Course Introduction:
The Neurosciences ICU rotation is an opportunity for students to develop proficiency in recognition and management of patients with the set of medical problems that require Neurocritical Care (NCC). On completion of the rotation, the student will have participated in Critical Care Medicine and Neurocritical Care didactics, demonstrated adequate decision making in patient care, and show compassion for critically ill patients with neurological diseases. The student will display the skills of patient evaluation, communication, teamwork and participate in clinical decision making.

The student will be expected to admit and follow patients, present patients to team members, and do one 5-10 minute presentation on a relevant topic. The student is expected to join the team at 5:45 AM for sign out from the night team, to participate in patient care throughout the day, and contribute to sign out to the night team at 5 PM. In addition, the student is expected to participate in call by working with the resident and fellow on-call once/week until dismissed (no later than 2200).

Course Grading:
This course is graded on a 5-tiered grade system: A (Honors), B (Near Honors), C (Satisfactory), D (Marginal), F (Fail). The student’s grade is based entirely on clinical performance evaluations. The student is responsible for sending an evaluation link to his/her staff and resident at the end of each day. If no evaluations are submitted, the student will receive an incomplete. If fewer than three evaluations are submitted, the highest grade possible will be Satisfactory.

Student Expectations:
Attendance:
1. Participate daily in activities as directed by the faculty, fellow, or resident, including AM & PM rounds.
2. Round on all assigned patients prior to morning rounds.
3. Participate in any afternoon didactics that occur, with the ICU team.

Professionalism:
1. Have pager on and functioning each day.
2. Send an evaluation to each faculty member/resident with whom you train, at the end of the week.
3. If planned absences during the rotation are necessary, email Dr. Koerner and Debi Stabler as soon as possible.

Daily Schedule:

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 Anesthesia Grand Rounds UHS 8B60</td>
<td>8:00 ICU Rounds</td>
<td>8:00 ICU Rounds</td>
<td>7:00 Cerebrovascular Conference KPV 13000A</td>
<td>8:00 ICU Rounds</td>
</tr>
<tr>
<td>9:00 ICU Rounds</td>
<td></td>
<td>9:00 ICU Rounds</td>
<td>12:00 Critical Care Lecture SJH 4248</td>
<td>14:00 M&amp;M KPV 5001</td>
</tr>
<tr>
<td>13:30 Radiology Rounds UHS 10 reading room</td>
<td></td>
<td>12:00 Critical Care Lecture SJH 4248</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16:00 Neurocritical Care Lecture HRC12D03</td>
<td></td>
<td>14:00 M&amp;M KPV 5001</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Morning Rounds

- Prior to morning rounds it is expected that the student will round on all assigned patients. The student will see patients with a resident, fellow, or advanced practice provider (APP), who cosigns their notes.
- The team will meet in the physician work room at 8:00 to review X-rays. The fellow or attendings will direct rounds.
- The student is responsible to coordinate ICU activities for the day with the ICU team.
- The student should participate in any afternoon didactics that occur with the ICU team.

Evaluation Instructions:

Clinical Performance Evaluations – Student must send to faculty/fellows/residents weekly during the rotation

At the end of each week, the student will email his/her staff and resident an evaluation link to complete concerning that day’s cases. Students will be provided with a unique survey link and should copy/paste the following text into an email to the individuals with whom they trained, adding their name, date, and link.

*******************************************************************************************
Please provide feedback for medical student
NAME
By clicking on this link:
{INSERT UNIQUE LINK PROVIDED TO STUDENT VIA EMAIL AT START OF ROTATION}
We worked together on:
Date

If you have any questions, please contact Mandi Mizuta (mizuta@ohsu.edu) or Debi Stabler (stablerd@ohsu.edu)
*******************************************************************************************
Curriculum:
Patient care:
• Demonstrate a caring and respectful behavior towards patients and families.
• Demonstrate ability to choose appropriate care interventions based on medical facts, patient preferences, and current scientific evidence.
• Demonstrate ability to prioritize competing care needs of patients in the NSICU.
• Diagnose and treat organ failure and hemodynamic instability.
• Perform a neurological exam.
• Use data from various monitoring devices appropriately to guide therapy.
• Explain indications and complications of common ICU procedures and ventilatory strategies.
• Identify patients no longer requiring ICU therapy and identify factors important to facilitate safe transfer of patient care.

Practice-based learning and improvement:
Students are expected to be able to appraise and assimilate scientific evidence and use it to investigate, evaluate, and improve care for their patients.
• Recognize and describe patient safety strategies.
• Demonstrate ability to analyze own performance, identify areas for improvement and implement strategies to enhance knowledge, skills, attitudes and processes of care.
• Recognize and describe basic methods for searching, reviewing, and evaluating current scientific literature.
• Apply knowledge of study designs and statistical methods to critically review basic science literature and clinical trials.
• Develop and maintain willingness to learn from errors and use errors to improve the system or processes of care.

Interpersonal and communication skills:
Students are expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and other health professionals.
• Respond promptly and courteously to requests.
• Write notes in a coherent fashion.
• Communicate care plans effectively to patients, families, nurses, and other health care professionals.
• Sustain therapeutic and ethically sound professional relationships with patients, families, and colleagues.
• Deliver concise, organized case presentations.
• Communicate clearly, correctly and concisely in written and verbal reports.

Professionalism:
Students are expected to demonstrate behavior that reflects commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to patients of diverse backgrounds.
• Seek consultation with other specialty physicians as appropriate in managing complex ICU problems.
• Consider ethical principle and patient/family wishes in treatment and end-of-life decisions.
• Respect and utilize the particular skills of other critical care practitioners such as nurses, respiratory therapists, physical/occupational therapists, diéticians, speech pathologists, pharmacists.
• Arrive for clinical and learning responsibilities in a timely and punctual fashion, prepared to perform tasks and explain reasoning.
• Exhibit respect, compassion, integrity, empathy and support in patient care and professional interactions.
• Exhibit honesty in recordkeeping.
• Admit to and seek help in remediying errors.
• Demonstrate sensitivity and responsiveness to the gender, age, culture, religion, sexual preference, socioeconomic status, beliefs, behaviors and disabilities of patients and professional colleagues.
• Present information, concerns and suggestions without bias or for personal gain.
**Systems-based practice:**

Students are expected to 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.

- Work cooperatively with other disciplines to provide efficient and effective patient care.
- Establish multidisciplinary relationships needed to effect quality care.
- Understand, access and utilize the resources, providers and systems necessary to provide optimal care.
- Demonstrate ability to work cooperatively with primary and consulting services.
- Demonstrate the Critical Care practitioner’s role as patient advocate and advocate for quality of care.
- Recognize, describe and ensure compliance with unit and institutional policies as well as regulatory policies from accreditation agencies, regulators and payers.
- Demonstrate ability to use algorithms and protocols.
- Demonstrate attention to cost-effectiveness in ordering tests and planning interventions.