

# 640E Neurology Critical Care (Neuro ICU Core Rotation)

**Course Name:** Neurology Critical Care  
**Course Director:** Sara Stern-Nezer, MD

Elective at a Glance		
<b>Available to:</b> <input checked="" type="checkbox"/> UCI MS4 students <input checked="" type="checkbox"/> UCI MS3 students <input checked="" type="checkbox"/> Extramural Students		
<b>Duration:</b> 4 weeks	<b>Number of Students:</b> 2	<b>Grading:</b> H / P / F
<b>Periods available:</b> available all year (or include blocked dates)		

## 1. Course Director, Coordinator and General Administrative Information

### FACULTY AND STAFF

Name	Office Location	Phone	Email
Director: Sara Stern-Nezer, MD	UCI Medical Center 200 S. Manchester Ave, Ste. 206, Orange, CA 92868	714-456-3420	<a href="mailto:sara.s@uci.edu">sara.s@uci.edu</a>
Staff Coordinator: Teresa Sapien	Department of Neurology, 200 S. Manchester Ave, Ste. 206 Orange, CA 92868	714-456-5384	<a href="mailto:mtsapien@hs.uci.edu">mtsapien@hs.uci.edu</a>

### DESCRIPTION

This elective in Neuro Critical Care and ICU is designed to give the student increased exposure and autonomy in care of the Neurocritical care patient, including the medical treatment in acute neurological patients. Students function as sub interns, becoming integral members of the ICU team, and several primary caregivers under supervision.

### PREREQUISITES

Successful completion of first- and second-year curriculum. Successful completion of the third-year neurology core rotation

### RESTRICTIONS

- This course does not accept visiting students or international students
- Extramural students enrolled at a U.S. LCME medical school must use VSAS to apply. To apply please refer to the [Visiting Student Learning Opportunities](#) website.

### COURSE LEADERSHIP EXPERTISE

**Dr. Sara Stern-Nezer** is the course director for the 640E Neuro Critical Care Elective rotation. Dr. Stern-Nezer is a board certified neurologist and neurointensivist. She earned her medical degree at Stanford School of Medicine, followed by an internal medicine internship at Santa Clara Valley Medical Center & a neurology residency at Stanford Hospital. She completed her fellowship in neurocritical care at Ronald Reagan UCLA Medical Center.

**Teresa Sapien** is the course coordinator for the 640 E Neuro Critical Care elective rotation. Teresa has been working in medical education with Neurology since 2022 as the CME Grand Rounds Coordinator. Alongside the neurology medical education team she helps assist with the neurology and fellowship programs throughout the year.

### **INFORMATION FOR THE FIRST DAY**

UCI Students will report directly to Douglas Hospital, 5200 Workroom, 101 The City Drive, Building 1, Orange, CA 92868 to meet with attending and senior resident on service by 7:30am

Extramural Students will report to Department of Neurology, 200 S. Manchester Avenue, Ste. 206 Orange, CA 92868 to meet with Medical Elective Coordinator for Badge Pick up and Parking set up by 7am. Afterward, they will report to Douglas Hospital, 5200 Workroom, 101 The City Drive, Building 1, Orange, CA 92868 to meet with attending and senior resident on service by 9am.

### **SITE**

Douglas Hospital, 5200 Workroom, 101 The City Drive, Building 1, Orange, CA 92868

### **DURATION**

4 weeks

**Scheduling Coordinator:** UCI students please email [comsched@hs.uci.edu](mailto:comsched@hs.uci.edu) to make a scheduling appointment. Extramural students enrolled at a U.S. LCME medical school must use VSAS to apply. To apply please refer to the [Visiting Student Learning Opportunities](#) website.

### **Periods Available:**

Every four weeks. The time of the course must be pre-approved by the elective director at least three months prior to the start of the course. No exceptions.

### **NUMBER OF STUDENTS ALLOWED**

2

### **WHAT STUDENTS SHOULD DO TO PREPARE FOR THE COURSE**

Thorough understanding of the basic Neurosciences.

### **COMMUNICATION WITH FACULTY**

Questions about logistics should be directed to the Course Coordinator. Direct questions, comments, or concerns about the course can be directed to the Course Director. Contact information and office location are at the beginning of this document.

The Course Director is also available to meet in person. Please email Teresa Sapien to arrange an appointment. To ensure that your email will not be lost in the large volume of email received, please use the following convention for the subject line:

SUBJECT: COURSE NAME, your last name, your issue (e.g. XXX, Smith, Request for appointment)

## 2. Course Objectives and Program Objective Mapping

The following are the learning objectives for the 640E Neuro Critical Care course. Students are expected to demonstrate proficiency in these areas in order to satisfactorily complete the course. In addition, the extent of a student's mastery of these objectives will help guide the course evaluation and grade.

Course Objective	Mapped UCI School of Medicine Program Objective	Sub Competency	Core Competency
Be capable of performing a neurologic history and examination with emphasis on neuroanatomical localization	B-2. The ability to competently perform a complete and organ-system-specific examination including a mental health status examination.	Patient Management	Skillful
Gain a familiarity with diagnosis and management of common neurological disorders.	B-3. The ability to articulate a cogent, accurate assessment and plan, and problem list, using diagnostic clinical reasoning skills in all the major disciplines.	Patient Management Disease Pathogenesis & Treatment	Skillful
Have a better understanding of tests used in neurological evaluation when they are appropriately used, their limitations, and the experience of these tests from the patient's perspective	B-3. The ability to articulate a cogent, accurate assessment and plan, and problem list, using diagnostic clinical reasoning skills in all the major disciplines.	Patient Management Disease Pathogenesis & Treatment	Skillful
Correlate neurological disorders with their	A-2. Knowledge of the pathogenesis of diseases,	Patient Management	Knowledgeable

knowledge in basic neurosciences.	interventions for effective treatment, and mechanisms of health maintenance to prevent disease.	Disease Pathogenesis & Treatment	
Students will communicate and collaborate professionally and effectively, both orally and in writing, with patients, patients' families, colleagues, and interprofessional teams with whom physicians must exchange information in carrying out their responsibilities.	A-3. Knowledge of basic clinical skills required to meet the skills objectives, including interviewing, physical diagnosis, communication, and clinical reasoning. C-1. Honesty and integrity reflecting the standards of the profession, in interacting with colleagues, patients, families, and professional organizations.	Patient Management  Disease Pathogenesis & Treatment	Knowledgeable Altruistic
Display ethical and professional behavior, respecting ethically appropriate boundaries, in all interactions with patients, families, and other healthcare providers, always demonstrating the clinical virtues required for competent and compassionate patient care, including good clinical judgement, benevolence, effacement of self-interest, accountability and reliability, respect for confidentiality and patient autonomy, and justice/fairness in dealing with all patients.	C-1. Honesty and integrity reflecting the standards of the profession, in interacting with colleagues, patients, families and professional organizations. C-2. Professional behaviors reflecting compassion and respect for patient privacy, altruism and a commitment to comprehensive, holistic medical care.	Patient Management  Cultural and Social Awareness	Altruistic Dutiful
Students will engage and learn through interprofessional interactions with other health care professionals to build a multidisciplinary approach to patient care.	D-2. A commitment to coordinated patient care and to the well - being of patients and colleagues as evidenced by effective collaboration on interprofessional health care teams.	Patient Management  Disease Pathogenesis & Treatment	Dutiful

### 3. Course Resources

**TEXTS AND READINGS: Required**

- The NeuroICU Book. Kiwon Lee, 2012
- Decision Making in Neurocritical Care. Jennifer A Frontera, 2009
- Handbook of Neurocritical Care / edited by Anish Bhardwaj, Marke A Mirski, John A Ulatowski, c2004

**TEXTS AND READINGS: Recommended**

- Hal Blumenfeld, MD PhD, Neuroanatomy Through Clinical Cases. 2nd edition. Sinauer Associates Inc Publishers, Sunderland, MA. 2010.
- Michael Benatar, Bernard S. Chang, Juan A. Acosta, Andrew Tarulli, Louis R. Caplan. Blue Prints Neurology, 3rd edition. Lippincott Williams & Wilkins, Philadelphia, PA. 2009.

### 4. Major Exams, Assignments and Grading

**Clinical Responsibilities of the Student:** Rounds, new inpatient visits, and daily pre-rounding on their assigned patients, consults in the Emergency Department.

**Patient Care Responsibilities:**

- Rounds with Attending Physician
- Initial Patient evaluation

**Call Schedule of the Student:**

- One elective weekend or overnight call shift per week

**Procedures Learned by the Student:**

- Lumbar puncture
- Arterial Lines
- Central Venous Lines
- External Ventricular Drains
- Intracranial pressure monitors (Camino Bolt Intracranial Pressure Monitor)

**Percentage of Time Student will participate in Ambulatory Setting:** 0-5% this is predominantly an inpatient rotation.

**Conference/Lecture/Small Group Sessions:**

All students will participate in the same schedule of Neurology conferences, and didactics. All students will participate in four weeks of Neuro-critical care service.

**Educational Activities:**

Monday through Friday (6:30 AM – 6:00 PM)	Patient Rounds
In Addition:	
Wednesday AM (7:30 – 9:00 AM)	Neuro-Radiology Case Conference
Thursday PM (5:00 PM – 6:00 PM)	Stroke Clinical Case Conference
Friday AM (8:00 AM - 9:00 AM)	Neurology Grand Rounds

### **GRADING**

Medical Students are graded using the following scale: Honors (H), Pass (P), Fail (F) and Incomplete (I) on the standard UCI student evaluation form. For further information, please review the [Grading Policy](#).

A passing grade on the final evaluation requires:

- Daily attendance at rounds
- Attendance and participation in lectures, discussion, and clinical assignments
- Satisfactory scores for aptitudes listed in the clinical evaluations

In addition, special attention will be paid to:

- Ethical behavior
- Reliability & dependability
- Ability to work with peers and under faculty direction
- Relationships with nurses and other hospital personnel
- Quality of verbal & written communication skills
- Use & knowledge of medical literature
- Knowledge of student's own limitations

### **CLINICAL PERFORMANCE**

Your clinical performance will include input from your assigned faculty members and residents. They use the School of Medicine standardized evaluation form that assesses for knowledge, skills, and attitudes.

- Evaluations of clinical performance are assigned to all residents/fellows and attending physicians who work with the student.
- A minimum of 5-8 evaluations are needed to comprise the clinical performance portion of the student's grade.
- Evaluation scores are averaged to create a total clinical performance grade.

### **REQUIREMENTS FOR "PASS":**

To receive a grade of Pass, students must demonstrate performance meeting all the following criteria:

- Knowledge
- Patient Care
- Practice-Based Learning
- Interpersonal & Communication Skills
- Professionalism
- System-Based Practice

### **REQUIREMENTS FOR "HONORS":**

**To receive a grade of Honors, students must demonstrate exceptional performance in all the following areas:**

- Knowledge

- Patient Care
- Practice-Based Learning
- Interpersonal & Communication Skills
- Professionalism
- Systems-Based Practice

**Grounds for “Incomplete”:** You will not be issued a grade until all elements of the course have been completed.

**Grounds for “Fail”:** You will receive a grade of "Fail" if the requirements for passing the course have not been met. Please refer to the [Grading Policy](#) for the impact of the "Fail" grade to the transcript.

**Grade Appeal Process:**

The student has 30 days from the initial final grade submission to initiate the grade appeal process. The following steps outline the grade appeal process.

1. A student is expected to directly engage the course coordinator via email or phone call to discuss their appeal. The purpose of the meeting is to have the student review their file.
2. Student meets with coordinator to review their file.
3. If upon the student’s review of their file, a mutually agreeable resolution has not been reached between the student and the coordinator, then the student must submit an email to the course director that should describe the student’s concerns regarding the grade.
4. The director will follow up with the student to address their concerns.

**REMEDICATION**

Remediation, if needed, will be designed by the Course Director to address the issue(s) at hand. This can include:

- Repeating a portion or the elective or the entire elective

For further information, review the [Grading Policy](#).