

January 2019

Goals and Objectives for Neurology Rotation for IM residents

The Neurology rotation for Internal Medicine residents will take place at the Health Sciences Centre. Residents will be responsible for seeing ER Neurology consults and managing admitted neurology in-patients along with a multidisciplinary Neurology and Stroke team. Depending on the number of residents, some may be assigned to the in-patient Neurology consultation service, which covers both the Health Sciences Centre and St. Clare's Mercy Hospital. Residents will work under the supervision of Senior Neurology residents, as well as the attending Neurology staff. They may also act as supervisors to medical students. Residents are expected to attend and participate in educational Neurology rounds on Tuesdays. Residents will learn how to diagnose and manage neurological emergencies, including code strokes and status epilepticus. They will also be expected to learn the indications/contraindications, performance and interpretation of results of lumbar punctures.

It is expected that trainees will demonstrate ongoing development in each of the CanMEDS roles such that the depth, sophistication, efficiency and proficiency of their performance increases with experience. Review of rotation objectives will be done in conjunction with creation of a learning contract at the beginning of the rotation. Trainees completing the program should expect to achieve the key competencies described. This will be documented using an end of rotation in-training evaluation report (ITER). In accordance with CBD principles, all residents are required to submit EPA assessments with documented narrative coaching via the MUNCAT app per week to evaluate and guide their progress. This will also be documented using an end of rotation in-training evaluation report (ITER) or longitudinal rotational assessment, depending on the applicable resident curriculum.

In addition to the rotational objectives and key competencies described below, the following EPAs may be covered during the Neurology rotation. These will depend on the learner's stage of training, progress and individual learning needs. The learning contract and rotational goals created at the beginning of the rotation can help specify which EPAs the learner may want to focus on throughout their rotation.

Transition to Discipline:

TD1: Performing histories and physical exams, documenting and presenting findings, across clinical settings for initial and subsequent care.

TD3: Performing the basic procedures of internal medicine.

Foundations:

F1: Assessing, diagnosing, and providing initial management for patients with common acute medical presentations in acute care settings

F2: Managing patients admitted to acute care settings with common medical problems and advancing their care plans

F3: Consulting specialists and other health professionals, synthesizing recommendations, and integrating these into the care plan

F4: Formulating, communicating, and implementing discharge plans for patients with common medical conditions in acute care settings

F5: Assessing unstable patients, providing targeted treatment and consulting as needed

F6: Discussing and establishing patients' goals of care

F7: Identifying personal learning needs while caring for patients, and addressing those needs

Core:

C1: Assessing, diagnosing, and managing patients with complex or atypical acute medical presentations

C2: Assessing and managing patients with complex chronic conditions

C3: Providing internal medicine consultation to other clinical services

C7: Discussing serious and/or complex aspects of care with patients, families, and caregivers

C10: Implementing health promotion strategies in patients with or at risk for disease

MEDICAL EXPERT

1. To demonstrate good interviewing skills and obtain complete, systematic and accurate histories.
2. To conduct complete and systematic physical examinations and be able to recognize significant findings.
3. To localize symptoms and signs correctly and formulate reasonable differential diagnosis of common neurological problems.
4. To display good judgment resulting from logical reasoning and make decisions with little delay.
5. To learn to order appropriate tests and recognize the significance of results.
6. To demonstrate appropriate emergency assessments and decisions.
7. To be able to identify most normal structures and common abnormalities on scans.
8. To display appropriate management and order appropriate treatment for common neurological disorders.
9. To demonstrate an adequate fund of basic science knowledge and apply this appropriately to patient care.
10. To understand indications and contraindications for lumbar puncture, develop reasonable technique and order appropriate studies for the clinical circumstance

COMMUNICATOR

1. Demonstrates a patient centered approach to communication that develops rapport and trust with patients, families and care givers To appear comfortable in explaining diagnosis, treatment and prognosis.
2. Demonstrates clear and concise verbal communication with attending staff, consultants, and other members of the multidisciplinary/stroke team
3. Demonstrates excellent written communication including consults, progress notes, orders/medications, transfers and discharge summaries

COLLABORATOR

1. To demonstrate reliability as a team member, working well with others and keeping co-workers well-informed with regular attendance at multidisciplinary ward rounds.
2. Demonstrate an understanding of the roles and responsibilities of various allied health professionals and demonstrate knowledge of when to involve each in patient care
3. Gives appropriate, complete, and concise handover

LEADER

1. Demonstrate the ability to prioritize tasks.
2. Demonstrate appropriate time management by balancing patient care, educational activities and personal matters.
3. Demonstrate stewardship in clinical care of neurologic patients

HEALTH ADVOCATE

1. Advocates for patient access to appropriate tests, consultations and interventions in a timely fashion.
2. Educates patients about disease prevention and understands the impact of the social determinants of health on neurologic disease, especially risk for stroke
3. Recognizes when patients require additional resources including social work, protective and addiction services

SCHOLAR

1. To develop the approach necessary for lifelong learning including searching the literature around patient problems.
2. To display ability to generate hypotheses and seek evidence to support these hypothesis.
3. Participates and presents at weekly neurology rounds/grand rounds with neurosurgery
4. Demonstrates effective teaching of medical students, colleagues, patients and their families

PROFESSIONAL

1. Behaves in a respectful manner toward patients, families, and other health professionals
2. Considers ethical issues and patients' wishes in making treatment decisions.
3. Ensures adequate transition of care of patients including assuring proper handover of patients
4. Recognizes the limits of one's expertise by knowing when to call for help
5. Demonstrates a commitment to improving one's performance by seeking and responding to feedback
6. Answers pages promptly, display punctuality and completes expected tasks