AUPN Neurology Program Directors Workshop 2016  
*Recruitment, Retention and Resources*

**Saturday, April 16, 2016 ~ 12:30-2:30 pm (PST)**  
Pinnacle Harbourfront Hotel, Vancouver, British Columbia  
Meeting Room: Vistas

**Course Directors:**  
Zachary N. London, MD, University of Michigan  
Douglas J. Gelb, MD, University of Michigan

**Course Objectives:**

1. Identify opportunities to improve your resident recruitment process.  
2. Discuss ways to prepare incoming residents for their neurology training  
3. Develop a method for getting your faculty to provide more valuable feedback to your trainees  
4. Identify ways to build a strong curriculum vitae and educator's portfolio as a program director

**Agenda:**

12:15-12:20pm  
Welcome and Introduction  
Faculty: Zach London, MD

12:20-1:00pm  
Residency Application Process Improvement  
Faculty: Rob Neel, MD  
Panel Discussion:  
**Recruitment** Applications, Interviews and Post Match Review

1:00-1:40pm  
Setting Up A Neurology Boot Camp for Incoming Residents  
Faculty: Zach London, MD  
Improving Faculty to Resident Feedback  
Faculty: Rob Neel, MD
Panel Discussion: **Retention**
Feedback and Evaluations

1:40-2:20pm  Career Development for Program Directors
Faculty: Zach London, MD

Panel Discussion: **Resources**
National (AAN, CNPD, RRC) and Local Resources (Interacting with your GME/DIO)

2:20-2:30pm  Summary

2:30pm  Adjourn
Speakers

Zach London is a Clinical Associate Professor in the Department of Neurology at the University of Michigan. He has been the residency program director since 2007. Dr. London has published a variety of educational tools relevant to neurology, including the Nerve Whiz and Neuro Localizer mobile apps, the EMG Whiz website, and The Lesion: Charcot’s Tournament, a board game about neurologic localization. He is the chair-elect of the Consortium of Neurology Program Directors.

Zachary London, MD

Rob graduated from the University of Cincinnati College of Medicine MD in June 2000, then completed his Neurology residency and Neurophysiology fellowship at the University of Cincinnati Medical Center in 2004 and 2005, respectively. Yes he is the clichéd Cincinnati boy. He was co-director of the Cincinnati neurology residency program with Dr. Brett Kissela 2005-2010, and then director of the residency program 2010 to the present. His interests also span neuromuscular disease, where he manages the Cincinnati ALS Clinic, and the University of Cincinnati College of Medicine medical student education programming, where he facilitates the 3rd and 4th year curriculum committee.

Robert Neel, MD

Dr. Erica Schuyler has been the Neurology Residency Program Director at the University of Connecticut/Hartford Hospital since 2009. She graduated from the Johns Hopkins University School of Medicine in 2003. She completed neurology residency and two years of fellowship in EEG/Epilepsy at the University of Michigan. Currently an Assistant Professor of Neurology, Dr. Schuyler has been involved in residency recruitment and graduate medical education since 2005. As residency director, Dr. Schuyler has increased her program size from 12 to 20 residents and has changed her program’s format from a 3 year to a 4 year categorical residency program.

Erica Schuyler, MD
RESIDENT RECRUITMENT:
RESIDENCY APPLICATION
PROCESS IMPROVEMENT

ROBERT W. NEEL
ASSOCIATE PROFESSOR OF NEUROLOGY
UNIVERSITY OF CINCINNATI
RECRUITMENT: PROCESS IMPROVEMENT

- Financials: Budget for Interview Dates- What will you pay for?
- Interview Dates Determination: Timing (Day of Week, Start and End: January Dates?)
- Numbers: How many will you interview? How many spots are you approved for?
- Resident Recruitment Team: Chair, Faculty, Residents, Coordinator and Staff
- Registration: ERAS and NRMP are separate! Timeline
- Process: Selection of Candidates to Interview
  - Know your program: Strengths, Weaknesses--- Who are you going to be a good fit with?
  - Selection process: Program Director vs Team; Official and Unofficial Scoring Procedures
  - Selection Criteria: Scores, Schools, Visas, Transcripts, Honors, Research, Publications, Community Service

THE INTERVIEW DAY

• How many per day will you interview?
• Pre-Interview Preparation: Communication, Program Coordinator
• Pre-Interview Dinner
• Structure of the Day: Tours, Orientation session, Q&A structure
• Official and Unofficial Interviewers
• Interview Style
• Interview Data and Presentation for Interviewers
• Close of Day and Follow up
• Cancellations and Wait Lists
RANK LISTS

• Oligarchy vs Monarchy Model of Selection: Resident Selection Committee?
• What variables are most important to you? Pre-Interview and Post-Interview
  • Points vs Gestalt, Communication, Neurology Fit
• Soliciting Feedback from your Residents.
• Soliciting Feedback from your Interview Team
• Absolutes and “Black Balls” (No Rank)
• Feedback and Follow Up to Candidates: What can I say?
• Match Timeline and SOAP
• Follow Up (Post Match Survey)
NOTES
WHY?

• Smoother transition
• Catch residents up on knowledge
• Guaranteed attendance
• Team building
• Achieve and document milestones
• Identify areas of weakness early
• Improve recruitment
• Teaching opportunity for senior residents
- Morning reports
- Skills workshops
- Teaching workshops
- Journal club
- Mock seizure and stroke codes
- The Daily Constitutional
- Buddy Call
- Daily reading
- Tests and quizzes
SCALABILITY

- Barriers to you implementing this at your program
  - It’s hard to block off a month for a whole class of residents
  - Curriculum design and scheduling require effort.
  - Do you have the human resources to do all of that teaching?
RESIDENT RETENTION: IMPROVING FACULTY TO RESIDENT FEEDBACK

ROBERT W. NEEL
ASSOCIATE PROFESSOR OF NEUROLOGY
UNIVERSITY OF CINCINNATI
FEEDBACK: CARROTS AND STICKS

• Training Venues: Work Shop It, Faculty Meeting, or Grand Rounds? Email or online?
• Resident Evaluation Electronic Systems: e.g. Med Hub, New Innovations
• Know your strengths: Institutional resources from GME? How does your Chair support you? How does your department support you?
• Incentives: Monetary, Service Lines (aka workers)
• Timeliness: Daily Notes on Residents
• Reminders: Analogies to Patient Transitions of Care and Sign Outs
• Removing Poorly Performing Attendings
NOTES
FEEDBACK FORMATS

• Formative vs Summative Feedback
• Incorporate Self-Assessment and Leapfrog
• Anchors: Competency Based Evaluation
  • Medical Knowledge, Patient Care, Interpersonal Communication, Professionalism, Practice Based Learning, Systems Based Practice
• Anchors: Specificity
• Reflect on Your Own Feedback Style: Mothering, Military, Scientist, Accountant, Comedian, Combination
• Location and Timing of Feedback
• Feedback Announcements and The Feedback Sandwich
USE THE CORE COMPETENCIES AS A FRAMEWORK: SPECIFIC EXAMPLES

• Medical Knowledge
  • “You know your anti-epileptic pharmacology very well.”
  • “You don’t seem very familiar with this topic. I would like you to read on it.”

• Patient Care
  • “Your motor exam was excellent and you did a great job with localizing the innervation based on that.”
  • “Your motor exam was not specific. I would like you to review the myotome exam again and use it as your exam focus on the next patient.”
USE THE CORE COMPETENCIES AS A FRAMEWORK: SPECIFIC EXAMPLES

• Interpersonal Communication
  • “You kept the language simple and direct during that family conference. Great communication job.”
  • “You used the word dysphagia five times without defining it for that family. Remember to use less of our jargon words.”

• Professionalism
  • “You are always here on time and ready to work. That is great professionalism.”
  • “Please work on being on time to rounds.”
USE THE CORE COMPETENCIES AS A FRAMEWORK: SPECIFIC EXAMPLES

• Practice Based Learning
  • “The study you shared with the group really helped the treatment decision.”
  • “When possible, go to the literature for guidance about treatment decisions.”

• Systems Based Learning
  • “Contacting the patient’s pharmacy was a great idea and really helped us help the patient.”
  • “You should seek more collateral when giving a history on a patient who is altered.”
The “Feedback Sandwich”

• Positive, Negative, Positive

• Begin positive: ‘This is what you’re doing right!’

• Insert small negative: ‘These are some areas to improve…’

• End with positive: ‘I’m very pleased with…’

FACULTY DEVELOPMENT: MAKE IT FUN

• And now a little exercise in teaching feedback with a little help from my good friend, ee cummings.
CAREER DEVELOPMENT FOR PROGRAM DIRECTORS

ZACH LONDON, MD, FAAN
DO YOU WANT TO BE PROMOTED?
Clinical Service
Organizational service
Teaching
Scholarship
Being a Member of a National Committee pertaining to GME

Career benefit

None

Nobel

Effort

None

All of it

Joy

Misery

Ecstasy

YES
Running a QA committee for your department
CLINICAL SERVICE

- Most effort and least meaningful?
- Rarely affects national reputation
- Teaching opportunity
- International clinical programs
TEACHING

- Evaluations
- Teaching awards
- Mentorship
- Preclinical course
- Additional training in education
- Take your show on the road
ORGANIZATIONAL SERVICE

• **Departmental**
  - Program evaluation committee, recruitment committee, applicant review committee, CCC

• **Institutional**
  - GME committee
  - Med school curriculum committee

• **National**
  - CNPD
  - AUPN
  - AAN, ANA
  - Subspecialty organizations
SCHOLARSHIP

• Peer reviewed original scholarship – how much?
  • Authorship order
  • Prestige of journal
  • H-index
• Peer-reviewed review article
• Group science
• Book chapter
• Online review articles (Up-to-date, Medlink)
• Lay press
• Abstracts
SCHOLARSHIP

- Mentor
- Make everything count (at least) twice
  - Turn your best presentations into articles
  - Publish curricula
  - Guidelines committees
- Education research
  - Use your institution
  - Collaborate with other neuro PDs
  - Medical education journals vs. MedEd Portal
- Other media – apps, websites, board games
Online Evaluation Form: [www.aupn.org](http://www.aupn.org)

**EVALUATION**

AUPN Neurology Program Directors Workshop 2016

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1. **Residency Application Process Improvement**

   *Speaker: Robert W. Neel, MD, University of Cincinnati*

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2. **Setting Up A Neurology Boot Camp for Incoming Residents**

   *Speaker: Zachary N. London, MD, University of Michigan*

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### 3- Improving Faculty to Resident Feedback

*Speaker: Robert W. Neel, MD, University of Cincinnati*

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### 4- Career Development for Program Directors

*Speaker: Zachary N. London, MD, University of Michigan*

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### 5- Panel Discussions

*Moderators: Zachary N. London, MD & Douglas J. Gelb, MD, University of Michigan, Robert W. Neel, MD, University of Cincinnati, Erica Schuyler, MD, University of Connecticut*

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Comments: __________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________

What portions of the workshop did you find most useful or least useful?
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________

Please list suggestions for future topics and speakers:
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Additional Comments:
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