

Practice-Based Learning

1. Search primary source literature to answer questions posed in discussions about patients with neurologic disease.

Interpersonal and Communication Skills – See Core Competencies

Professionalism – See Core Competencies

System-Based Practice – See Core Competencies

1. List common reasons neurologists are consulted.
2. Recommend appropriate and cost effective testing on the patients based on evidence base medicine.

Check all principle teaching methods used during this rotation:

<input checked="" type="checkbox"/>	Attending teaching rounds	<input type="checkbox"/>	Interdisciplinary rounds
<input checked="" type="checkbox"/>	Patient management discussions	<input type="checkbox"/>	Small group discussions
<input checked="" type="checkbox"/>	Conferences specific to rotation	<input checked="" type="checkbox"/>	Bedside clinical rounds
<input type="checkbox"/>	Individual instruction of procedures	<input checked="" type="checkbox"/>	Review of diagnostic studies, including radiology
<input type="checkbox"/>	Other: _____		

Describe the most important educational content, including the mix of diseases, patient characteristics, types of clinical encounters, procedures and services:

Residents are exposed to a broad range of neurologic patients that manifest problems in both the central and peripheral nervous system. These patients are met in the inpatient setting as well as in the emergency room. A thorough history and neurologic examination is performed and recommendations of subsequent studies follow. Occasionally, the resident may be asked to perform a lumbar puncture. Some of the more common diagnostic entities which the resident is exposed to include patients with mental status changes, cerebrovascular accidents, TIA's, headaches, back pain, sensory or motor complaints, gait instability, complications from medications, and neurodegenerative diseases.

Check the principal ancillary education materials used:

<input type="checkbox"/>	Reading lists	<input type="checkbox"/>	Pathologic material
<input checked="" type="checkbox"/>	Radiologic studies	<input checked="" type="checkbox"/>	Other noninvasive studies
<input checked="" type="checkbox"/>	Handouts on relevant topics	<input checked="" type="checkbox"/>	Articles from the literature
<input type="checkbox"/>	Other: _____	<input type="checkbox"/>	Case studies

Methods used to evaluate the resident and the rotation:

<input checked="" type="checkbox"/>	Evaluation of residency performance and professionalism
<input checked="" type="checkbox"/>	Evaluation of attending teaching skills and other attributes
<input checked="" type="checkbox"/>	Rotation assessment by resident
<input checked="" type="checkbox"/>	Observation of resident's clinical competency
<input type="checkbox"/>	Observation of resident's leadership and teaching skills
<input checked="" type="checkbox"/>	Review of the resident's history/physical exam, progress notes and documentation of procedures in the chart
<input checked="" type="checkbox"/>	Resident's attendance of rounds and conferences monitored
<input type="checkbox"/>	Other: _____

Identify strengths and limitations specific to the resources of the sponsoring institution:

UMMC is located in the area of the city convenient for both private and service patients to visit. Its association with the neighboring Shock Trauma Center enables the resident to be exposed to consultations at that institution as well.

Conferences or Attending/Patient Care Rounds: (Journal club, division rounds, etc.)

<u>Name</u>	<u>Location</u>	<u>Day</u>	<u>Time</u>
Daily Attending Rounds	UMMC	Daily	TBA
Grand Rounds	VA	Wednesday	9:00 am
Clinical Neurology Conference	VA	Wednesday	10:00 am

The resident and faculty members of the Postgraduate Education Committee reviewed and edited the content of this curriculum at its meeting on 7/18/07.