

Clerkship Description

Welcome to Phase 2 Neurology Clerkship!

These four weeks of your medical school career will be both challenging and immensely rewarding. By immersing yourself in the care of neurologically ill patients, with the guidance of expert faculty and resident educators, you will emerge after these short weeks with the core skills that will make you a successful resident and future physician. In addition, we hope that we can show you the excitement of the life as a neurologist. The goal of the Third Year Neurology clerkship is to prepare the student to identify diseases and situations in which neurological evaluation is appropriate so that the student understands as a practitioner when neurological consultation is appropriate and when emergent neurological intervention is needed.

Each student will have 2 week inpatient and 2 week outpatient rotations. Outpatient - You will either be placed in Galter or Lavin neurology subspecialty clinics, Pediatric Neurology Clinics, or with selected private adjunctive faculty. In some clinics it will be an observership. Take that opportunity to watch how an experienced physician examines, interviews, and interacts with patients. We try to give you some continuity with a few doctors while still giving you a variety of sub-specialities. In the private clinics you will be working with 1-2 physicians and will see a variety of diagnoses. Read up on patients ahead of time when possible. You can do this by logging into the EPIC system to see your faculty's schedule. On inpatient, you will spend one week on two different services: ER Neurology Consults, general neurology inpatient service, stroke service, consult service, or pediatric neurology.

We consider our students to be integral parts of caring for neurologically ill patients. Year in and year out, students say (and we agree) that the best learning experience is to take an H&P 1-on-1 with a patient, develop an independent assessment and plan, and get feedback from your teachers. Thus, the majority of your time will be spent caring for patients. To supplement this core aspect of your teaching, we have a number of additional requirements, including weekly conferences, physical examination rounds, and specific assignments.

In addition to the above activities, students will be responsible for completing and actively maintain their online clerkship log to ensure they are completing the clinical requirements of the clerkship; they will also take the end of rotation Objective Structured Clinical Examination (OSCE) and the NBME Subject Examination at the end of the clerkship.

Learning Objectives

The Phase 2 Neurology Clerkship will provide the foundation of knowledge and skills which you will need in neurology, regardless of the specialty you decide to enter.

During this four-week clerkship, we will assist you in achieving the following important goals. We do not expect mastery of all goals listed but through efficient use of your time, we anticipate good progress will be made in attaining these goals.

Goal 1: Perform comprehensive and targeted patient histories, documented efficiently in the medical record (EPA 1, EPA 2, EPA 5, EPA 7) (PCMC-1; PCMC-3; ECIS-1; ECIS-2; PCMC-5)

Curriculum

Faculty and residents will teach students the important and unique components of the diagnostic and therapeutic process in neurology and how to document these findings.

Benchmark

Sample neurology H&Ps are included in the Introduction to Phase 2 Purple Book. Components of the neurology H&P are reviewed during orientation and students will utilize both templated and free form H&Ps for documentation in a variety of clinical settings. Ongoing feedback on written H&Ps will be provided throughout the clerkship. Additional H&P information is provided in specific knowledge objectives.

Assessment

At one of these H&Ps will be reviewed and critiqued by neurology faculty, this component will be incorporated into the final grade narrative. Though faculty and residents will read and review student notes on an ongoing basis during the clerkship.

Goal 2: Perform complete neurologic examinations, documented efficiently in the medical record. (EPA 1, EPA5) (PCMC-2)

Curriculum

It is expected that all students should demonstrate proficiency with the core neurology physical examination techniques during the clerkship. These skills have been previously introduced and practiced during Phase 1. Students will be supervised when necessary and during orientation with a standardized patient. A video demonstration and written description of the exam are also available on emerge.

Benchmark

Students will complete multitude of exams and document throughout the rotation. Students will also participate in physical examination/ Coma rounds with a faculty preceptor.

Assessment

At least two exams will be observed, the first with a standardized patient on orientation and then with an actual patient with the direct observation form.

Goal 3: Acquire knowledge about neurology conditions and diseases. (EPA 2, EPA 7) (MKS-1; MKS-2; MKS-3)

Students will learn about each of the knowledge objectives. The list of the specific neurology knowledge objectives (by topic) that we expect you to know by the end of the neurology rotation is provided in Emerge and orientation handout. The reading list is from Gelb Introduction to Clinical Neurology fourth edition, High Yield Neuroanatomy third or fourth edition by James D Fix, Harrison's Principles of Internal Medicine or from resources posted on Emerge. In addition, students will practice constructing clinical questions and answering them by retrieving and analyzing the pertinent medical literature.

Benchmark

1. Students will actively participate in the evaluation and care of patients presenting with a variety of medical concerns or needs.
2. Students will participate in scheduled conferences, including case-based workshops, didactic sessions, and other interactive formats.
3. Students will participate in a conference focused on identifying, discussing, and analyzing ethical issues specific to neurology

Assessment

1. Students will document all relevant patient encounters in the online clerkship log.
2. If the student has not been actively involved with an actual patient in each of the assigned clerk log categories by the end of the last week of the clerkship, the student will fulfill the requirement by using simulated sessions.
3. Students will demonstrate their acquisition of knowledge by successful completion and passage of the NBME Subject Examination in Neurology (minimum score in the 10th percentile nationally).
4. Students will identify and submit a brief description of an ethical dilemma they encountered during their clerkship. They will then participate in one ethics conference and be able to participate in a discussion of ethical principles as they apply to neurology: (attend one conference, complete one write-up) PBMR-1
5. Students will be evaluated specifically on their ability to acquire from the literature and apply scientific knowledge to clinical problem solving with an MDM assignment (EPA 7).

Goal 4: Demonstrate effective interpersonal communications skills (EPA 6, EPA 9) and advocate on behalf of patients. (ECIS-1; ECIS-3; ECIS-4; PCMC-6; CES-2)

Curriculum

Faculty and residents will model appropriate behavior. Students will:

- Establish rapport with patients.
- Work cooperatively with others.
- Establish sufficient visibility and rapport with residents, fellows and attendings to be fairly evaluated.
- Communicate in a way patients understand by avoiding medical jargon and checking back for understanding.
- Contribute information effectively to the team in a clear and timely manner.
- Identify social barriers to care and link patients to resources to address them.

Assessment

Students will be evaluated specifically on these interpersonal skills (Professionalism domains and EPA 9). Students will request 360-degree evaluations from peers, nurses, and other health care professionals. This evaluation will be reflected in the Final Grade Narrative where appropriate.

Goal 5: Demonstrate appropriate professional characteristics (EPA 9). (PBMR-3; PBMR-5; PBMR-6; PBMR-7; SATBC-2a-b; CLQI-1a-b; CLQI-2)

Curriculum

Faculty will model appropriate behavior. Students will:

- Demonstrate dependability, truthfulness and integrity.
- Participate actively in learning opportunities and work assignments.
- Acknowledge and demonstrate awareness of own limitations.
- Take initiative for their own learning and patient care.
- Remain open to feedback and implement it.
- Treat all patients with respect and compassion
- Protect patient confidentiality.
- Students participating in patient care activities are expected to present a professional image in both conduct and attire, including the following:
 - Personal cleanliness
 - Attire appropriate to professional environment
 - Clean white coat
 - Jade green scrubs only in the proper locations, covered when appropriate and never worn outside the hospital
- Professional conduct also includes the following:
 - Charting is to be completed in a timely manner
 - Do not remove hard copies of medical records from the hospital
 - Do not discuss patients in public places
 - Do not argue diagnoses or management plans in front of patients or in the medical record
 - Arrive for clinics on time and well-prepared

Assessment

Students will be evaluated specifically on these interpersonal skills and this evaluation will be reflected in the Clinical Performance (EPA 9 and Professionalism Domains). Feedback will be incorporated into the Final Grade Narrative where appropriate.