

Selective template

Course: Neurology Sub-Internship Course Number NEUR 1902

Department: **Neurology & Neurotherapeutics**

Faculty Coordinator: Dr. Lindsay Horton

Asst. Fac. Coordinators:

Hospitals:

- Clements University Hospital

Periods Offered: **1-12**

Length: **4 weeks**

Max # of Students: 3

First Day Contact: Attending on service

First Contact Time: 7:30 am

First Day Location: Depending on the rotation

Prerequisites: **Neurology clerkship, screening by the neurology academic office**

I. Course Description

This is a 4 week sub-internship in neurology intended to provide in-depth knowledge of the breadth of the specialty. This rotation is intended for those who are pursuing or considering a residency in neurology. The student will spend 2 weeks on a general neurology inpatient service and 2 weeks on an epilepsy monitoring service and emergency department, functioning as a sub-intern and helping to manage the care of patients with such diagnoses as stroke, hemorrhage, neuromuscular illness, demyelinating disease, seizure, headache, myelopathy, and encephalopathy. The student will gain experience in keystone diagnostic testing (EEG, EMG, imaging, and lumbar puncture) as well as keystone neurotherapeutics (anti-epileptics, immunotherapy, plasma exchange, tPA, and neurointervention).

Selective template

Goals	Objectives (describe activities that will support how goals are to be achieved)	Assessment methods (examples-explain how student will be evaluated)
<p>Patient Care: Assessment and Management</p> <ol style="list-style-type: none"> Students will perform complete and accurate neurologic histories and physical assessments Students will document their findings accurately in the health record In their presentations, students will summarize key elements of the history and exam findings Students will discuss general diagnostic approaches appropriate to clinical presentation Students will take responsibility for implementation of treatment plans. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students will pick up new patients daily and follow-up on their old patients <input type="checkbox"/> Students will review their subjective, objective, assessment, and plan with the senior resident or fellow each morning <input type="checkbox"/> Students will present their patients each day during rounds <input type="checkbox"/> Students will write daily progress notes co-signed to senior resident, fellow, or attending <input type="checkbox"/> Students will place orders in the EMR if able with co-signature to senior resident or fellow <input type="checkbox"/> Students will perform procedures under direct supervision of senior resident or fellow 	<ul style="list-style-type: none"> <input type="checkbox"/> Quality of presentations <input type="checkbox"/> Quality of progress notes <input type="checkbox"/> Direct evaluation of history taking and physical exam <input type="checkbox"/> Direct evaluation of procedural skill
<p>Medical knowledge:</p> <ol style="list-style-type: none"> Students will localize lesions to specific regions of the nervous system Students will identify relevant pathophysiologic categories to generate a basic differential diagnosis 	<ul style="list-style-type: none"> <input type="checkbox"/> Students will present assessments with at least three differential diagnoses based on time course of illness and physical exam findings <input type="checkbox"/> Students will compare and contrast relevant tests during their presentations 	<ul style="list-style-type: none"> <input type="checkbox"/> Quality of oral presentations <input type="checkbox"/> Quality of admission and daily progress notes

Selective template

<p>3. Students can list risks and benefits of tests to patients</p> <p>4. Students demonstrate basic knowledge of management of patients with neurologic disease</p>		
<p>Interpersonal and communication skills:</p> <p>1. Develops a positive relationship with patients in uncomplicated situations</p> <p>2. Actively participates in team-based care</p> <p>3. Participates in effective transitions of care using structured communication tools</p>	<p><input type="checkbox"/> Students will call consults on their patients</p> <p><input type="checkbox"/> Students will facilitate disposition by communicating with social work and other ancillary services</p> <p><input type="checkbox"/> Students will write concise and informative discharge summaries</p> <p><input type="checkbox"/> Students will write concise and informative discharge instructions</p>	<p><input type="checkbox"/> Direct observation</p> <p><input type="checkbox"/> Quality of discharge summaries</p> <p><input type="checkbox"/> Quality of discharge instructions</p>
<p>Practice Based Learning and Improvement:</p> <p>1. Uses information technology to search and access relevant medical information</p> <p>2. Uses scholarly articles and guidelines to answer patient care issues</p>	<p><input type="checkbox"/> Students will research literature for the cases assigned to them.</p>	<p><input type="checkbox"/> Quality of oral presentations</p> <p><input type="checkbox"/> Initiative in finding and sharing articles</p> <p><input type="checkbox"/> Reflection in the assessment and plan</p>
<p>Professionalism:</p> <p>1. Demonstrates compassion, sensitivity, responsiveness, & non-discriminatory</p>	<p><input type="checkbox"/> Students will be punctual</p> <p><input type="checkbox"/> Students will be well dressed</p> <p><input type="checkbox"/> Students will be efficient with their time and considerate of others' time</p> <p><input type="checkbox"/> Students will be encouraged to identify moral conflicts in patient care</p>	<p><input type="checkbox"/> Direct observation</p>

Selective template

behavior in all interactions with patients, families and co-workers 2. Consistently demonstrates professional behavior, including timeliness 3. Identifies ethical issues in practice		
Systems based practice: 1. Describes basic cost and risk implications of care 2. Makes clinical decisions that balance cost and risk benefit ratios	<input type="checkbox"/> Students will compare and contrast relevant tests during their presentations	<input type="checkbox"/> Quality of oral presentations <input type="checkbox"/> Group discussions during rounds

III. Methods of Instruction:

A. Didactic

- Grand rounds
 - Wednesday noon to 1 pm
- Resident didactic lectures
 - Thursday 3 pm to 6 pm
 - Friday noon to 1 pm
- Rosenberg rounds
 - Friday 2 pm to 3 pm
- Afternoon report
 - Variable throughout the year
- Epilepsy didactics
 - Friday at noon E1.202

B. Clinical

Selective template

- Teaching by attendings, fellows, and residents on the inpatient services
- Epilepsy surgery conference on Wednesday 1-3 pm CMC

IV. Overview of student responsibilities

1. Students will report to work at 7 am each day (one day off per week)
2. Students will work directly under the senior resident or fellow
3. Students will serve as an intern on the inpatient services seeing patients, writing notes, presenting, calling consults, coordinating disposition, and placing orders as possible
4. Attend all didactics
5. During the EMU/ED weeks student will report to the Epilepsy monitoring unit on the 16th floor at Parkland in the morning and in the afternoon will join the neurology resident in the ED. The expectations would be the same as above.

V. Method of evaluation of students and requirements:

1. Observation by attending physician on rounds.
2. Observation by senior resident throughout the workday