Neurology Health Policy Curriculum
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ABSTRACT

Neurology has specific needs and issues with regard to health policy in the United States. While there have been many calls to increase education in health policy at the medical school level, its true importance has not been firmly established.

INTRODUCTION

There has been an increasing interest in health policy education at the medical school level. "What do you think should be included in a health policy curriculum for neurology residents?" was a question in two expert groups: one via their liaison to the Department of Health Policy in the Graduate Relations Committee, and the other via the American Academy of Neurology (AAN). The AAN’s American Academy of Neurology Curriculum (AANCC) was formed in May 2009 by the merged two section AAN Representatives, and the Liaison Committee on Medical Education (CoMEd) and the Medical Student Health Policy (MSHP) Educational Task Force.

METHODS

A variation on the focus group was used to identify de novo what a neurology specific health policy curriculum should encompass. An open ended survey, “What do you think should be included in a health policy curriculum for neurology residents?”, was included in a two expert groups: one via their liaison to the Department of Health Policy in the Graduate Relations Committee, and the other via the American Academy of Neurology (AAN). The AAN’s American Academy of Neurology Curriculum (AANCC) was formed in May 2009 by the merged two section AAN Representatives, and the Liaison Committee on Medical Education (CoMEd) and the Medical Student Health Policy (MSHP) Educational Task Force. The focus group was reviewed and common themes extracted and resubmitted to the focus group for further comment for a period of two weeks.

A survey composed of the proposed components of a neurology resident health policy curriculum was derived from this focus group approach. Each item was rated on a five point Likert scale of importance (1 = Least Important, 5 = Most Important). As there is some overlap between the focus groups and the survey group, they will also be asked to whether the focus participants in the focus group activity. The survey will also include demographic questions including age, gender, sex, ethnicity, and year since graduating neurology residency, area of subspecialization (if any), type of practice (academic, private, industry). Survey Monkey will be used for the survey.

RESULTS

CONCLUSIONS

The participation from the two Neuronology Health Policy Expert group was good and their comments provided an excellent framework to develop an effective and needs-driven curriculum for the AAN’s Neurology Curriculum. The curriculum has been designed to be applicable to all medical schools and to be adaptable to the needs of individual schools.

REFERENCES

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