



Teaching Excellence in Competency-Based Education

Friday, February 17, 2012 with Dr. David Lee Gordon, Neurology, College of Medicine

Learning Objectives

- Describe a competency-based, objectives-driven clinical curriculum and how it differs from a traditional clinical curriculum
- List and describe the 10 essential features (ABCs) of competency-based education
- Name three key factors in creating an optimal clinical-learning environment within a competency-based curriculum

February 2012 EGR Presenter

David Lee Gordon, M.D., FAAN, FAHA, joined the Department of Neurology at the University of Oklahoma Health Sciences Center as Professor and Chairman in January 2007. He received his medical degree from the University of Miami and completed his medicine internship at St. Luke's-Roosevelt in New York City, his neurology residency at Mt. Sinai Hospital in New York City, and a stroke fellowship at the University of Iowa.

Dr. Gordon founded and directed the Acute Stroke Unit at the University of Mississippi Medical Center from 1991 to 1999, received the Outstanding Physician Award from the Mississippi peer review organization in 1999, and received the American Heart Association's national Award of Meritorious Achievement in 2000. While at the University of Miami Miller School of Medicine from 1999 to 2006, he served as Assistant Director of the Center for Research in Medical Education and led the development and implementation of Advanced Stroke Life Support (ASLS®), a hands-on stroke course for pre-hospital and hospital providers, now taught throughout the southeastern U.S. He also developed and directed a standardized, competency-based neurology clerkship that utilizes multimedia, online, and hands-on methods of skills training. He currently serves on the Fellowship Accreditation Committee of the United Council of Neurologic Subspecialties.

Dr. Gordon is an active clinician and educator. He has been named by his peers as one of the "Best Doctors in America®" on several occasions, serves as a neurology board examiner, has received several teaching awards (including the Stanton L. Young Master Teacher Award at the University of Oklahoma College of Medicine in 2011), has served on multiple national panels and committees for stroke and education, and has written numerous articles and book chapters related to stroke, headache, and medical education. His current research interests include hypercoagulability and stroke in young adults, optimizing hospital and community systems for stroke care, and curriculum development and the use of simulation in outcomes-based education of health professionals.

PowerPoint Slides
Handouts

