careful evaluation of the database, analyzing the information, assessing the risk factors, and developing the list of possibilities (the differential diagnosis). Experience and knowledge help the physician “key in” on the most important possibilities. A good clinician also knows how to ask the same question in several different ways and use different terminology. For example, a patient may deny having been treated for “cholelithiasis” but answer affirmatively when asked if he has been hospitalized for “gallstones.” Reaching a diagnosis may be achieved by systematically reading about each possible cause and disease.

Usually a long list of possible diagnoses can be pared down to two or three that are the most likely, based on selective laboratory or imaging tests. For example, a patient who complains of upper abdominal pain *and* has a history of nonsteroidal anti-inflammatory drug use may have peptic ulcer disease; another patient who has abdominal pain, fatty food intolerance, and abdominal bloating may have