

## NEUROLOGY CORE CURRICULUM

The goal of our residency program is to train Neurology physicians who excel in each of the six competency areas and maintain a life-long commitment to continue to grow and develop in these areas. The objectives by which we hope to achieve this goal follow.

### PATIENT CARE

Neurology Patient Care (PGY1)		
Objectives	Teaching Methods	Assessment Strategy
<ul style="list-style-type: none"> <li>• Prioritizes patient problems and a day of work</li> <li>• Monitors and follows up patients appropriately</li> <li>• Gathers essential accurate information on interviews and physical exams and reviews other data</li> <li>• Completely performs some invasive procedures</li> <li>• Provides services aimed at prevention and/or maintenance of health</li> <li>• Works with all health care professionals to provide patient-focused care</li> </ul>	<ul style="list-style-type: none"> <li>• Direct Patient Care</li> <li>• Performance Feedback</li> <li>• Clinical Teaching</li> <li>• Modeling</li> </ul>	<ul style="list-style-type: none"> <li>• Global ratings</li> <li>• Procedure logs</li> </ul>
Neurology Patient Care (PGY2)		
Objectives	Teaching Methods	Assessment Strategy
Gathers essential and accurate information about hospitalized patients with acute neurological symptoms including neurological emergencies (coma, mental status change, stroke, and seizure)	<ul style="list-style-type: none"> <li>• Direct Patient Care</li> <li>• Performance Feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Global ratings</li> <li>• Focused record review</li> <li>• NEX live patient examinations</li> </ul>
Gathers essential and accurate information about hospitalized patients with chronic neurological conditions/ neurodegenerative disorders and common neurological problems, including headache, dizziness, and spine pain.	<ul style="list-style-type: none"> <li>• Direct Patient Care</li> <li>• Performance Feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Global ratings</li> <li>• Focused record review</li> <li>• NEX live patient examinations</li> </ul>

Performs extensive neurological examinations, summarizes their findings and localizes the lesion in the central and/or peripheral nervous system or of another origin (e.g. systemic psychiatric or psychogenic illness)	<ul style="list-style-type: none"> <li>• Clinical Teaching</li> <li>• Clinical Experience</li> <li>• Performance Feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Global ratings</li> <li>• NEX live patient examinations</li> </ul>
Formulates a differential diagnosis and management plan based upon their neurological assessment	<ul style="list-style-type: none"> <li>• Clinical Teaching</li> <li>• Direct Patient Care</li> </ul>	<ul style="list-style-type: none"> <li>• Global ratings</li> <li>• Focused record review</li> </ul>
Makes informed decisions about diagnostic evaluations including neuroimaging and laboratory investigation	<ul style="list-style-type: none"> <li>• Clinical Teaching</li> <li>• Performance Feedback</li> <li>• Radiology rotation and quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Global ratings</li> <li>• Focused record review</li> </ul>
Identifies and describes abnormalities seen in common neurological disorders on radiographic testing	<ul style="list-style-type: none"> <li>• Clinical Teaching</li> <li>• Performance Feedback</li> <li>• Radiology Rotations</li> </ul>	<ul style="list-style-type: none"> <li>• Global rating of live performance</li> </ul>
Demonstrates technical skills in performing lumbar punctures	<ul style="list-style-type: none"> <li>• Review of LP learning module</li> <li>• Simulated LP models</li> <li>• Staff instruction/supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Global rating of live performance</li> <li>• Simulation and models</li> <li>• Case logs</li> </ul>

<b>Neurology Patient Care (PGY 3 &amp; 4)</b>		
<b>Objectives</b>	<b>Teaching Methods</b>	<b>Assessment Strategy</b>
<p>Evaluate the application and relevance of investigative procedures and interpretation in the diagnosis of neurological disease, including the following:</p> <ul style="list-style-type: none"> <li>• Electroencephalogram</li> <li>• Motor and nerve conduction studies</li> <li>• Electromyography</li> <li>• Evoked potentials</li> <li>• Polysomnography</li> <li>• Psychometry</li> <li>• Cerebrospinal fluid (CSF) analysis</li> <li>• Vascular imaging (Duplex, transcranial Doppler)</li> <li>• Radiographic studies- X-ray, CT, MRI, angiogram, nuclear imaging studies, and myelography</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical teaching</li> <li>• Recommended reading</li> <li>• Departmental conferences</li> <li>• Didactics</li> <li>• Required independent record review of EEG with staff review following day observation and instruction in EMG by staff</li> </ul>	<ul style="list-style-type: none"> <li>• Global rating</li> <li>• In-service training examination</li> <li>• EMG end of course quiz</li> <li>• EEG simulations</li> <li>• EEG end of course test</li> </ul>
Identifies and describes gross and microscopic specimens taken from the normal nervous system and from patients with major neurological disorders.	<ul style="list-style-type: none"> <li>• Clinical teaching</li> <li>• Recommended readings</li> <li>• Neuropathology rotation</li> <li>• Slide review</li> </ul>	<ul style="list-style-type: none"> <li>• Global strategy</li> <li>• In-training service examination</li> </ul>

Based on a comprehensive neurological assessment, the physician shall demonstrate the ability to recognize and treat neurological disorders commonly encountered in the hospital setting	<ul style="list-style-type: none"> <li>• Clinical teaching</li> <li>• Recommended reading</li> <li>• Departmental Conferences</li> <li>• Didactics</li> </ul>	<ul style="list-style-type: none"> <li>• Global rating</li> <li>• In-training service examination</li> <li>• NEX examination</li> </ul>
Based on a comprehensive neurological assessment, the physician shall demonstrate the ability to recognize and treat neurological disorders commonly encountered in the outpatient setting	<ul style="list-style-type: none"> <li>• Clinical teaching</li> <li>• Recommended reading</li> <li>• Departmental conferences</li> <li>• Didactics</li> </ul>	<ul style="list-style-type: none"> <li>• Global rating</li> <li>• In-training service examination</li> <li>• NEX examination</li> </ul>

## MEDICAL KNOWLEDGE

<b>Neurology Medical Knowledge (PGY1)</b>		
Objectives	Teaching Methods	Assessment Strategy
<ul style="list-style-type: none"> <li>• Demonstrates knowledge of basic clinical sciences</li> <li>• Applies knowledge to therapy</li> </ul>	<ul style="list-style-type: none"> <li>• Directed reading</li> <li>• Core curriculum lectures</li> </ul>	<ul style="list-style-type: none"> <li>• Global rating</li> <li>• Monthly didactic tests</li> </ul>
<b>Neurology Medical Knowledge (PGY2)</b>		
Objectives	Teaching Methods	Assessment Strategy
The physician shall demonstrate knowledge of the pathophysiology of major neurological disorders and familiarity with the scientific basis of neurological diseases.	<ul style="list-style-type: none"> <li>• Review of evidence based guidelines and practice parameters proposed by the AAN</li> <li>• Clinical teaching</li> <li>• Departmental Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Global ratings</li> <li>• In-training examination</li> <li>• Didactic lecture pre- and post-tests</li> </ul>
<p>The physician shall demonstrate knowledge of patient evaluation and treatment selection, including:</p> <ul style="list-style-type: none"> <li>• The nature of patients' history and physical findings and the ability to correlate the findings with a likely localization for neurological dysfunction.</li> <li>• Likely diagnoses and differential diagnoses.</li> <li>• Planning for evaluation and management.</li> <li>• Potential risks and benefits of potential therapies, including surgical procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Recommend readings</li> <li>• Didactic lectures including basic science lecture series</li> <li>• Grand Rounds</li> <li>• Clinical teaching</li> <li>• Journal clubs</li> <li>• Review of evidence based guidelines and practice parameters proposed by the AAN</li> </ul>	<ul style="list-style-type: none"> <li>• Global ratings and of journal club performance</li> <li>• In-training examination</li> <li>• NEX live patient examination</li> <li>• Didactic lecture pre- and post-tests</li> </ul>

<p>Compares and contrasts the medical and surgical approaches to treatment of ischemic stroke and explain the conditions under which each would be most efficacious</p>	<ul style="list-style-type: none"> <li>• Review of evidence based guidelines and practice parameters proposed by the AAN</li> <li>• Clinical teaching</li> <li>• Departmental Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Global ratings</li> <li>• In-training examination</li> <li>• Didactic lecture pre- and post-tests</li> </ul>
<p>Demonstrates the approach to assessing an acute change in mental status/coma and distinguish between different etiologies such as metabolic, toxic, infections, or vascular</p>	<ul style="list-style-type: none"> <li>• Reading list</li> <li>• Clinical rounds</li> <li>• Departmental conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Global ratings</li> <li>• In-training examination</li> <li>• Focused record review</li> <li>• Didactic lecture pre- and post-tests</li> </ul>
<p>Describes the underlying pathophysiology, diagnostic criteria and common treatment protocols for migraine</p>	<ul style="list-style-type: none"> <li>• Review of evidence based guidelines and practice parameters proposed by the AAN</li> <li>• AHS curriculum computer learning module</li> <li>• Didactic lectures</li> </ul>	<ul style="list-style-type: none"> <li>• Global ratings</li> <li>• In-training examination</li> <li>• AHS curriculum test</li> <li>• Didactic lecture pre- and post-tests</li> </ul>
<p>Demonstrate and analytical thinking approach to a patient presenting with acute weakness in order to distinguish whether the lesion can be attributable to the central nervous system (brain or spinal cord) or peripheral nervous system (nerve root, peripheral nerve, neuromuscular junction or muscle) based upon assessment of upper or lower motor neuron signs.</p>	<ul style="list-style-type: none"> <li>• Review of neuroanatomy</li> <li>• Clinical teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Global ratings</li> <li>• In-training examination</li> <li>• NEX examination of a live patient</li> </ul>
<p>Demonstrate knowledge of relevant neuroanatomy and underlying pathology found in multiple sclerosis, Alzheimer's dementia, Parkinson's disease and cerebrovascular disease</p>	<ul style="list-style-type: none"> <li>• Review of neuroanatomy</li> <li>• Departmental conferences</li> <li>• Pathology lectures and brain cutting conference</li> </ul>	<ul style="list-style-type: none"> <li>• Global ratings</li> <li>• In-training examination</li> <li>• Didactic lecture pre- and post-tests</li> </ul>
<p>The physician shall demonstrate the ability to reference and utilize electronic systems to access medical, scientific, and patient information.</p>	<ul style="list-style-type: none"> <li>• Clinical teaching</li> <li>• Library services</li> </ul>	<ul style="list-style-type: none"> <li>• Global ratings</li> </ul>

<b>Neurology Medical Knowledge (PGY3 &amp; 4)</b>		
<b>Objectives</b>	<b>Teaching Methods</b>	<b>Assessment Strategy</b>
<p>The physician shall demonstrate knowledge of the major disorders, including considerations relating to age, gender, race and ethnicity, based on the literature and standards of practice. This knowledge shall include:</p> <ul style="list-style-type: none"> <li>• The epidemiology of the disorder.</li> <li>• The etiology of the disorder, including medical, genetic, and sociocultural factors.</li> <li>• The phenomenology of the disorder.</li> <li>• The experience, meaning, and explanation of the illness for the patient and family, including the influence of cultural factors and culture-bound syndromes.</li> <li>• Effective treatment strategies, course, and prognosis</li> </ul>	<ul style="list-style-type: none"> <li>• Recommend readings</li> <li>• Didactic lectures including basic science lecture series</li> <li>• Grand Rounds</li> <li>• Clinical teaching</li> <li>• Journal clubs</li> <li>• Review of evidence based guidelines and practice parameters proposed by the AAN</li> </ul>	<ul style="list-style-type: none"> <li>• Global ratings</li> <li>• In-training examination</li> <li>• Didactic lecture pre- and post-tests</li> </ul>
<p>Critically evaluates and judiciously applies the latest knowledge of basic neuroscience that is critical to the practice of neurology</p>	<ul style="list-style-type: none"> <li>• Basic science lecture series</li> <li>• Grand Rounds</li> <li>• Clinical teaching</li> <li>• Journal clubs</li> <li>• Review of evidence based guidelines of the AAN</li> </ul>	<ul style="list-style-type: none"> <li>• Global ratings</li> <li>• In-training examination</li> <li>• Global rating of journal club performance</li> <li>• Didactic lecture pre- and post-tests</li> </ul>
<p>The physician shall demonstrate knowledge of basic neuroscience that is critical to the practice of neurology.</p>	<ul style="list-style-type: none"> <li>• EEG and EMG rotation</li> </ul>	<ul style="list-style-type: none"> <li>• Global ratings</li> <li>• In-training examination</li> <li>• EEG test</li> <li>• EMG quiz</li> <li>• Didactic lecture pre- and post-tests</li> </ul>
<p>The physician shall demonstrate knowledge of the pathophysiology of major neurological disorders and familiarity with the scientific basis of neurological diseases.</p>	<ul style="list-style-type: none"> <li>• Review of evidence based guidelines and practice parameters of AAN</li> <li>• Clinical teaching</li> <li>• Departmental Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Global ratings</li> <li>• In-training examination</li> <li>• Didactic lecture pre- and post-tests</li> </ul>
<p>Characterizes the main features of neurological disorders and diseases that span across a lifespan, and compare and contrast available</p>	<ul style="list-style-type: none"> <li>• Recommend readings</li> <li>• Didactic lectures including basic science lecture series</li> </ul>	<ul style="list-style-type: none"> <li>• Global ratings</li> <li>• In-training examination</li> <li>• EEG examination</li> </ul>

<p>treatment options for the following:</p> <ul style="list-style-type: none"> <li>• Dementia and behavioral neurology disorders</li> <li>• Epilepsy and related disorders</li> <li>• Neuromuscular disorders</li> <li>• Demyelinating and dysmyelinating disorders of the central nervous system</li> <li>• Cerebrovascular disorders</li> <li>• Infectious diseases of the nervous system</li> <li>• Neoplastic disorders and tumors of the nervous system</li> <li>• Nervous system trauma</li> <li>• Toxic and metabolic disorders of the nervous system</li> <li>• Acute, chronic pain</li> <li>• Sleep disorders</li> <li>• Changes in mental state secondary to therapy</li> <li>• Critical care and emergency neurology</li> <li>• Coma and brain death</li> <li>• Headache and facial pain</li> <li>• Movement disorders including abnormalities caused by drugs</li> </ul>	<ul style="list-style-type: none"> <li>• Grand Rounds</li> <li>• Clinical teaching</li> <li>• Journal clubs</li> <li>• Review of evidence based guidelines and practice parameters proposed by the AAN</li> </ul>	<ul style="list-style-type: none"> <li>• AHS curriculum test</li> <li>• Didactic lecture pre- and post-tests</li> </ul>
<p>Demonstrates the employment of principles of quality improvement in practice</p>	<ul style="list-style-type: none"> <li>• CPC</li> <li>• M&amp;M</li> <li>• Clinic rounds</li> </ul>	<ul style="list-style-type: none"> <li>• Global ratings</li> </ul>

## INTERPERSONAL AND COMMUNICATION SKILLS

<b>Neurology Interpersonal &amp; Communication Skills (PGY1)</b>		
Objectives	Teaching Methods	Assessment Strategy
<ul style="list-style-type: none"> <li>Writes pertinent and organized notes</li> <li>Documents timely and legible medical records</li> <li>Uses effective listening, narrative and non-verbal skills to elicit and provide information</li> <li>Works effectively as a member of the health care team</li> </ul>	<ul style="list-style-type: none"> <li>Clinical teaching</li> </ul>	<ul style="list-style-type: none"> <li>Global ratings</li> <li>360 evaluations</li> </ul>
<b>Neurology Interpersonal &amp; Communication Skills (PGY2)</b>		
Objectives	Teaching Methods	Assessment Strategy
Demonstrates the ability to obtain, interpret and evaluate consultations from other medical specialties and to provide consultants with a diagnostic and management plan	<ul style="list-style-type: none"> <li>Clinical rounds</li> <li>Modeling</li> </ul>	<ul style="list-style-type: none"> <li>Global ratings</li> </ul>
Provide patients and their families explanations of neurological disorders and treatment that is geared to their educational level, as well as respecting the patient's cultural, ethnic, religious and economic backgrounds	<ul style="list-style-type: none"> <li>Direct patient care</li> <li>Modeling</li> </ul>	<ul style="list-style-type: none"> <li>Global rating</li> <li>Patient surveys</li> </ul>
Convey information to patients in a clear and meaningful fashion and partner with patients to develop an agreed upon healthcare management plan.	<ul style="list-style-type: none"> <li>Direct patient care</li> <li>Modeling</li> </ul>	<ul style="list-style-type: none"> <li>Global rating</li> <li>Patient surveys</li> </ul>
Work collaboratively with the multidisciplinary team involved in the inpatient care of neurological patients	<ul style="list-style-type: none"> <li>Clinical rounds</li> <li>Modeling</li> </ul>	<ul style="list-style-type: none"> <li>Global ratings</li> <li>Peer assessments</li> <li>360 degree evaluations</li> </ul>
To develop and maintain a therapeutic alliance with patients by instilling feelings of trust, honesty, openness, rapport, and comfort in the relationship with the physician.	<ul style="list-style-type: none"> <li>Clinical rounds</li> <li>Modeling</li> <li>Clinical experience</li> </ul>	<ul style="list-style-type: none"> <li>Global rating</li> <li>Patient surveys</li> <li>360 degree evaluations</li> </ul>

<b>Neurology Interpersonal &amp; Communication Skills (PGY 3 &amp; 4)</b>		
<b>Objectives</b>	<b>Teaching Methods</b>	<b>Assessment Strategy</b>
Provide leadership, direction and instruction to junior members of the team in a way that fosters their skills as a physician.	<ul style="list-style-type: none"> <li>• Clinical Rounds</li> <li>• Patient case conference</li> </ul>	<ul style="list-style-type: none"> <li>• Global ratings</li> <li>• 360 degree evaluations</li> </ul>
Demonstrate effective communication within the team, with regards to patient's current or change in neurologic status, anticipated problem, therapeutic regimen and diagnostic tests to be reviewed	<ul style="list-style-type: none"> <li>• Clinical rounds</li> <li>• Sign-out rounds</li> </ul>	<ul style="list-style-type: none"> <li>• Peer assessments</li> </ul>
To listen to and understand patients and to attend to nonverbal communication.	<ul style="list-style-type: none"> <li>• Clinical rounds</li> <li>• Clinical experience</li> </ul>	<ul style="list-style-type: none"> <li>• Global ratings</li> <li>• 360 degree evaluations</li> <li>• Peer assessments</li> </ul>
To educate patients and professionals about medical, psychosocial, and behavioral issues.	<ul style="list-style-type: none"> <li>• Clinical rounds</li> <li>• Clinical experience</li> <li>• Modeling</li> </ul>	<ul style="list-style-type: none"> <li>• Global ratings</li> <li>• 360 degree evaluation</li> <li>• Peer assessments</li> </ul>
To partner with patients to develop an agreed upon healthcare management plan.	<ul style="list-style-type: none"> <li>• Clinical rounds</li> <li>• Clinical experience</li> <li>• Modeling</li> </ul>	<ul style="list-style-type: none"> <li>• Global ratings</li> <li>• 360 degree evaluation</li> <li>• Peer assessments</li> </ul>
Recognize one's own feelings and behaviors in dealing with difficult situations so that they do not interfere with appropriate treatment	<ul style="list-style-type: none"> <li>• Modeling</li> <li>• Clinical rounds</li> <li>• Ethics lectures</li> </ul>	<ul style="list-style-type: none"> <li>• Global ratings</li> <li>• Peer assessments</li> <li>• 360 degree evaluations from peers and patients</li> </ul>

## **PRACTICE BASED LEARNING & IMPROVEMENT**

<b>Neurology Practice Based Learning &amp; Improvement (PGY1)</b>		
<b>Objectives</b>	<b>Teaching Methods</b>	<b>Assessment Strategy</b>
<ul style="list-style-type: none"> <li>• Understands his or her limitations of knowledge</li> <li>• Asks for help when needed</li> <li>• Is self-motivated to acquire knowledge</li> <li>• Use of computerized sources of results and information to enhance patient care</li> <li>• Accepts feedback and develops self-improvement plans</li> </ul>	<ul style="list-style-type: none"> <li>• Performance Feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Global ratings</li> </ul>



<b>Neurology Practice Based Learning &amp; Improvement (PGY2)</b>		
<b>Objectives</b>	<b>Teaching Methods</b>	<b>Assessment Strategy</b>
Physicians shall recognize limitations in their own knowledge base, clinical skills and understand and address the need for lifelong learning.	<ul style="list-style-type: none"> <li>• M&amp;M conference</li> </ul>	<ul style="list-style-type: none"> <li>• Global ratings</li> </ul>
The physician shall demonstrate appropriate skills for obtaining and evaluating up to date information from scientific and practice literature and other sources to assist in the quality care of patients. This should include educational courses, conferences	<ul style="list-style-type: none"> <li>• Internet medical information system, medical searches</li> </ul>	<ul style="list-style-type: none"> <li>• Global ratings</li> <li>• Evaluation of presentations/GR</li> </ul>
The physician shall evaluate caseload and practice experience in a systematic manner	<ul style="list-style-type: none"> <li>• Case logs</li> <li>• Modeling</li> <li>• Case conference</li> <li>• Review of evidence based guidelines and practice parameters proposed by the AAN</li> <li>• M&amp;M conference</li> <li>• CPC conference</li> </ul>	<ul style="list-style-type: none"> <li>• Data base of case logs</li> <li>• Focused record review</li> </ul>
<p>The physician shall demonstrate responsibility for his/her patients' care, including:</p> <ul style="list-style-type: none"> <li>• Responding to communication from patients and health professionals in a timely manner.</li> <li>• Establishing and communicating back-up arrangements, including how to seek emergent and urgent care when necessary.</li> <li>• Using medical records for appropriate documentation of the course of illness and its treatment.</li> <li>• Providing coverage if unavailable, e.g., out of town, on vacation.</li> <li>• Providing for continuity of care, including appropriate consultation, transfer, or referral if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Journal clubs</li> <li>• Review of evidence based guidelines and practice parameters proposed by the AAN</li> <li>• Patient centered literature review</li> <li>• Daily sign out rounds</li> </ul>	<ul style="list-style-type: none"> <li>• Global ratings</li> <li>• 360 degree evaluation</li> <li>• Focused review</li> </ul>

<b>Neurology Practice Based Learning &amp; Improvement (PGY 3 &amp; 4)</b>		
<b>Objectives</b>	<b>Teaching Methods</b>	<b>Assessment Strategy</b>
Evaluate the clinical literature applying knowledge of epidemiology, biostatistics, and research study design	<ul style="list-style-type: none"> <li>• Teaching conferences including Grand Rounds</li> <li>• Journal Clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Global ratings of Journal club performance</li> </ul>
Facilitate the learning of medical students	<ul style="list-style-type: none"> <li>• Role Modeling</li> <li>• Oral presentations</li> <li>• Patient Centered instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Peer assessments</li> </ul>
<p>Demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• review and critically assess scientific literature to determine how quality of care can be improved in relation to one's practice (e.g., reliable and valid assessment techniques, treatment approaches with established effectiveness, practice parameter adherence). Within this aim, the physician shall be able to assess the generalizability or applicability of research findings to one's patients in relation to their sociodemographic and clinical characteristics.</li> <li>• Develop and pursue effective remediation strategies that are based on critical review of scientific literature.</li> <li>• Learn from one's own and other specialties.</li> </ul>	<ul style="list-style-type: none"> <li>• Grand Rounds</li> <li>• Clinical teaching</li> <li>• Journal clubs</li> <li>• Review of evidence based guidelines and practice parameters proposed by the AAN</li> <li>• Patient centered literature review</li> </ul>	<ul style="list-style-type: none"> <li>• Grand rounds evaluations</li> <li>• Global rating of journal club presentation</li> <li>• Global ratings</li> </ul>

## PROFESSIONALISM

<b>Neurology Professionalism (PGY1)</b>		
Objectives	Teaching Methods	Assessment Strategy
<ul style="list-style-type: none"> <li>Establishes trusts with patients and staff</li> <li>Does not refuse to treat patients</li> <li>Is honest, reliable and cooperative and accepts responsibility</li> <li>Shows regard for opinions and skills of colleagues</li> <li>Demonstrates respect compassion and integrity</li> <li>Is responsive to the needs of patients and society, which supersedes self interest</li> </ul>	<ul style="list-style-type: none"> <li>Direct patient care</li> <li>Modeling</li> </ul>	<ul style="list-style-type: none"> <li>Global ratings</li> </ul>
<b>Neurology Professionalism (PGY2)</b>		
Objectives	Teaching Methods	Assessment Strategy
Interact responsibly with patients, families and co-workers taking into consideration age, disability, culture and gender issues	<ul style="list-style-type: none"> <li>Direct patient care</li> <li>Modeling</li> </ul>	<ul style="list-style-type: none"> <li>Global ratings</li> </ul>
Demonstrate appropriate use of the EMR in regards to patient respect and confidentiality	<ul style="list-style-type: none"> <li>Direct patient care</li> <li>Modeling</li> </ul>	<ul style="list-style-type: none"> <li>Global ratings</li> </ul>
The physician shall review his/her professional conduct and remediate when appropriate.	<ul style="list-style-type: none"> <li>M&amp;M</li> </ul>	<ul style="list-style-type: none"> <li>Program Director semi-yearly review</li> <li>Global ratings</li> </ul>
The physician shall demonstrate ethical behavior, integrity, honesty, compassion, and confidentiality in the delivery of care, including matters of informed consent/assent, professional conduct, and conflict of interest.	<ul style="list-style-type: none"> <li>Direct patient care</li> <li>Modeling</li> <li>Ethics conference</li> </ul>	<ul style="list-style-type: none"> <li>Global ratings</li> </ul>
The physician shall demonstrate understanding of and sensitivity to end of life care and issues regarding provision of care.	<ul style="list-style-type: none"> <li>Review of end of life (EOL) care teaching materials.</li> </ul>	<ul style="list-style-type: none"> <li>Global rating</li> </ul>
The physician shall participate in the review of the professional conduct of his/her colleagues.	<ul style="list-style-type: none"> <li>Teaching rounds</li> <li>M&amp;M</li> </ul>	<ul style="list-style-type: none"> <li>360 degree evaluation</li> <li>Peer assessment</li> </ul>
The physician shall acknowledge and remediate medical errors, should they occur.	<ul style="list-style-type: none"> <li>Teaching rounds</li> <li>Direct patient care</li> <li>M&amp;M</li> </ul>	<ul style="list-style-type: none"> <li>Global ratings</li> <li>Program Director semi-yearly review</li> </ul>

<b>Neurology Professionalism (PGY 3 &amp; 4)</b>		
Objectives	Teaching Methods	Assessment Strategy
Describe the differences of withdrawal of care, termination of care, and non-initiation of care and assist patients and their families in choosing these options in the appropriate clinical setting	<ul style="list-style-type: none"> <li>• Direct patient care</li> <li>• Modeling</li> <li>• Review of EOL learning modules</li> </ul>	<ul style="list-style-type: none"> <li>• Global rating</li> </ul>
The physician shall participate in the review of the professional conduct of his/her colleagues.	<ul style="list-style-type: none"> <li>• Teaching rounds</li> <li>• M&amp;M</li> </ul>	<ul style="list-style-type: none"> <li>• 360 degree evaluation</li> <li>• Peer assessment</li> </ul>
The physician shall acknowledge and remediate medical errors, should they occur.	<ul style="list-style-type: none"> <li>• Teaching rounds</li> <li>• M&amp;M</li> </ul>	<ul style="list-style-type: none"> <li>• 360 degree evaluation</li> <li>• Program Director semi-yearly review</li> </ul>

## SYSTEM BASED PRACTICE

<b>Neurology Systems-Based Practice (PGY1)</b>		
Objectives	Teaching Methods	Assessment Strategy
<ul style="list-style-type: none"> <li>• Is a patient advocate</li> <li>• Has constructive skepticism</li> <li>• Advocates for high quality patient care and assists patients in dealing with system complexity</li> </ul>	<ul style="list-style-type: none"> <li>• Direct patient care</li> </ul>	<ul style="list-style-type: none"> <li>• Global ratings</li> <li>• Focused record review</li> </ul>
<b>Neurology Systems-Based Practice (PGY2)</b>		
Objective	Teaching Methods	Assessment Strategy
<p>The physician shall have a working knowledge of the diverse systems involved in treating patients of all ages and understand how to use the systems as part of a comprehensive system of care in general and as part of a comprehensive, individualized treatment plan. The physician shall be able to:</p> <ul style="list-style-type: none"> <li>• Use practice guidelines.</li> <li>• Access community, national, and allied health professional resources, which may enhance the quality of life of patients with chronic psychiatric and neurological illnesses.</li> <li>• Demonstrate the ability to lead and</li> </ul>	<ul style="list-style-type: none"> <li>• Direct patient care</li> <li>• Interdisciplinary rounds/conferences</li> <li>• Review of evidence based medicine and guidelines of the AAN</li> <li>• Departmental conferences including M&amp;M</li> </ul>	<ul style="list-style-type: none"> <li>• Global ratings</li> <li>• Focused Record Review</li> <li>• In-training examination</li> </ul>

<p>delegate authority to healthcare teams needed to provide comprehensive care for patients with psychiatric and neurological disease.</p> <ul style="list-style-type: none"> <li>• Demonstrate skills for the practice of ambulatory medicine, including time management, clinic scheduling, and efficient communication with referring physicians.</li> <li>• Utilize appropriate consultation and referral mechanisms for the optimal clinical management of patients with complicated medical illnesses.</li> </ul>		
<p>Demonstrate awareness of the importance of adequate cross coverage. Use accurate medical data in the communication with and effective management of patients.</p>	<ul style="list-style-type: none"> <li>• Direct patient care</li> <li>• Clinical Rounds</li> <li>• Sign out rounds</li> <li>• Data base log system/patient list</li> </ul>	<ul style="list-style-type: none"> <li>• Global ratings</li> <li>• 360 degree evaluation</li> </ul>
<p>The physician shall demonstrate knowledge of and interact with managed health systems</p>	<ul style="list-style-type: none"> <li>• Direct patient care</li> <li>• Clinical teaching</li> <li>• Rounds w/case manager/social work</li> </ul>	<ul style="list-style-type: none"> <li>• Global ratings</li> <li>• Focused record review</li> </ul>
<p><b>Neurology Systems-Based Practice (PGY 3 &amp; 4)</b></p>		
<p><b>Objectives</b></p>	<p><b>Teaching Methods</b></p>	<p><b>Assessment Strategy</b></p>
<p>In the community system, the physician shall:</p> <ul style="list-style-type: none"> <li>• Recognize the limitation of healthcare resources and demonstrate the ability to act as an advocate for patients within their sociocultural and financial constraints.</li> <li>• Demonstrate knowledge of the legal aspects of psychiatric and neurological diseases as they impact patients and their families.</li> <li>• Demonstrate an understanding of risk management.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct patient care</li> <li>• Modeling</li> <li>• Clinical rounds</li> </ul>	<ul style="list-style-type: none"> <li>• Global ratings</li> <li>• Focused record review</li> </ul>
<p>The physician shall demonstrate knowledge of and interact with managed health systems</p>	<ul style="list-style-type: none"> <li>• Direct patient care</li> <li>• Clinical teaching</li> <li>• Rounds with case manager/social work</li> </ul>	<ul style="list-style-type: none"> <li>• Global ratings</li> <li>• Focused record review</li> </ul>

<p>The physician shall demonstrate knowledge of community systems of care and assist patients to access appropriate care and other support services.</p>	<ul style="list-style-type: none"><li>• Direct patient care</li><li>• Clinical teaching</li><li>• Rounds with case manager/social work</li></ul>	<ul style="list-style-type: none"><li>• Global ratings</li><li>• Focused record review</li></ul>
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