

مجلس وزراء الصحة العرب  
المجلس العربي للاختصاصات الصحية



The Arab Board of Health Specializations  
**Subspecialty in NEUROLOGY**  
الاختصاص الدقيق - الأمراض العصبية

RESIDENCY PROGRAM - Curriculum

البرنامج التدريبي

## Name of Certificate English

Fellow of Arab board of Health Specializations -Subspecialty NEUROLOGY

(CABM-Neuro)

اسم الشهادة بالعربي

شهادة المجلس العربي للاختصاصات الصحية

اختصاص دقيق في الأمراض العصبية

### Eligibility

- Doctors who hold Arab Board in Medicine or its equivalents (local country board in Internal Medicine).
- Agreeing to approve the specialty of neurological diseases as a stand-alone specialty under the umbrella of the Scientific Council for Internal Diseases, and all the laws on internal diseases apply to this specialization.
- The number of years of training is five years
- Training is in the first year in the General Internal Medicine, and training in neurology will be completed for four years of training.
- Adoption of the initial examination within the conditions for obtaining the specialty of neurological diseases, and it shall be standardized with the internal diseases examination, and the doctor is entitled to apply at the end of the first year.
- The necessity of conducting evaluation examinations for doctors during the four years of training in neurological diseases. The method of examinations to be approved by the General Secretariat can be relied upon within the general policy of the Council.
- The written final exam will be in the same way as in internal diseases (multiple choice questions) at the end of the fifth year.
- Practical exam: The physician submits the practical examination after passing the written final exam, which is performed by the Neurological Diseases Committee and according to the instructions and regulations of the Scientific Council of Internal Medicine.
- Starting training in the specialty from 1/10/2020.

# Part 1

## Mission Statement, Goals and Objectives.

### **Educational Mission Statement**

The educational mission of the Division of Neurology is to provide an optimal educational environment to prepare the neurology resident for the independent practice of Clinical Neurology and Neurophysiology and enhance the educational experience of the neurology resident. Our residents are trained to communicate effectively with patients and their families in a caring and respectful manner. Residents are trained to apply knowledge of study designs and statistical methods to the appraisal of clinical studies, assessing diagnostic and therapeutic effectiveness. They learn how to practice cost-effective health care and allocate resources without compromising quality of care.

### **Educational Goals**

#### **The educational goals of the program are to:**

- Train clinicians for independent practice of Neurology and Neurophysiology.
- Provide the educational background for lifelong learning in Neurology.
- Encourage participation in clinical research during training.
- Train our residents to provide compassionate care for the patients and their families.

## Part 2

### Milestones and Neurology Core Competencies

There are six core competencies as part of post-graduate training for residents:

#### 1. Patient Care:

Residents must be able to provide patient care that is both appropriate and compassionate and that is effective for the promotion of health and the treatment of health problems and disease.

#### Residents must:

- Use all sources to gather essential and accurate information about their patients, including medical interviews, medical examinations, and medical records.
- Make informed recommendations to patients and their families regarding treatment plans and recommended diagnostic and therapeutic interventions that are based upon patient preference, scientific evidence, and clinical judgment.
- Develop and carry out patient management plans, counsel and educate patients and their families, and collaborate with other health care professionals (including those from different disciplines) to provide patient-focused care.
- Competently perform all essential medical and invasive procedures.

## 2. Medical Knowledge

Residents must demonstrate knowledge about current and established clinical, biomedical, epidemiological, and social behavioral sciences and will apply this knowledge to patient care.

### Residents must:

- Learn the clinical aspects of adult and pediatric neurological disorders and the basis for working-up these conditions.
- Utilize readings to learn the causes of neurological conditions and apply this knowledge in a clinical setting.
- Learn the appropriate use of diagnostic procedures used to detect common and uncommon neurological disorders

## 3. Practice-Based Learning and Improvement

Residents must develop the capacity to investigate and evaluate their clinical practice, assess, incorporate scientific evidence, and to transfer their achievements to their own patient care and to their colleagues.

### Residents must:

- Use information technology, scientific methods, and scientific evidence to evaluate, investigate and improve patient care.
- Identify areas for self-improvement and facilitate learning among students and other health care professionals.
- Implement strategies to enhance patient care.
- Analyze practice experience and perform practice-based improvement activities using a systematic methodology.
- Find and evaluate evidence from scientific studies related to patient health problems and incorporate findings into patient care.
- Obtain and utilize information about their population of patients as well as the larger population from which their patients are drawn.

## 4. Interpersonal and Communication Skills

Residents must demonstrate interpersonal and communication skills resulting in effective communication with patients, families and other medical professionals.

### Residents must:

- Create and sustain a therapeutic and ethically sound relationship with patients.
- Use listening, nonverbal, explanatory, questioning and writing skills to effectively provide information to and elicit information from patients, families, and other medical professionals.
- Work effectively with health care teams and other colleagues as a member or as a leader.

## 5. Professionalism

Residents have an obligation to professionalism and sensitivity and must adhere to ethical principles within a diverse patient population.

### Residents must:

- Demonstrate accountability, respect, integrity, and empathy toward patients and their families and to society.
- Demonstrate openness and sensitivity to the culture, age, gender, disabilities, socioeconomic status, beliefs and behaviors of patients, patients' families, and professional colleagues.
- Adhere to ethical principles concerning the withholding of clinical care, confidentiality of patient information, informed consent, and business practices.
- Be able to communicate with patients, families, members of the health care team, and colleagues in clear Arabic or other languages.
- At all times interact with patients, their families, and the staff with a pleasant demeanor, in a calm fashion, and with respect.
- Work with each other to provide cross coverage for hospital and clinic patients and for educational activities.

## **6. Systems-Based Practice:**

Residents must be responsive and aware of the larger health care system and framework and will effectively utilize system resources to provide superior patient care.

### **Residents are expected to:**

- Practice cost-effective health care and resource allocation that does not compromise the patient's quality of care or the health care system.
- Assist patients and their families who are navigating complex health care systems.
- Know the different types of health care systems and be able to work with other medical professionals to improve system performance.
- Understand how their patient care affects the patient and the patients' families, society, the health care system and other medical professionals.

## Part 3

### Work Environment

#### The Division of Neurology will:

- Use its best efforts, within the limits of available resources, to provide an educational training program.
- Use its best efforts, within the limits of available resources, to provide the resident with adequate and appropriate support staff and facilities in accordance with state.
- Provide the resident with appropriate and adequate faculty and Medical Staff supervision and guidance for all educational and clinical activities commensurate with an individual resident's level of advancement and responsibility.
- Allow the resident to participate fully in the educational and scholarly activities of the Program and Medical Center and in any appropriate institutional medical staff activities, councils, and committees, particularly those that affect Graduate Medical Education and the role of the resident staff in patient care subject to these policies and procedures.
- Through the officers of the program and the attending medical staff clearly communicate to the resident any expectations, instructions and directions regarding patient management and the resident participation therein.
- Maintain an environment conducive to the health and well-being of the resident.
- Through the Program Director and Program faculty, evaluate the educational and professional progress and achievement of the resident on a regular and periodic basis. The Program Director shall present to and discuss with the resident a written summary of the evaluations at least semi-annually.



## Part 4

### Didactics

Academic productivity is one of the metrics that are used to measure both residents and faculty. Towards that end, we developed a weekly series of meetings and lectures. Residents take more responsibility for formal teaching as they progress through their training.

Residents are expected to attend at least 70% of the lectures during their residency. The 70% benchmark takes into account vacation and sick leave.

### Meetings

The following type of lectures/seminars/interactive sessions are part of the educational program:

#### ➤ **Morning Report**

During the morning report residents present a variety of cases for discussion led by a member of faculty. The goal is to review the presentation and course of a recent or current patient seen in the inpatient, highlighting the details of history taking, physical exam, investigations, and management. More evolved cases may be presented to review specific neurological conditions and to engage in a more expanded discussion of pathophysiology and the most recent literature relevant to the case.

#### ➤ **Lectures**

Weekly several lectures are provided covering most of adult neurology. Some of these topics incorporates the basic science, anatomy, neurophysiology, genetics, neuropharmacology, and clinical aspects of sub-discipline of neurology. These are given by the faculty and by the residents.

Topics include headache and pain disorders, vascular neurology, degenerative disorders, demyelinating disorders, epilepsy, neuromuscular disorders, movement disorders, neuropsychological assessment, evidence based medicine and other topics.

➤ **Journal Club**

In the Journal Club a resident presents an article of their choice mentored by a faculty member.

Journal Club enhances the practical understanding of evidence-based neurology, and provides an informal setting for the discussion of journal articles with the active involvement of attending.

➤ **Bedside Rounds**

Bedside rounds are effective for the delivery of patient-centered care and are necessary in helping trainees acquire competence in clinical care. During this activity the resident will be able to display his skills in summarizing clinical information and demonstrate his/her examination skills. At the same time, the management plan of the patient can be reviewed.

➤ **Death conference**

During this activity the resident will be able to display his skill in summarizing clinical information about cause of death and difficulties face them to save life.

## Educational sessions per PGY:

### PGY-1

PGY-1 run by faculty of internal medicine and quarter year report adopted to Neurological department or Unit.

### PGY 2-5

#### ➤ Morning Report Neurology:

- a) Discussion group
- b) Required PGY-2, PGY-3, PGY-4 and PGY-5
- c) All residents and students on the inpatient services are required to attend. The conference is moderated by different faculty member each day. Residents present a variety of cases for discussion. The goal is to review the presentation and course of a recent or current patient seen in the inpatient, highlighting the details of history taking, physical exam, investigations, and management. More evolved cases may be presented to review specific neurological conditions and to engage in a more expanded discussion of pathophysiology and the most recent literature relevant to the case.
- d) Daily from on weekdays and runs over the whole year.

#### ➤ Out-patient Morning Report Neurology

- a) Discussion group
- b) Required PGY-2, PGY-3, PGY-4 and PGY5; who are assigned to out-patient service on the day.
- C) Occurs on daily basis.

#### ➤ Neurology Grand Rounds

- a) Required PGY-2, PGY-3, PGY-4 and PGY 5
- b) The residents along with faculty present interesting case, followed by brain storming discussion. These are assigned in advance and the resident is expected to prepare a 30-minute presentation. The format is usually a brief history of the case, a discussion led by a faculty member on the localization and differential diagnosis, followed by the rest of the presentation. Residents are encouraged to seek out the faculty member (responsible for the case) to assist them in the presentation and discussion.

➤ **Neuroscience Multi-disciplinary Grand Round**

- a) Lecture
- b) Required PGY-2, PGY-3, PGY-4 and PGY 5
- c) Basic or clinical neuroscience (neuroradiological, neurosurgical, neurological) topics are discussed in a multi-disciplinary fashion by faculty from different specialties.

➤ **Mortality and Morbidity Conference Neurology**

- a) Case-based discussion
- b) Required PGY-2, PGY-3, PGY-4 and PGY 5
- c) This activity is a highly interactive conference focused on clinical challenges and medical errors, where the presenters review the hospital records of a single patient with significant morbidity and/or mortality that was taken care of by neurology residents and faculty to learn from the events that transpired and improve future care.
- d) Once every month.

➤ **Journal Club Neurology**

- a) Seminar
- b) Required PGY-2, PGY-3, PGY-4 and PGY-5
- c) Residents are given the assignment to review a landmark and/or recently published article that may have relevance to the current care of patients that is likely to be under the care of the residents. These sessions are supervised by senior faculty member who stimulates and directs discussion, critique, and appraisal of research articles.
- d) Once weekly.

➤ **Board Review Neurology**

- a) Interactive discussion
- b) Required PGY-3, PGY-4 and PGY-5
- c) This activity aims to prepare the residents for their final board exams, presented by faculty from all medical specialties
- d) Starting two months before board exam

➤ **Neurophysiology conference**

- a) Interactive discussion
- b) Required PGY-3 and PGY-4 and PGY- 5
- c) These are formal lectures on all aspects of neurophysiology including EEG, EMG, EP presented by faculty

## Part 5

### Training Overview

#### **PGY-1 Learning Objectives (= Internal Medicine)**

- Gather accurate, essential information from all sources, including medical interviews, physical examinations, medical records, and diagnostic/therapeutic procedures.
- Make informed recommendations about preventive, diagnostic, and therapeutic options and interventions that are based on clinical judgment, scientific evidence, and patient preference.
- Develop, negotiate, and implement effective patient management plans and integration of patient care.
- Perform competently the diagnostic and therapeutic procedures considered essential to the practice of internal medicine.
- Access and critically evaluate current medical information and scientific evidence.
- Develop clinically applicable knowledge of the basic and clinical sciences that underlie the practice of internal medicine and apply this knowledge to clinical problem-solving, clinical decision making, and critical thinking.
- Identify areas for improvement and implement strategies to enhance knowledge, skills, attitudes, and processes of care.
- Apply evidence-based, cost-conscious strategies to prevention, diagnosis, and disease management. Collaborate with other members of the healthcare team to assist patients in dealing effectively with complex systems and to improve systematic processes of care.

#### **PGY-2 Learning Objectives (= 1st year Neurology)**

- To develop proficiency in the neurological interview and examination.
- To use these findings to generate a broad differential diagnosis starting with the most likely diagnosis.
- To understand the appropriate use of clinical and laboratory testing, and their indications, cost, specificity, and sensitivity.
- To treat, stabilize and manage patients presenting to the ER with acute neurological disease.

- To conduct appropriate literature searches and understand electronic patient information systems.
- To explain to the patient and family in a clear and respectful manner, information about the patient's disease and prognosis.
- To present a case presentation with review of the literature at the Grand Rounds.
- Demonstrate a commitment to ethical principles pertaining to provision or withholding of clinical care, patient confidentiality, and informed consent.

### **PGY-3 Learning Objectives**

- To further refine the neurological interview and examination and to demonstrate a problem focused approach.
- To demonstrate a broadening fund of knowledge in neurological disease.
- To develop skill in reading electroencephalograms and evoked potentials.
- To develop skill in the performance and interpretation of electro diagnostic testing (EMG/NCV).
- To acquire proficiency in reading CT, MRI, and plain film studies.
- To understand gross and microscopic pathology and correlate it with clinical and neuroimaging information.
- To demonstrate knowledge of the principles of evidence-based medicine.
- To learn the basic principles of research under the guidance of a faculty mentor.
- To make informed decisions about diagnostic and therapeutic interventions based on patient preferences, current scientific evidence and clinical judgment.
- To competently perform lumbar punctures and basic electro diagnostic studies.
- To develop and to sustain a therapeutic and ethically sound relationship with patients.

### **PGY-4 – 5 learning Objectives**

- To demonstrate an increasing ability to function independently as a neurologist.
- To demonstrate an extensive fund of knowledge of common neurological disorders, some familiarity with rare disorders, and the ability to research the differential of a rare disorder based upon his/her own clinical evaluation.
- To provide advanced teaching of neurological disorders and exam techniques and to mentor junior neurology residents.
- To demonstrate proficiency in reading EEGs, neuroimaging studies, and performing EMG/NCV studies.
- To apply the methods of evidence-based medicine to the analysis of medical literature.

## **Part 6**

### **Practicalities**

#### **Inpatient and outpatient Rotations**

Division of Neurology has an in and out-patient consultation service, an 24 hour on-call service, The in-patient team consists of two PGY-2 residents, rotating residents from Internal Medicine. They are supervised by a senior (PGY3, PGY4 or PGY 5) neurology resident and one of several consultants, who cover the service for a week at a time. Morning rounds are held daily. On the weekends and holidays, residents are assigned to short and to long call to provide for continuity of care.

The on-call service, consisting of one or more neurology residents respond to all consults from the hospital and the Emergency Department (ED).

#### **Other Mandatory Rotations**

##### **Neuroradiology**

During PGY-2 our residents spend one month working with neuroradiology.

##### **Neuro ICU**

Residents in PGY-3 and -4 spend one month in the Intensive Care Unit (ICU). On the rotation residents provide care for patients with severe and life-threatening neurological problems.

Neuro intensivist staff the ICU and Neurology staff provide consultations.

##### **Epilepsy I EEG**

During PGY-3 or -4 each resident completes a one-month rotation that concentrates on the technical aspects of EEG and the management of patients with epilepsy or suspected epilepsy. They read EEGs daily, admit, evaluate, manage and discharge the Epilepsy Monitoring Unit (EMU) patients.

##### **Neuromuscular Medicine I EMG**

During PGY-3 or -4 each resident completes a one-month rotation that concentrates on the technical aspects of nerve conduction studies and electromyography (NCS and EMG) and in the evaluation and management of clinic and hospital consult patients with neuromuscular, or suspected neuromuscular disorders.



## **Pediatric Neurology**

During PGY-4 the adult neurology residents spends three consecutive months in pediatric neurology. Under the supervision of faculty pediatric neurologists, and working with the pediatric neurology fellows.

Our residents are not responsible for the overall care of pediatric patients.

Residents on this rotation are on rotating call from home under the supervision of the faculty pediatric neurologists.

## **Psychiatry**

A mandatory, one-month rotation in Psychiatry is taken by our residents during PGY-4. This month is spent on the psychiatry in-patient consult service at the Psychiatry Hospital under the supervision of psychiatrists.

## Part 7

### Evaluations

#### **Patient Care**

- **Goal**

Residents must be able to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.

- **Objectives**

The PGY-2-5 resident in neurology will:

- ☐ Perform an efficient and thorough general physical and neurological examination.
- ☐ Competently perform all essential medical and invasive procedures.

#### **Medical Knowledge**

- **Goal**

Residents must demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, as well as the application of this knowledge to patient care.

- **Objectives**

The PGY-2 -5 resident will:

- ☐ Improve their fund of knowledge appropriate for the PGY-2 -5 level
- ☐ Become familiar with the principles of bioethics.
- ☐ Provide cost effective evaluation and treatment.

## Practice-Based Learning and Improvement

- **Goal**

Residents must demonstrate the ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning. Residents are expected to develop skills and habits to be able to:

- **Objectives**

**The PGY-2 -5 resident will:**

Incorporate formative evaluation feedback into their daily practice of neurology.

Participate in the education of patients, families, students, residents and other health professionals.

## Systems Based Practice

- **Goal**

Residents must demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

**Residents are expected to:**

- **Objectives**

**The PGY-2-5 resident will;**

Coordinate patient care within the health care system.

Advocate for quality patient care and optimal patient care systems.

## Professionalism

- **Goal**

Residents must demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles. Residents are expected to demonstrate:

- **Objectives**

**The PGY-2-5 resident will demonstrate:**

☐ In the process of providing care to inpatients, the resident has to demonstrate sensitivity to patient privacy, autonomy and diversity.

☐ Be responsive to patient primary and autonomy

## **Interpersonal and Communication Skills**

- **Goal**

Residents must demonstrate interpersonal and communication skills that result in the effective exchange of information and teaming with patients, their families, and professional associates.

- **Objectives**

**The PGY-2-5 resident will:**

- ☐ Communicate effectively with patients and their families.
- ☐ Work effectively as a member of a health care team.
- ☐ The resident maintains the medical record in a comprehensive, timely and legible manner.

## **Assessment Method (Program Evaluation)**

- Monthly evaluation of the rotation by the resident.
- Yearly program evaluation.
- Twice-yearly evaluation of the resident and solicitation of feedback.

## **Level of Supervision**

- Daily direct supervision by ward attending and other faculty.
- The resident reviews every admission and consultation with the attending in a timely fashion.
- Attending neurologists are available 24 hours a day, 365 days a year.

F = faculty

R = senior resident

Primary supervision

Secondary supervision

## Resident Portfolio

A portfolio is a collection of products prepared by the resident that provides evidence of learning and achievement related to a learning plan. A portfolio typically contains written documents but can include video- or audio-recordings, photographs, and other forms of information.

Reflecting upon what has been learned is an important part of constructing a portfolio. In addition to products of learning, the portfolio can include statements about what has been learned, its application, remaining learning needs, and how they can be met.

In graduate medical education, a portfolio might include a log of clinical procedures performed; a summary of the research literature reviewed when selecting a treatment option; a quality improvement project plan and report of results; ethical dilemmas faced and how they were handled; a computer program that tracks patient care outcomes; or a recording or transcript of counselling provided to patients.

The resident is responsible for maintaining the portfolio. Items to be included in the Neurology Resident Portfolio are:

- Curriculum Vitae letters of recommendation and biannual evaluations.
- Neurology Grand Rounds
- Resident research project results
- Abstracts presented at national meetings
- Papers published during the residency
- Listing of meetings attended each year
- Case Log, reported semi-annually

• Written one-page semi-annual self-reflection with an individualized learning plan, including answers to the following three questions:

1. What are your strengths?
2. What are areas for your development?
3. What are your plans to achieve these goals?

The Neurology Residency Program Director reviews the Portfolio with the resident semi-annually.

## **Part 8**

### **Research Initiatives**

The philosophy of the Division of Neurology is that research should be part of each resident's educational experience, residents are required to participate in a clinical or basic research project during their residency, culminating in a formal departmental presentation. Abstract submission to an international meeting is also highly encouraged.

Each resident will under supervision a faculty mentor to support this project. In addition to overseeing the specific project, the mentor will instruct the resident in more general issues of study design, implementation, and reporting relevant to the research project. Inform the Program Director of your project and mentor

PGY-3: begin research project

PGY-4: complete research project

## Part 9

### Examinations

The final exam is two basic parts, the written exam, the clinical and oral exam.

1. The final written exam:

- This exam is held once a year
- This exam consists of 1st paper containing 100 questions
- The pass mark in this exam is 60
- The chances of applying for the exam are four attempts, but the last attempt must not exceed twice the period of the training. If he does not succeed, he must take the basic medical written exam for only one trials

2. The clinical and oral exam:

The trainee is required to pass the written exam before taking this exam, which is held from once to twice a year on dates set by the Arab Council for Health Specialties system. The clinical exam consists of:

A- Long case: allocated one hour, half of it to take the history and examine the patient, and the other half to discuss it with the exam committee. The pass mark in this exam is 60%

B- Short cases: Three cases, the pass mark is 60%

C- Oral exam: The pass mark is 60

D- The pass mark on the clinical and oral exam is 60%

E- Number of attempts in the clinical and oral exam: four examination attempts ,, so that the last attempt does not exceed twice the duration of the training. If he does not succeed, he must take the final written exam for only two trials. If he does not pass the final written exam, he is dismissed from the program and removed. If he succeeds the final written exam, he is entitled to two opportunities to take the clinical and oral exam. If it does not succeed, he is then dismissed from the program and removed.

# Part 10

## Educational Resources

### List the educational resources

- Aminoff M., Neurology in General Medicine, Churchill Livingstone.
- Neurology.aQueen Square text book
- Flaherty, A. The Massachusetts General Hospital Handbook of Neurology, Lippincott Williams & Wilkins.
- Marshall RS and Mayer SA. On Call Neurology: On Call Series, Saunders.
- Plum F and Posner J. The Diagnosis of Stupor and Coma, 3rd edition, Oxford University Press, 1982.
- Practice Parameters from the American Academy of Neurology, are available for a large range of conditions, therapies, and assessment tools at AAN.com.
- Ropper AH and Brown RH. Adams and Victor's Principles of Neurology, 8-, the edition, McGraw-Hill Professional, 2005.
- Strunk W, White EB, and Kalman M. The Elements of Style Illustrated, Illustrate edition, The Penguin Press HC, 2000.
- Trusse L. Eats, Shoots & Leaves: The Zero Tolerance Approach to Punctuation, Reprint edition, Gotham, 2006.
- Aids to the Examination of the Peripheral Nervous System, Saunders Limited, 4th edition, 2000.

### Journals:

- Neurology
- Archives of Neurology
- Journal of Neurology, Neurosurgery, and Psychiatry
- Annals of Neurology
- Brain
- Stroke
- Continuum
- Practical neurology
- Lancet Neurology