



# ANST 709N/NEUR 709C Neurosciences Critical Care Rotation Information

**Course Director**

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**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, and teamwork, and will 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 week. 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. Complete your MedHub “Student Identified Supervisor” prompt each week to generate your evaluations.
3. If planned absences during the rotation are necessary, email Dr. Koerner and Emi Garcia as soon as possible with your Request for Time Off From Clinical Experience form.

**Daily Schedule:**

Monday	Tuesday	Wednesday	Thursday	Friday
7:00 Anesthesia Grand Rounds UHS 8B60	8:00 ICU Rounds	8:00 ICU Rounds	6:30 Case Discussions & Cerebrovascular Conference KPV 13000A	8:00 ICU Rounds
9:00 ICU Rounds			9:00 ICU Rounds	
13:30 Radiology Rounds UHS 10 reading room	13:30 Neuroradiology Rounds UHS 10 reading room		14:00 M&M KPV 5001	
16:00 Neurocritical Care Lecture HRC12D03	15:00 Critical Care Lecture UHS 8B60			

**Mistreatment Reporting:**

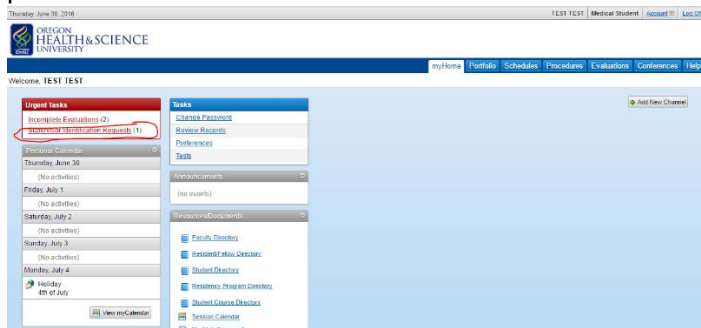
Students are encouraged to report incidences of mistreatment by Faculty, Residents, Interns, Fellows, Nurses, other healthcare and non-healthcare personnel, students, patients, or others. All reports will remain confidential and separate from your course evaluations. Link to form for mistreatment reporting: <http://bit.ly/Mistreatment>

To report a complaint of prohibited discrimination and/or harassment (age, disability, Family Medical Leave Act and/or Oregon family Leave Act, gender, marital status, military/reserve status, national origin, pregnancy, race/color, religion, retaliation, sexual harassment, sexual orientation, veteran's status, whistle blower, worker's compensation system, and other), please contact the AAEO (<http://www.ohsu.edu/xd/about/services/title-ix/index.cfm>). To file a report with AAEO, go to <http://www.ohsu.edu/xd/about/services/title-ix/reporting/submit-report.cfm>.

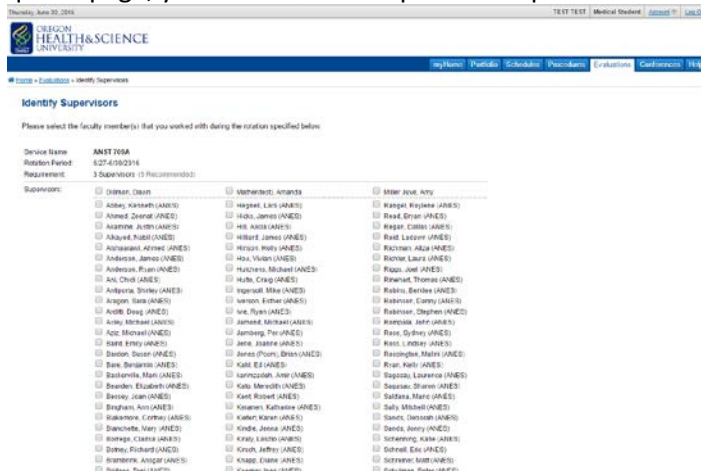
**Evaluation Instructions:**

**Student must identify faculty & residents with whom they work during the rotation**

Each week during the rotation, you will receive a prompt in MedHub to identify which faculty and residents you have worked with. It is crucial that you complete these "SIS" requests in a timely fashion, in order to generate your clinical performance evaluations to the correct individuals. This will show up on your MedHub home page "Urgent Tasks":



Follow the circled link to Supervisor Identification Requests (also known as Student-Identified Supervisors or SIS). This will bring up your queue, showing any completed or outstanding SIS requests. Once a SIS request is opened from the queue page, you will see a list of possible supervisors to select:



Click the checkboxes next to the names of those you have worked with, or scroll to the bottom of the supervisor list to get to the search box. When you are finished, click "Submit" and you will be returned to your Evaluations queue.

<input type="checkbox"/> Achille, Immacolata (ANES)	<input type="checkbox"/> Johnson, Jordan (ANES)	<input type="checkbox"/> Ruiz Barros, Viviana (ANES)
<input type="checkbox"/> Agyekum, George (ANES)	<input type="checkbox"/> Johnson, Natalia (ANES)	<input type="checkbox"/> Saenz, Nicholas (ANES)
<input type="checkbox"/> Amrock, Levana (ANES)	<input type="checkbox"/> Karik, Joelle (ANES)	<input type="checkbox"/> Saucedo-Cerda, Luis (ANES)
<input type="checkbox"/> Anderson, Jacob (ANES)	<input type="checkbox"/> Kiechands, Desire (ANES)	<input type="checkbox"/> Shin, Wonita (ANES)
<input type="checkbox"/> Barron, Max (ANES)	<input type="checkbox"/> Knight, Melissa (ANES)	<input type="checkbox"/> Slupe, Andrew (ANES)
<input type="checkbox"/> Bennett, Reid (ANES)	<input type="checkbox"/> Lazo, Tomas (ANES)	<input type="checkbox"/> Spence, Jerrid (ANES)
<input type="checkbox"/> Carrigan, Michael (ANES)	<input type="checkbox"/> Magnuson, Brian (ANES)	<input type="checkbox"/> Stokes, Julia (ANES)
<input type="checkbox"/> Chen, Zheyang (ANES)	<input type="checkbox"/> Magpr, Dustin (ANES)	<input type="checkbox"/> Thilo, Evan (ANES)
<input type="checkbox"/> Cheng, Ran (ANES)	<input type="checkbox"/> Meyer, John (ANES)	<input type="checkbox"/> Tenek, Abigail (ANES)
<input type="checkbox"/> Chiu-Ukiah, Chinsio (ANES)	<input type="checkbox"/> Miller, Michael (ANES)	<input type="checkbox"/> Tucker, Amber (ANES)
<input type="checkbox"/> Dila, Andrew (ANES)	<input type="checkbox"/> Palesch, Seth (ANES)	<input type="checkbox"/> Valentine Gardner, Ashley (ANES)
<input type="checkbox"/> Fu, Alexander (ANES)	<input type="checkbox"/> Paradis, Tyler (ANES)	<input type="checkbox"/> Vigo, Nicholas (ANES)
<input type="checkbox"/> Go, Samantha (ANES)	<input type="checkbox"/> Peters, Austin (ANES)	<input type="checkbox"/> Viernitz, Megan (ANES)
<input type="checkbox"/> Harms, Casey (ANES)	<input type="checkbox"/> Ramos, Justin (ANES)	<input type="checkbox"/> Wick, Richard (ANES)
<input type="checkbox"/> Hofbuhl, Cory (ANES)	<input type="checkbox"/> Robinson II, Jay (ANES)	<input type="checkbox"/> Xu, Yitan (ANES)
<input type="checkbox"/> Hub, Emil (ANES)	<input type="checkbox"/> Roque, Ferrigio (ANES)	

Supervisor Search:

If you have any questions or cannot find the name of someone you have worked with/would like to generate an evaluation to, please contact Emi Garcia ([garciaem@ohsu.edu](mailto:garciaem@ohsu.edu)).

Please note that the evaluation process for visiting students is handled differently. Visiting students will be sent supplementary instructions at the start of the rotation.

**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, dieticians, 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 remedying 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.