

**Department of Veterans Affairs
Greater Los Angeles HealthCare System
West Los Angeles – Inpatient Neurology Service**

Rotation Overview:

At WLA–VA GLAHS, residents work in a team of two PGY 2 residents and a Chief resident (PGY4) with the supervision of a rotating attending faculty Neurologist. There are usually 1-2 rotating third year medical students. The team cares for Neurology patients and provides neurological consultation for patients from other services. The team develops diagnostic and therapeutic management plans for these patients. Learning occurs throughout the process of patient assessment, management and structured regularly scheduled teaching conferences.

This overview outlines the West LA VA Inpatient Neurology Rotation as a unified or integrated curriculum. This rotation provides a structure for resident education in all of the core competency areas; however there are rotation activities that promote growth in specific competency areas, which are further identified below using the following key:

Patient Care: 1

Medical Knowledge: 2

Practice-Based Learning and Improvement: 3

Interpersonal and Communication Skills: 4

Professionalism: 5

Systems-Based Practice: 6

Principle Teaching / Learning Activities:

- **Morning Report** occurs Monday through Friday from 8:00 to approximately 8:30AM. The most interesting patient from the patients admitted from previous call night are presented by the post-call PGY2. The Chief resident and the attending focus the discussion and summarize teaching points. This is meant to be a case based interactive discussion involving the attending, residents, and students. **Question of the Day** is an assigned topic for discussion (by residents and students) during morning round with references.
Competencies addressed: 1, 2, 3, 4, 5, and 6.
- **Work Rounds** immediately follow morning report except on Wednesday mornings when the team is off to Grand Rounds at the UCLA campus. Typically the team stays in a group while active consult and primary patients are discussed. Patient care plans for the day are prioritized and the patients are seen in conjunction with the attending on service at scheduled times. **Grand Rounds** at WLA-VA is a weekly conference on Fridays starting at 11:00 a.m. until 1:00 p.m. These are clinically based lectures by faculty members and distinguished guest speakers at noon to 1:00 p.m.
Competencies addressed: 1, 2, 3, 4, 5, and 6.

- **Clinical Case Conference** is given weekly by residents rotating at the West LA VA (assigned by the West LA VA Chief resident). Clinical cases are presented with review of the literature and recommended practice parameters.
Competencies addressed: 1, 2, 3, 4, 5, and 6.
- **Neuroradiology Conference** is on Thursday 8:30 a.m. until 10:00 a.m.. In this conference Drs. Hathout and Elsadon present organized neuroradiology topics (with film examples).
Competencies addressed: 2, 3, and 6.
- **Stroke Consultation** available from Roi Ann Wallis, M.D., includes stroke response program for TPA and acute stroke management.
Competencies addressed: 1, 2, 3, 4, 5, and 6.
- **Cognitive and Behavioral Neurology Service (Neurobehavior)** available for consultations, discussion with patients, and conferences.
Competencies addressed: 1, 2, 3, 4, 5, and 6.
- **Resident Update Meetings** are scheduled twice monthly. This forum is used to discuss active issues in the residency program: residents learning progress, staffing issues and curriculum changes.
Competencies addressed: 4, 5, and 6.

**** In addition, all residents rotating at the West LA VA on the Inpatient Service are expected to attend and benefit from the competency based curriculum or DIDACTIC THREAD covered in the Wednesday lecture series (Grand Rounds, Core Curriculum, Resident Update Meetings, Journal Club, Neuroanatomy Case Review, and NOC).**

Educational Goals / Objectives:

PGY 2 and PGY4 Residents

- To be skillful in the Arts and Sciences of Clinical Neurology
- To broaden the knowledge in Neurology specialties:
 1. Cerebrovascular disorders
 2. Neuroradiology
 3. Epilepsy & EEG
 4. Multiple Sclerosis
 5. Cognitive and Behavioral Neurology
 6. Movement Disorders and Learning Experience in Parkinson's Disease Research, Education and Clinical Center (PADRECC)
 7. Nerve Muscle Disorders (A Specialty Clinic starting September 01, 2003)
- Prioritize patient care needs
- To become an eloquent teacher/instructor
- To become an effective professional that can communicate well with patients, students, professional colleagues and multidisciplinary resource/personnel

Recommendation Resources:

- Tourtellotte Neurological Library
- VA Medical Library with a very helpful librarian
- Media Library (for preparation of lectures slides, and the use of laptop computers and projectors).
- Online resources and data bases

Suggested References:

- 1) Hospitalist Neurology (Blue Books of Practical Neurology, Vol 19); edited by Martin Samuels, MD
- 2) Neurology in Clinical Practice; edited by Walter G. Bradley, DM, FRCP and Robert B. Daroff, MD, et. al.
- 3) Principles of Neurology; Raymond Adams, Maurice Victor, Alan Ropper
- 4) Merritts Textbook of Neurology
- 5) Neurological Differential Diagnosis; John Phillip Patten
- 6) Localization in Clinical Neurology; Paul W. Brazis, MD, Joseph C. Masdeu, MD, and Jose Biller, MD
- 7) Diagnostic Neuroradiology; Anne G. Osborn, MD, FACR
- 8) Computer access to internet sources and the UCLA Website with available links to the following resources: Pub Med, Medline, Harrison's On Line, MD Consult STAT, Biomedical Library

Evaluation Methods:

- At the end of the rotation the attending faculty that have worked with the resident team are asked to fill out a comprehensive evaluation form that is based on the core competency areas and the goals/objectives listed above. These evaluations are compiled and reviewed with each resident biannually.
- The residents and medical students assess the performance of each member of rotating health care team by completing peer evaluations. These peer evaluations are compiled and reviewed with each resident biannually.
- Residents are asked to assess the faculty mentors that they have worked with as well as the overall rotation, again with the use of a written evaluation form.
- Resident Update Meetings, Residency Training Committee meetings, and Resident retreats provide an ongoing forum for recommending curricular or structural changes in the rotation.

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