

How to develop a curriculum in Neurology

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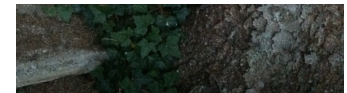
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WFN

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- The author is presently an officer of the WFN, and of the UEMS CME governance board
- Previous affiliations were with the EFNS (now EAN), and UEMS EBN (board of neurology)

Learning Objectives

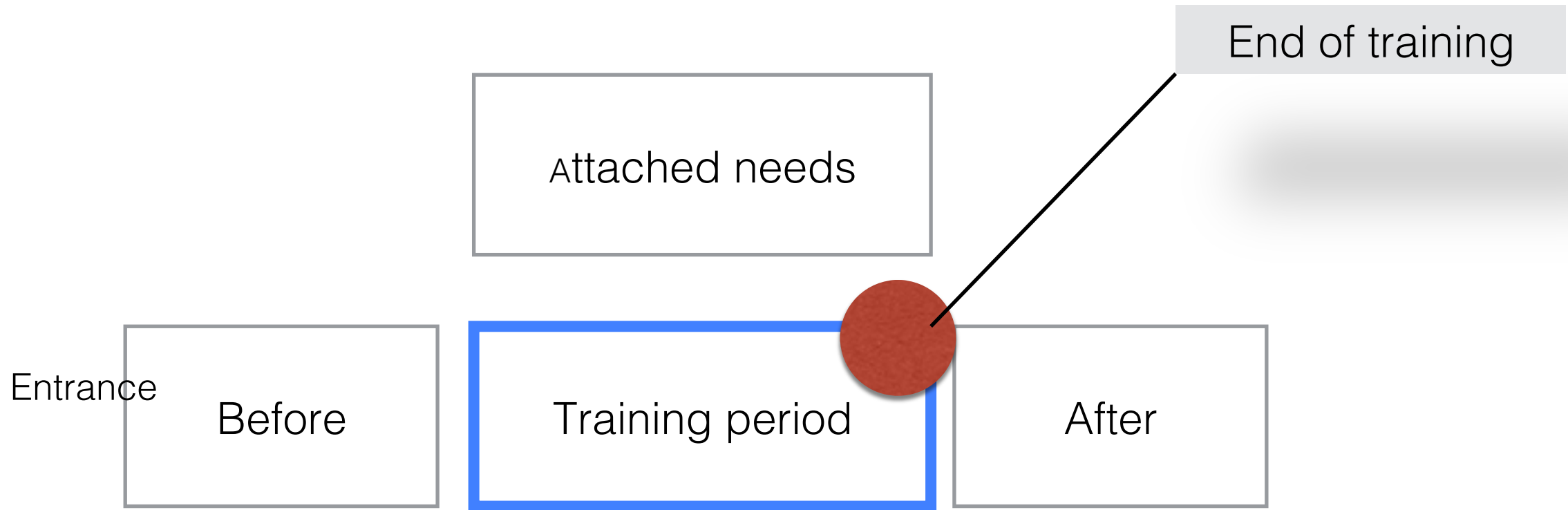
- 1 What is a neurological curriculum ?
- 2 Position of neurology within the national/regional situation.
- 3 How to choose contents and sources ?
- 4 Structure and Tools.
- 5 How to assess.
- 6 Resources.
- 7 References.

Key message

- Training curricula are indispensable and need structure and content.
- Content and sources are determined by international development and by local needs and structures.
- Tools must be reasonable and viable.
- Assessment loops should be integrated.
- CME follows training and can also be used in a parallel way.

1 What is a neurological curriculum ?

- A neurological curriculum for training defines time and content of neurological training. It defines knowledge, skills, competence and attitude and methods of assessment.
- The goal is to train a fully competent neurologist



Elements

Knowledge

skill

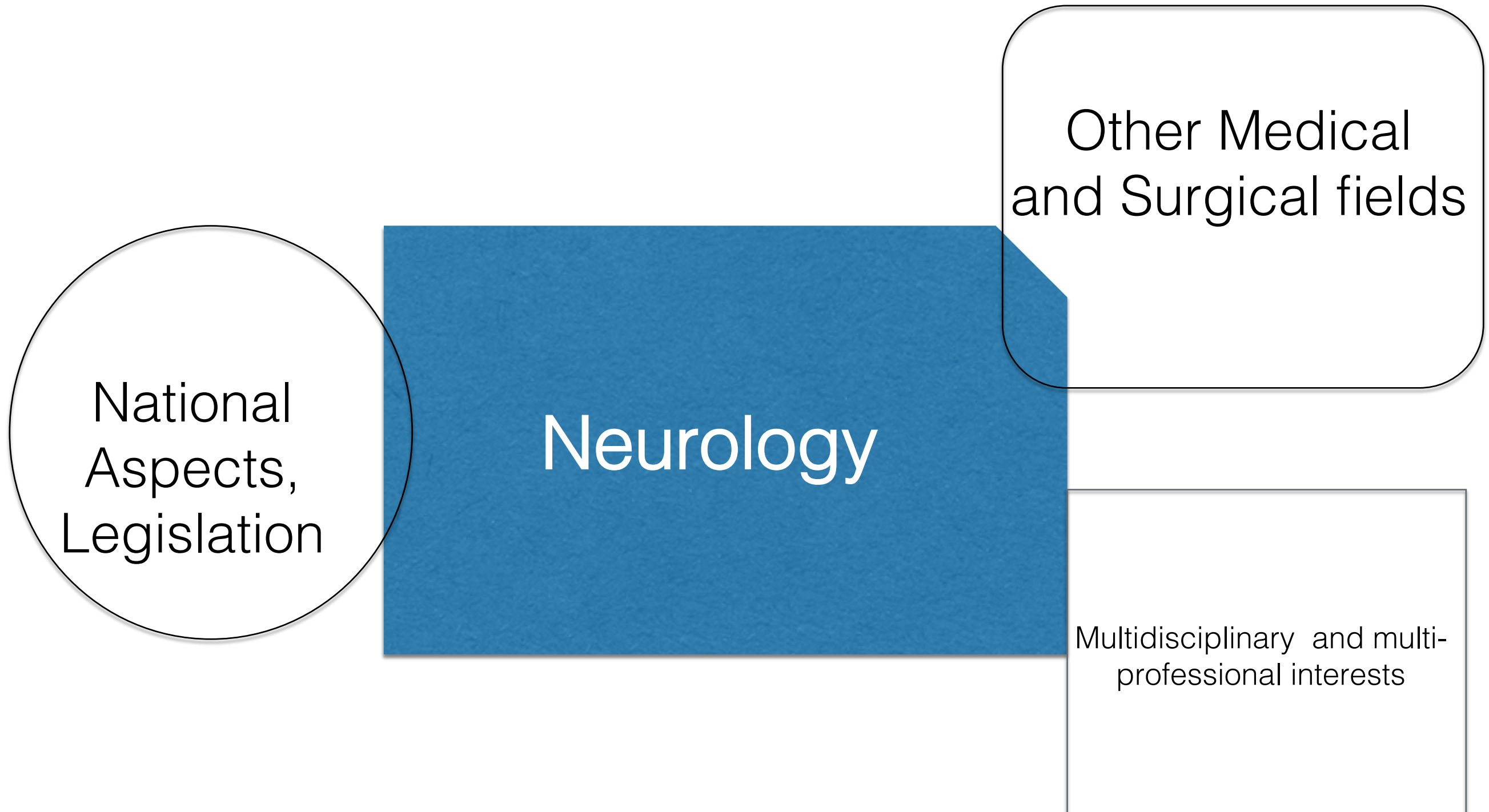
Competence

Attitude

Scientific approach
Research

Advocacy
Administration
„Politics“

2 Position of neurology within the national/regional situation



Training Curriculum

- Entrance conditions
- Duration
- Content
- Knowledge, skill, competence, attitude
- Administration- Advocacy
- Scientific methodology

3 How to choose contents and sources ?

- Neurological basic structures:
 - Eg nomenclature of the American Board exam or European Board exam.
- Eg EAN core curriculum

Text books (international)

Reviews and guidelines

- Local text books
- Internet- sources

Define content of training

- In patient/out patient
- Emergency room
- Bedside consultations
- Neurological auxilliary examinations
- Define „Milestones“

Consider „soft „facts“

- Ethics
- Palliative and end of life
- Advocacy , department and health politics
- Management and administration

Subspecialties or Core ? Skills

- Skill/techniques
- Electrophysiology
- EEG
- Ultrasound
- Neuropathology, CSF analysis

Content-Competence

- To act independently and responsibly in out/in patient conditions
- To be able to manage general neurology
- Teamwork
- Multiprofessional
- Patient and Carer relations

4 Structure and Tools.

- Practical training: institutions
- Definition of depth of content
- Rotation (in/out patients and departments)
- Work hours
- Teaching tools

Organize training

- Traditional „Apprenticeship“
- Internet:
- Courses
- Exchange/rotation
- Presentations/journal club

5 How to assess.

- Assessments at different time points
- Interim assessments
- Final (exit) examinations
- Projects, scientific work, diploma paper
- Feedback , 360 o degree

6 Resources

- Neurological society
- Local medical Society
- National medical society/health authority
- Persons qualified to support work
- Secreterial working hours

CME follows training and can also be used in a parallel way.

- CME programs are available in most countries.
- CME programs consist of different formats.
- Trainees can be integrated in CME programs.

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