



**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: <b>Recruitment</b> 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



**Zachary London, MD**

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.

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**



**Erica Schuyler, 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.

# RESIDENT RECRUITMENT: RESIDENCY APPLICATION PROCESS IMPROVEMENT

ROBERT W. NEEL

ASSOCIATE PROFESSOR OF NEUROLOGY

UNIVERSITY OF CINCINNATI

# NOTES

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# 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

<http://www.nrmp.org/match-data/main-residency-match-data/>

# NOTES

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Browser tab: aamc.org

Menu: File Edit View Favorites Tools Help

Navigation: Dashboard Applications Scheduler Rankings Reports Setup Program Messages(0)

Sub-navigation: Manage Filters View Current Results View Applications Exports

**User-Defined (1)**

- ☆ Visa not needed

**System-Defined (56)**

☆ 2 LoRs and COMLEX-USA Transcript	☆ 2 LoRs and USMLE Transcript
☆ 3 LoRs and COMLEX-USA Transcript	☆ 3 LoRs and USMLE Transcript
☆ 3 LoRs Missing	☆ 3 LoRs Received
☆ 3 LoRs, MSPE, COMLEX-USA Transcript	☆ 3 LoRs, MSPE, USMLE Transcript
☆ Active Applicants	★ All Applicants
☆ Applicant Applied Date	☆ Applicants (excluding Osteopathic) Missing USMLE Transcripts
☆ Applicants Assigned	☆ Applicants Not Reviewed
☆ Applicants Reviewed and Not Selected to Interview	☆ Applicants Scheduled for Interview
☆ Applicants Where Date Reviewed Precedes Date of Latest Document	☆ Applicants with No US or Canadian Residency
☆ Applicants with US or Canadian Residency	☆ Canadian Graduates
☆ COMLEX-USA Missing	☆ COMLEX-USA Received
☆ Composite Score	☆ Current Visa Status
☆ Dept. Chair LoR Missing	☆ Dept. Chair LoR Received
☆ Foreign Graduates	☆ Interview Date(s)
☆ Last Name (Active Applicants)	☆ LCME Accredited School

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Browser address bar: <https://services.aamc.org/30/eras-pdws-web/home/csvtemplate/template>

Page Title: aamc.org

Navigation: File Edit View Favorites Tools Help

Page Header:
 AAMC.ORG MY ACCOUNT MESSAGE CENTER (0) SIGN OUT

Logo: ERAS | AAMC

Menu:
 Dashboard
Applications
Scheduler
Rankings
Reports
Setup
Program Messages(0)

Sub-menu:
 Manage Filters
View Current Results
View Applications
Exports

Breadcrumbs: Univ of Cincinnati Med Ctr > All Groups > [Neurology](#)

Search:  | [Help](#) | [Bulk Print Requests](#) | [History](#)

**CSV exports run against all the applicants from the View Current Results unless the applicants are selected in View Current Results**

**CSV Export Name**

**Type of data to export**

Personal ▼

Available Fields		Fields to Export
AAMC ID	↑	<div style="border: 1px solid #ccc; height: 100px;"></div>
Alpha Omega Alpha	↑	
Alpha Omega Alpha (Yes/No)	→	
Alternate Phone #	←	
Applicant Name	↓	
Birth Place	↓	
Cell Phone #		
Citizenship		
Contact Address 1		
Contact Address 2		

**Templates**

CSV Template Name ▲	Template Type	
Applicant Roster	Predefined	
Applicants Applying as a Couple	Predefined	
Applicants Selected to Honor...	Predefined	
Missing Documents	Predefined	
Need in NYC	Custom Template	✕
Need in NYC revised	Custom Template	✕
Need in NYC revised 10 5 15	Custom Template	✕

**CSV Exports**

CSV Export Name	Status
You don't have any recently run csv exports.	

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# 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

# NOTES

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# 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

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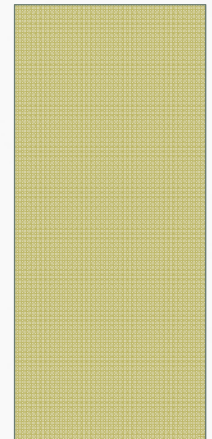
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# A PRE-NEUROLOGY BOOT CAMP

ZACH LONDON, MD, FAAN



# 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

June 05 - 11, 2016 Search NeuroBootC

	5 Sun	6 Mon	7 Tue	8 Wed	9 Thu	10 Fri
	◀ From May 27					
	HOLD - Boot Camp; DeJong Library @					
8 am			Neuroradiolog - recognizing sequences	Net Day	Localization 101-102 (Gelb)	Resident Lecture
9 <sup>00</sup>				Mo seiz cod	Mo stro cod	Stroke Morning Report (Burke)
10 <sup>00</sup>		Teaching Workshop 1: Nafziger,	Teaching Workshop 2: Dupuis,		Teaching Workshop 2: Cornett,	
11 <sup>00</sup>		Daily Constitutional	Daily Constitutional		Daily Constitutional	Teaching Workshop 2: Cook, Neville.
12 pm		Emergency Lecture Series (Albin)	Research Mentor Speed Dating		Emergency Lecture Series (Morgenstern)	Localization Rounds
1 <sup>00</sup>		Stroke morning report (Burke)	Head CT Module - Ezra Haggerty	Teaching Workshop 2: Arnold, Chua.	Localization 103	LP Workshop (Selwa)
2 <sup>00</sup>				Headache Workshop (Snider, Moss, Dayalu, 1 others) 4 clinic rooms reserved per LaShawn	Medical studer	
3 <sup>00</sup>		Movement disorders morning			Swallow screen	
4 <sup>00</sup>						
5 <sup>00</sup>		Buddy Call - Cook	Buddy Call - Cornett	Buddy Call - Arnold	Buddy Call - Robell	
6 <sup>00</sup>						
7 <sup>00</sup>						
8 <sup>00</sup>						



# 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

# NOTES

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## 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

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# 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

# NOTES

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# 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...’

*Lang et al. Acad Med 2000; 1222-8.*

## FACULTY DEVELOPMENT: MAKE IT FUN

- And now a little exercise in teaching feedback with a little help from my good friend, ee cummings.

# NOTES

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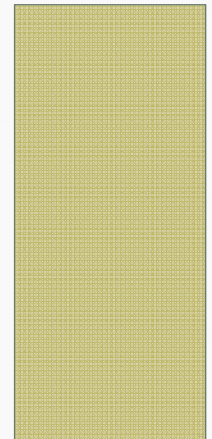
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# CAREER DEVELOPMENT FOR PROGRAM DIRECTORS

ZACH LONDON, MD, FAAN



DO YOU WANT TO BE PROMOTED?

# Organizational service

Clinical  
Service



Teaching



Scholarship



Career benefit

*None*

*Nobel*



Effort

*None*

*All of it*



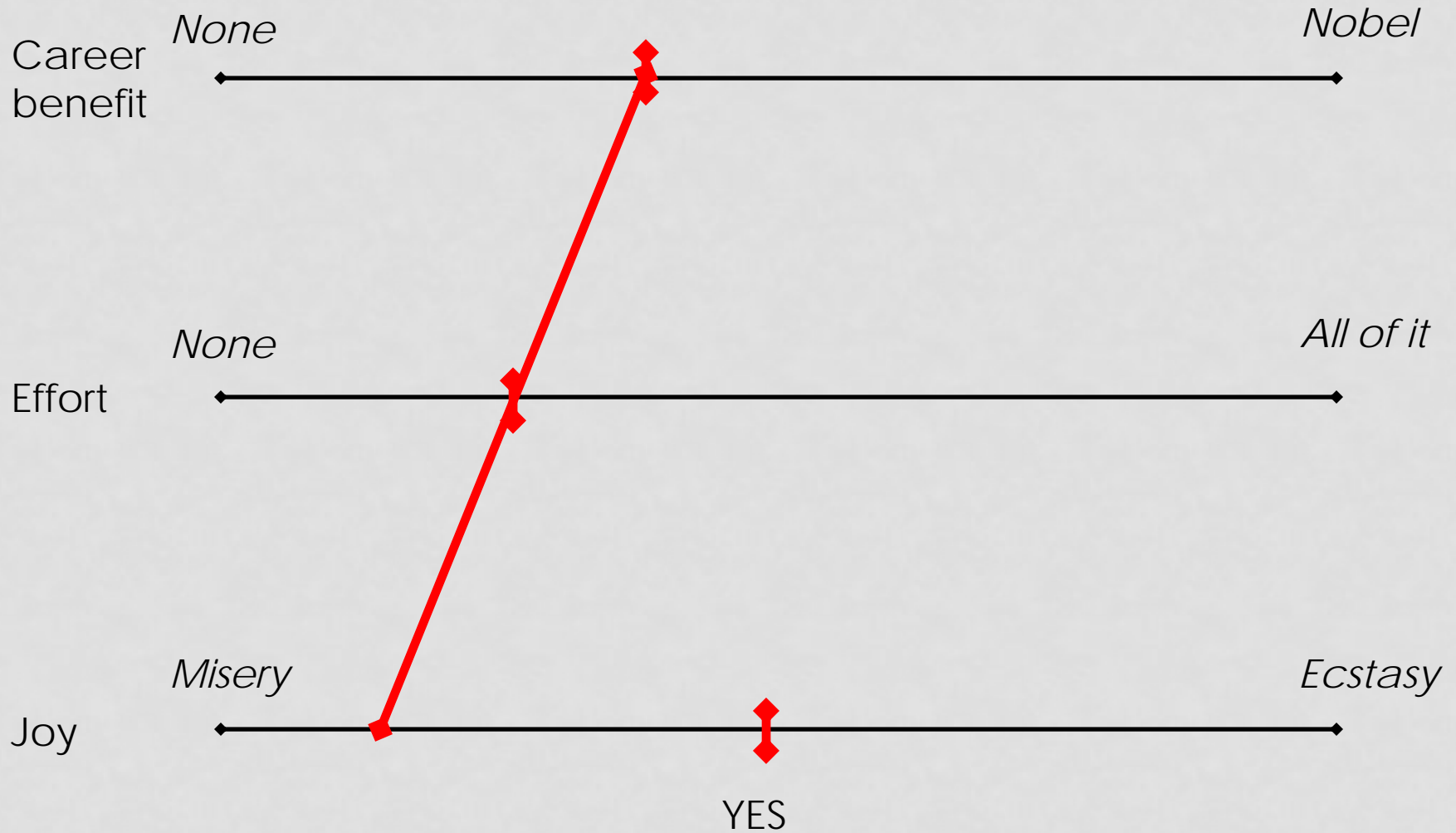
Joy

*Misery*

*Ecstasy*



# Being a Member of a National Committee pertaining to GME



# Running a QA committee for your department

Career benefit *None* ◆ *Nobel*

Effort *None* ◆ *All of it*

Joy *Misery* ◆ ◆ *Ecstasy*

NO





# 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



EVALUATION  
**AUPN Neurology Program Directors Workshop 2016**  
***Recruitment, Retention and Resources***  
**Saturday, April 16, 2016 12:15PM-2:30 PM**  
**Pinnacle Harbourfront Hotel, Vancouver, British Columbia**

**1- Residency Application Process Improvement**

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

**Please Circle One**

Was presented effectively	Strongly Agree	Agree	Disagree	Strongly Disagree
Is relevant to the challenges that I face	Strongly Agree	Agree	Disagree	Strongly Disagree
Is likely to enable me to solve some the challenges that I face	Strongly Agree	Agree	Disagree	Strongly Disagree

Comments: \_\_\_\_\_  
\_\_\_\_\_

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

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

**Please Circle One**

Was presented effectively	Strongly Agree	Agree	Disagree	Strongly Disagree
Is relevant to the challenges that I face	Strongly Agree	Agree	Disagree	Strongly Disagree
Is likely to enable me to solve some the challenges that I face	Strongly Agree	Agree	Disagree	Strongly Disagree

Comments: \_\_\_\_\_  
\_\_\_\_\_

### 3- Improving Faculty to Resident Feedback

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

#### Please Circle One

Was presented effectively	Strongly Agree	Agree	Disagree	Strongly Disagree
Is relevant to the challenges that I face	Strongly Agree	Agree	Disagree	Strongly Disagree
Is likely to enable me to solve some the challenges that I face	Strongly Agree	Agree	Disagree	Strongly Disagree

Comments: \_\_\_\_\_

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### 4- Career Development for Program Directors

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

#### Please Circle One

Was presented effectively	Strongly Agree	Agree	Disagree	Strongly Disagree
Is relevant to the challenges that I face	Strongly Agree	Agree	Disagree	Strongly Disagree
Is likely to enable me to solve some the challenges that I face	Strongly Agree	Agree	Disagree	Strongly Disagree

Comments: \_\_\_\_\_

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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

#### Please Circle One

Was presented effectively	Strongly Agree	Agree	Disagree	Strongly Disagree
Is relevant to the challenges that I face	Strongly Agree	Agree	Disagree	Strongly Disagree
Is likely to enable me to solve some the challenges that I face	Strongly Agree	Agree	Disagree	Strongly Disagree

Comments: \_\_\_\_\_

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

**Please list suggestions for future topics and speakers:**

**Additional Comments:**