

# 2025-2026 Catalog

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## Coronary Care Unit - Jacksonville

**MED E 9J | 4th Year Elective | Internal Medicine | Clinical Science | Jacksonville**

**MDT 7200 | Coronary Care Unit Jax**

### Prerequisites

4th year medical student.

### Course Description

This elective involves rounding on the Cardiology Coronary Care unit with the house-staff assigned to that service. This will generally consist of two teams each formed by two or three residents (IM or EM) and a Cardiology Fellow. One attending physician is typically in charge of both teams. Call usually alternates between the two teams. Pre-rounds usually occur prior to meeting with the attending physician who will determine the exact hour to officially round on patients admitted to the CCU. The attending physician usually rounds with the post-call team first in the am so as to allow them to finish early and stay within regulations of duty hours. Cardiology fellows are in charge of the assignments of patients to house-staff and the overall operations of their teams. Medical students will be working directly under the supervision of the house-staff assigned to them.

### Course Faculty and Staff

- [Liz Cowart](#) (Unknown)
- [Kody Ebach\\*](#) (Unknown)
- [Gladys Velarde MD](#) (Director)
- [Elisa Sottile MD](#) (Co-Director)
- [Kristyn Lewis M.D.](#) (Co-Director)
- [Lauren Stemboroski DO](#) (Co-Director)
- [Dani Brown](#) (Course Staff)
- [Lavetta Jones](#) (Course Staff)
- [Jennifer R. Hamilton BA](#) (Course Staff)
- [Frank J Genuardi MD, MPH](#) (Other Faculty)

### Meeting Place and Time

Student will receive a welcome email with reporting instructions 1 week prior to course start from Course Administrator [Lavetta.Jones@jax.ufl.edu](mailto:Lavetta.Jones@jax.ufl.edu).

Cardiology Clinic, 5th Floor of the ACC Building, at 8:30 am.

### Course Materials

Recommended texts:

- Rapid Interpretation of EKGs by Dale Dubin
- Braunwalds Heart Disease; 12th ed A Textbook of Cardiovascular Medicine

Additional Educational Materials may be obtained from The Borland Medical Library and other in house permissible educational sites.

### Additional Information

At the end of a 4-week rotation, a 4th year medical student should be able to do the following:

1. Interpret a 12 lead ECG in a systematic way and be able to identify rhythm, axis, intervals and basic abnormalities
2. Interpret basic CXR in a systematic way and able to recognize cardiovascular landmarks
3. Interpret basic rhythms on telemetry monitoring
4. Be able to conduct a thorough cardiovascular examination, with emphasis on identification of normal vs abnormal cardiac sounds.
5. Be able to identify the clinical presentation of Acute Coronary Syndromes
6. Be able to identify the clinical presentation of Acute decompensated Heart Failure
7. Be able to identify lethal arrhythmias (Vtach, Vfib)
8. Be able to identify certain cardiac emergencies including but not exclusive to ACS, ADHF, Hypertensive emergencies, pericardial tamponade, cardiogenic shock.
9. Be able to identify key therapeutic protocols for each of these emergencies.

Conferences:

Medical students rotating in either of the cardiology electives are required to attend all core conferences offered to cardiology fellows in the Department of Cardiology. You can get weekly schedule of conferences from Cardiology Program Administrators, Shia Mendoza and Stacey Wice. Students are also required to attend Monday Morning Report, which occurs on Tuesday mornings at 7:45 am, unless otherwise noted on the conference schedule. Additionally, medical students are encouraged to attend other didactic sessions in EP, interventional cardiology or echocardiography as their schedule permits.

Evaluations:

Medical students in the cardiology rotations will be evaluated by the house staff they worked under and the attending physician who was in charge of the team at the time.

Grade scale: Satisfactory/Unsatisfactory

## Classes Offered

<b>Period</b>	<b>Length</b>	<b>Credits</b>	<b>(Avail / Max) Slots</b>
Period 1	4 Weeks (May 12 - Jun 8)	4	(1 / 1)
Period 2	4 Weeks (Jun 9 - Jul 6)	4	(1 / 1)
Period 3	4 Weeks (Jul 7 - Aug 3)	4	(1 / 1)
Period 4	4 Weeks (Aug 4 - Aug 31)	4	(1 / 1)
Period 5	4 Weeks (Sep 1 - Sep 28)	4	(1 / 1)
Period 6	4 Weeks (Sep 29 - Oct 26)	4	(1 / 1)
Period 7	4 Weeks (Oct 27 - Nov 23)	4	(1 / 1)
Period 8	4 Weeks (Nov 24 - Dec 21)	4	(1 / 1)
Period 9	4 Weeks (Jan 5 - Feb 1)	4	(1 / 1)

<b>Period</b>	<b>Length</b>	<b>Credits</b>	<b>(Avail / Max) Slots</b>
Period 10	4 Weeks (Feb 2 - Mar 1)	4	(1 / 1)
Period 11	4 Weeks (Mar 2 - Mar 29)	4	(1 / 1)
Period 12	4 Weeks (Mar 30 - Apr 26)	4	(1 / 1)
Period 13	4 Weeks (Apr 27 - May 24)	4	(1 / 1)

## **Evaluated Competencies**

### **#1 Professionalism**

**Educational Objectives:** Demonstrates respect for patients; families; and members of the health care team. Demonstrates an attitude of caring. Preserves patient confidentiality; and demonstrates knowledge about HIPAA regulations. Demonstrates timeliness.

**Method of Evaluation:** Faculty observation and feedback from residents.

### **#2 Patient Care**

**Educational Objectives:** Conducts efficient; comprehensive; medical interviews and physical examinations; and records accurate information. Integrates information from medical history and physical examination into coherent problem list/differential diagnosis; and uses this information to determine cost-effective test ordering. Appropriately interprets diagnostic test results. Formulates appropriate management plans and writes orders. Presents clear and concise patient information during rounds. Writes progress notes using SOAP format. Seeks opportunities to perform appropriate medical procedures.

**Method of Evaluation:** Faculty observation during attending rounds/procedures and feedback from residents. Mini-CEX.

### **#3 Medical Knowledge**

**Educational Objectives:** To develop an organized approach to the differential diagnosis of chest pain and dyspnea. To learn to identify acute coronary syndromes and implement acute and long-term care using evidence-based approach. To learn the presentation and management of acute congestive heart failure and pulmonary edema. To develop a systematic to tachyarrhythmias in the CCU setting. To learn the appropriate application of noninvasive and invasive cardiac testing in the critical care setting.

**Method of Evaluation:** Faculty observation during attending rounds and feedback from residents.

### **#4 Practice-Based Learning**

**Educational Objectives:** Regularly identifies gaps in knowledge and seek answers to those questions from current medical literature. Demonstrates skills in principles of evidence-based medicine and ability to critically appraise available evidence. Shares results of knowledge discovered with their team. Self-evaluates effectiveness of care provided to their patients.

**Method of Evaluation:** Faculty observation during attending rounds and feedback from residents.

### **#5 Interpersonal and Communication Skills**

**Educational Objectives:** Interacts with patients; family members; and colleagues in a manner that engenders confidence; trust; and cooperation. Uses open-ended questions and demonstrates

active listening in patient interactions. Works well as a team member.

**Method of Evaluation:** Faculty observation during attending rounds; and feedback from patients; family members; and residents.

## **#6 Systems-Based Practice**

**Educational Objectives:** Demonstrates an awareness of resources (e.g. social support; educational; financial; access to care; etc.) needed by patients to effectively maintain health and manage disease.

**Method of Evaluation:** Faculty observation during attending rounds and feedback from residents.