

**[P01.020] Evaluating the Effectiveness of Continuum as a Teaching Tool for Residents and Medical Students:
A Pilot Study**

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OBJECTIVE: Evaluate the effectiveness of Continuum in graduate and undergraduate medical education.

BACKGROUND: *Continuum*: Lifelong learning in Neurology is a highly regarded and popular continuing medical education tool published by the AAN. While *Continuum* is developed specifically for the practicing clinician, Neurology residents and medical students rotating on their Neurology clerkship also have much to gain from incorporating this structured, evidence-based resource into their educational armamentarium. **DESIGN/METHODS:** Using a practice-pattern-based model for curriculum development, a 30-page condensed review of dementia was developed for residents and students based on the April 2007 *Continuum*: Dementia. Topics included Alzheimer's disease (AD), Mild Cognitive Impairment (MCI), Dementia with Lewy Bodies (DLB), Frontotemporal Lobar Degeneration (FTD), Vascular dementia and Normal Pressure Hydrocephalus. Curriculum was implemented to students (n=37) and residents (n=12) in addition to their standard dementia curriculum. Pre- and post-testing was performed via multiple-choice and fill-in-the-blank questions, collected via web-based survey/database tool. Comprehensive post-curriculum implementation surveys collected data on topics including satisfaction with curriculum and time spent reading chapters. **RESULTS:** All items showed increased medical knowledge on pre vs. post-testing. Seven of the eleven (64%) showed statistically significant improvements (including 80% of AD questions). The highest increases (pre vs. post-testing) were DLB (22% vs. 79%; $p \leq .001$) and FTD (19% vs. 74%; $p \leq .001$) and lowest were MCI (57% vs. 65%) and pseudodementia (68% vs. 71%). Students who could name all three cholinesterase inhibitors (16% vs. 41%, $p \leq .025$). The entire reading took ~45-minutes, with most feeling the time spent reading the curriculum was worth the learning they got out of it. On post-implementation survey, residents and students felt strongest that the curriculum will help them take better care of their patients in the future. **CONCLUSIONS/RELEVANCE:** *Continuum*: Dementia was an effective teaching tool for residents and medical students. Further study is warranted in a randomized fashion and with collaboration at multiple institutions.