



LSU Health Sciences Center in New Orleans School of Medicine

# LSU HEALTH SCIENCES CENTER IN NEW ORLEANS SCHOOL OF MEDICINE



## Larry H. Hollier, MD, Chancellor and Dean

Appointed to the Deanship: January 1, 2004

Appointed to the Health Sciences Center Faculty: January 1, 2004

Faculty Academic Rank: Professor of Surgery

Address: LSU School of Medicine in New Orleans  
433 Bolivar Street  
New Orleans, LA 70112

Telephone Number: (504) 568-4800

Website: <http://www.medschool.lsuhschool.edu>

## Administration

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WAYNE BACKES, PhD  
*Associate Dean for Research*

JOSEPH DELCARPIO, PhD  
*Associate Dean for Student Affairs and  
Records*

RICHARD DICARLO, MD  
*Assistant Dean for Undergraduate Education*

EDWARD G. HELM, MD  
*Associate Dean for Community and Minority  
Health Education*

CHARLES W. HILTON, MD  
*Associate Dean for Academic Affairs*

RUSSELL C. KLEIN, MD  
*Associate Dean for Alumni Affairs and  
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*Associate Dean for Faculty and Institutional  
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*Assistant Dean for Student Affairs and  
Records*

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*Associate Dean for Admissions*

FRANK OPELKA, MD  
*Associate Dean for Healthcare Quality and  
Safety*

KEITH G. SCHROTH  
*Associate Dean for Fiscal Affairs*

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*Head of the Department of Ophthalmology & Director of the Eye Center*
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*Head of the Department of Radiology (October 2006)*
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*Director of the Gene Therapy Program*
- BARRY L. RIEMER, MD  
*Head of the Department of Orthopaedics*
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*Head of the Department of Urology (October 2006)*
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*Head of the Department of Neurology*
- WILBA SWEARINGEN, MA, MLS, AHIP (ex-officio)  
*Director of LSU Health Science Center John P. Isché Library*
- WARREN SUMMER, MD  
*Director of Ernest N. Morial Asthma and Respiratory Disease Center and CEO of the Medical Center of Louisiana*
- PETER WINSAUER, PhD  
*Elected Basic Science Faculty, Faculty Assembly*

## HISTORY

The original charter creating the Louisiana State University, by Legislative Act 145 of 1877, authorized the creation of the School of Medicine in New Orleans.

On January 3, 1931, the Louisiana State University Board of Supervisors and the governing board of the Medical Center of Louisiana, New Orleans met in New Orleans and founded the School of Medicine. Dr. Arthur Vidrine was named the first Dean and construction began in 1931.

The School accepted fifty first year and twenty-eight third year students and classes began October 1, 1931. The twenty-eight transfer students were graduated in 1933 and the first fourth year class graduated in 1935. The number of students has been gradually increased to the present 176 first year students.

Post World War II saw erection of the newer building portions at 1542 Tulane Avenue, construction of the Residence Hall and Student Center at 1900 Perdido Street, the completion of the Medical Education Building at 1901 Perdido Street, the Lions-LSU Clinics Building at 2020 Gravier Street, the Resource Center at 433 Bolivar Street, and the Clinical Science Building at 533 Bolivar Street.

Through May 2005, over 8,500 physicians have graduated from the School of Medicine, and more than half have remained in Louisiana.

The School is now in its seventy-sixth year of education, research, and service to the public.

## CHRONOLOGY

Sixteen people have served the Louisiana State University School of Medicine in New Orleans as Dean since its inaugural convocation, October 1, 1931. The names of the fifteen former deans and their period of deanship are as follows.

Arthur Vidrine, MD (1931-1937)  
Joseph Rigney D'Aunoy, MD (1937-1939)  
Beryl Iles Burns, MD (1939-1945)  
Wilbur Cleveland Smith, MD (1945)  
George Walter McCoy, MD (1945-1946)  
Vernon William Lippard, MD (1946-1949)  
William Wesley Frye, PhD, MD (1949-1966)  
John Charles Finerty, PhD (1966-1971)  
Norman Crooks Nelson, MD (1971-1973)  
Silas Edgar O'Quinn, MD (1973-1977)  
Paul Frank Larson, MD (1977-1985)  
Robert Frank Dyer, PhD (1985-1986) Acting  
Robert S. Daniels, MD (1986-1995)  
Robert L. Marier, MD, MHA (1995-2002)  
J. Patrick O'Leary, MD (2002-2004) Interim

## MISSION STATEMENT

Louisiana State University School of Medicine - New Orleans trains physicians and scientists in health care disciplines. The Medical School strives for excellence in medical education, research, and service through the following objectives:

### Medical Education Mission Objectives

The undergraduate curriculum contains programs of study that enable students to become competent, caring physicians who can function in any health care system, continue self-education, and appreciate and evaluate medical research.

Graduate Medical Education programs and their support are important components of the educational mission. Graduates of specialty training programs will be skilled and knowledgeable in their chosen discipline and able to assume the responsibilities of a practicing physician.

Training programs of the school assess and adjust to changing physician work force needs of the state.

### Research Mission Objectives

Medical education and research are related pursuits. Academic excellence in research heightens the intellectual atmosphere, develops new knowledge, and transmits current information for the benefit of all constituencies.

The Medical School provides adequate facilities for trainee and faculty research including support areas such as the library, animal care, and computer services. Long term planning and acquisition of research funds are vigorously pursued to ensure research growth.

### Service Mission Objectives

The school provides a model of excellence in public and private medical care and community oriented programs. The school remains responsive to changing health care systems and trends.

Patient care activities are important to all school missions. Personal practice supports and maintains the clinical skills of faculty and expands opportunities for undergraduate and graduate teaching and research.

The school develops community outreach programs that provide educational and service opportunities and enhance the quality of life of constituent communities.

## CALENDAR 2007 – 2008

### June

Friday	22	Senior registration, 12:00 noon Senior Classes begin
Monday	25	Junior registration, 12:30 pm
Tuesday	26	Junior Ophthalmology and Radiology begin

### July

Friday	06	Junior Ophthalmology and Radiology Ends
Monday	09	First Senior & Junior block begins
Monday	23	Sophomore registration, 12:00 noon Sophomore classes begin

### August

Friday	03	First Senior Block ends 5 pm
Monday	06	Second Senior block begins
Thursday	09	Freshman registration
Friday	10	Freshman orientation
to	to	
Tuesday	14	
Wednesday	15	Freshman classes begin.
Friday	31	Second Senior block ends, 5:00 pm
Friday	31	Labor Day Holidays begin, 5:00 pm

### September

Tuesday	04	Third Senior block begins
Tuesday	04	Classes resume
Friday	28	Third Senior and First Junior blocks end, 5 pm

### October

Monday	01	Fourth Senior and Second Junior blocks begin
Friday	26	Fourth Senior block ends, 5 pm
Monday	29	Fifth Senior block begins.

### November

Tuesday	20	Fifth Senior block ends, 5 pm
Tuesday	20	Thanksgiving holidays begin, 5:00 pm
Monday	26	Classes resume
Monday	26	Sixth Senior block begins

### December

Friday	21	Sixth Senior and second Junior blocks end at 5:00 pm Winter holidays begin at 5:00 pm
Tuesday	25	Optional seventh Senior block begins (Must have permission)

### January

Monday	07	Classes resume and third Junior block begins Freshmen begin 1 week of clinical preceptorship
Monday	14	Freshman classes begin
Friday	18	Martin Luther King holidays begin, 5:00 pm
Friday	18	Optional seventh Senior block ends, 5:00 pm
Tuesday	22	Classes resume
Tuesday	22	Eighth Senior block begins

### February

Friday	01	Mardi Gras Holiday begins 5 pm
Wednesday	06	Classes resume
Friday	15	Eighth Senior block ends, 5:00 pm
Monday	18	Ninth Senior block begins

### March

Thursday	13	Senior Matching Holiday No call or classes (Tentative)
Friday	14	Ninth Senior block ends, 5 pm
Monday	17	Tenth Senior block begins
Thursday	20	Spring Holidays begin 5 pm
Tuesday	25	Classes resume
Friday	28	Third Junior block ends, 5:00 pm
Monday	31	Residency Planning Day for Juniors (Attendance Mandatory)

### April

Tuesday	01	Fourth Junior Block begins
Friday	11	Tenth Senior block ends
Monday	14	Eleventh Senior (Special Topics) begins

### May

Friday	09	Sophomore final exams end, 5:00 pm
Friday	09	Senior classes end, 5:00 pm
Friday	16	Freshman classes end, 5:00 pm
Tuesday	13	Pre-Commencement
Thursday	15	Commencement
Friday	23	Memorial Day Holidays begin, 5 pm
Tuesday	27	Classes resume

### June

Friday	20	Sophomore classes end, 5:00 pm
Friday	20	Junior classes end, 11:30 am Senior registration, Class of 2009, 12:00 noon to 5:00 pm
Monday	23	Junior registration, 12:30 pm
Tuesday	24	Summer Semester ends

## ADMISSIONS

LOCATION: Medical Education Building, Room 3201

PHONE: (504) 568-6262

[www.medschool.lsuhschool.edu/admissions](http://www.medschool.lsuhschool.edu/admissions)

## METHOD OF APPLICATION

The School of Medicine participates in the program designated as the American Medical College Application Service, referred to as AMCAS. All applications for admission to the first year class must be submitted through this service. The application process for the School of Medicine is divided into two stages. The first stage is of preliminary nature and handled by AMCAS. The second stage is an exclusive relationship between the School and those applicants who have completed Stage I and have received Stage II material directly from the Admissions Office.

### Stage I

All applicants must apply through the American Medical College Application Service (AMCAS). A web application is available from the AAMC's web site at <http://www.aamc.org>.

For informational purposes, the address and telephone number for AMCAS is indicated below

American Medical College Application Service  
Association of American Medical Colleges  
Section for Student Services  
2501 M Street, N.W. Lobby-26  
Washington, DC 20037-1300  
(202) 828-0600

### Stage II (Complete Application)

After the preliminary application data (Stage I from AMCAS) has been received, material for completing Stage II of the application process will be made available with an explanation of the restrictions and special conditions, which will influence the consideration to be given to the completed application. Transcripts, personal letters of recommendation, biographies, and other related material should not be sent to the Admissions Office until the applicant has received instructions from the School for handling this data and the Stage II application has been filed. Official recommendations from a college pre-medical committee or comparable source of information may be sent directly from the college to the Admissions Office at a time, which conforms to the pre-medical committee's policy for the release of this data. Action on an application by the Admissions Committee may be delayed until official recommendations from the proper sources have been received. Final selection of the entering class will be made from those who have completed the entire application procedure.

## DATES FOR FILING

The earliest date for filing an application is June 1 for admission in the Fall of the following year. The deadline for submitting all materials to AMCAS is November 30. The deadline for submitting the Stage II application and completion of the application file is January 15.

## EARLY DECISION PROGRAM (EDP)

The LSU School of Medicine offers the Early Decision Program. If an applicant wishes to apply for EDP, there are certain rules established by AMCAS, which must be followed.

The earliest date to apply is June 1 and the latest date to apply is August 1.

The applicant may apply only to the LSU School of Medicine in New Orleans and may not apply to any other schools prior to being informed of LSU's decision. The applicant will be informed of this decision on or before October 1.

If accepted, the applicant must accept and he/she may not apply to any other schools. If the applicant is not accepted then he/she may apply to other schools. Ordinarily the files of those applicants who are not accepted are placed in the regular applicant pool and may be considered at a later date.

If the applicant who is accepted violates the terms of the acceptance, he/she is considered to have committed an irregularity and other schools to which he/she has applied will be notified.

Normally, only applicants who have a GPA and MCAT scores above average will be considered for EDP.

## THE MEDICAL COLLEGE ADMISSIONS TEST

The Medical College Admissions Test is administered at testing centers throughout the nation twice each year, in April and in August. This examination must be taken at an appropriate time by all applicants. Information concerning this test and the dates on which it is given may be obtained from the dean or pre-medical advisor of the applicant's college or university.

The MCAT registration packet is also available by writing directly to

The MCAT Care Team  
Association of American Medical Colleges  
Section for Applicant Assessment Services  
2450 N St., NW  
Washington, DC 20037  
Phone: 202-828-0690  
[www.aamc.org/mcat](http://www.aamc.org/mcat)

The MCAT is required and must be taken at a time, which enables scores to be received by the Admissions Office prior to the November 15 application deadline.



## SELECTION FACTORS

The LSU School of Medicine in New Orleans is dedicated to providing the opportunity for an excellent medical education to all Louisiana applicants who are prepared to benefit from its curriculum and instruction. To this end, the Admissions Committee of the School of Medicine will strive to recruit and admit Louisiana residents from every geographic, economic, social and cultural dimension of the State of Louisiana. As part of this process, the committee will evaluate all applicants using any or all of several criteria. Some of them are as follows:

- Academic factors such as recent grades and test scores within the last three years
- The strength of the letters of recommendations
- The strength of the interview
- Employment history of the applicant and whether or not he/ she had to work to go to college
- Demonstrated history of leadership
- Demonstrated history of community service
- A qualitative and quantitative assessment of the extracurricular activities in which the applicant participated
- Special honors that have been awarded to the applicant
- Unique personal attributes of the applicant
- Hobbies and other interests of the applicant
- Socioeconomic background
- Where in the state the applicant was raised
- Whether there were any factors in the applicant's background that may have hindered him/her from achieving a higher level of academic achievement

The Admissions Committee believes that the proper consideration of such factors should result in our institution matriculating and graduating a cross-section of our state's population so that these graduates can practice medicine, hopefully to the citizenry of the State of Louisiana. Our present policy precludes us from offering positions to applicants who are not residents of Louisiana unless the applicant is the son/daughter of an alumnus of LSU School of Medicine in New Orleans who no longer resides in the state or an applicant who is applying to the MD/PhD program. There is no discrimination because of race, religion, sex, age, disability, national origin, or financial status.

## COMMITTEE ON ADMISSIONS

The faculty has delegated to the Committee on Admissions the responsibility of selecting those applicants who will enter the School of Medicine for the first time. The Committee is composed of members of the faculty and student body. Applications, which have reached a specified stage of completion, are reviewed by the Committee for appropriate action. Final approval of an applicant cannot be given by the Committee until all required information has been received. The Committee on Admissions usually evaluates applications for the first year class during the period of September through April. The first offers of acceptance may be mailed on October 15.

## INTERVIEWS

It is mandatory that each applicant be interviewed personally before the Committee makes a decision on a request for admission. The Committee will request an interview at an appropriate time. All interviews are by invitation only and arranged by the Admissions Office. A routine advisory conference with each person who has submitted an application is obviously not possible.

## PROVISION GOVERNING ACCEPTANCE OF APPLICANT

All offers to accept an applicant for admission to the School of Medicine are regarded as provisional acceptances. Provisional acceptance is in effect until the time of registration. The applicant must demonstrate a continuation of a satisfactory personal performance and a level of academic achievement, which is compatible with ability demonstrated at the time of interview. Official transcripts of all course work must be received prior to registration.

Applicants must notify the Admissions Office of their desire to accept a place in the class within two weeks of the date of the letter offering acceptance. Failure to notify the office promptly will be usually considered as sufficient reason to withdraw the offer. Acceptance of the offer for admission should be accomplished in the manner specified in the acceptance notice.

It is considered to be improper for an applicant to hold more than one place of acceptance after May 15. An applicant who accepts a place in the class is considered to be under obligation to cancel as soon as possible the acceptance of places which may have been established previously with other schools. It is also to be understood that if an applicant who has accepted a place with the School of Medicine subsequently decides to attend another school, the applicant will provide prompt notification of the change in the acceptance status.

If an applicant accepts the offer for admission, a one hundred dollar deposit must accompany the letter of acceptance. This deposit is refundable until May 15. If the applicant matriculates, this deposit is applied to the first semester's fees.

## REQUIRED SUBJECTS

<u>Chemistry</u>	Sixteen semester hours including eight semester hours of inorganic chemistry with laboratory and eight semester hours of organic chemistry with laboratory
<u>Physics</u>	Eight semester hours of general physics with laboratory
<u>Biology</u>	Eight semester hours of general biology with laboratory
<u>English</u>	Demonstrated proficiency in spoken and written English

Minimum academic requirements for admission are satisfactory completion of the required subjects as specified above and a total of ninety hours of acceptable semester hours at the time of registration. All course work must be completed in a satisfactory manner in an educational institution, which has been approved by an appropriate accrediting agency in the United States.

On a case by case basis, acceptance of courses for advanced placement by the undergraduate institution or correspondence courses for credit toward fulfilling specific requirements in the sciences (biology, chemistry, and physics) may be considered. The School of Medicine may also accept pass/fail grades for required science courses. Transfer credit from medical schools outside of the United States is generally not permissible.

## Other Recommended Courses

Selection from the following science courses are recommended: biochemistry, cell biology, comparative vertebrate anatomy, computer sciences, embryology, histology, mathematics, microbiology, molecular genetics, physiology, statistics (epidemiology).

Selection from the following arts and humanities courses are recommended: economics, English, ethics, foreign languages, history, philosophy, psychology, public speaking, sociology.

## Selection of Courses

It is strongly recommended that those who wish to prepare themselves for the study of medicine should enroll in a degree curriculum in college. While most applicants follow a program in biology or chemistry, it is quite possible for those from other major disciplines to receive favorable consideration for admission to medical school. Care should be exercised in planning the course of study to be certain that the required subjects can be completed satisfactorily before the date for registration.

If the student does not enroll in a degree curriculum, it is considered important to follow a program which will allow time to take several of the recommended subjects and to complete more than the specified minimal number of required courses and semester hours. Elective courses should be chosen in relation to the student's special interests and aptitude. An understanding of social and community problems will be very helpful in meeting the responsibilities of the profession of medicine. In addition to a good science education, it is desirable for the student to have a broad educational background in the arts and humanities.

Advanced credit for certain basic science courses offered in the first year medical curriculum may be allowed where it can be determined that the applicant has completed a course of study in the basic science area comparable to the material covered in the medical school course. This determination will not be made until the applicant has been accepted to the School of Medicine. The applicant must pass a certifying examination given by or under the supervision of the appropriate department of the School of Medicine. If the performance on the examination is considered to be of suitable level, the department may certify to the Records Office that credit for the course has been given and an appropriate grade entered into the record.

The School of Medicine does not accept pass-fail grades for required science courses. Credit is not given for work completed as a correspondence course.

## EVALUATION OF COLLEGE RECORDS

A 4.0 system is used to determine quality point averages. Where D is the lowest passing grade, credit is given as follows: A=4, B=3, C=2, D=1, and F=0. Where a course is repeated, the original grade and hours are also included in the calculation of quality point averages.

## TRANSFER TO ADVANCED STANDING

The School of Medicine has a program whereby medical students enrolled at accredited schools of medicine within the United States and Canada can be accepted for transfer at advanced standing. Acceptance for transfer is limited to those enduring hardships. Examples of hardships include but are not limited to: spousal relocation to N.O. and family health issues. Students will be considered for transfer positions pending fulfillment of the following.

1. Louisiana residents will be given first priority.
2. Only those students who are in good academic standing at their school of medicine will be accepted. It is preferred to accept students after they have completed the first two years of medical school but on occasion the program will consider students for transfer after completion of the first year.
3. The number of students accepted will not exceed that number which will restore the third year class to its original size.
4. The prospective student must meet the same qualifications and requirements needed for admission to the School of Medicine.
5. The applicant must be able to meet all requirements for graduation with the class which the student is entering.
6. The student must send or have sent to the Associate Dean for Student Affairs and Records the following documents.
  - A. From the medical school which the student is attending
    - a. A letter of good standing from the dean of the medical school
    - b. An academic transcript
    - c. Two letters of recommendation from faculty members
    - d. A letter from the finance office
  - B. Additional required documents include
    - a. A completed application form
    - b. Scores from the Medical College Admissions Test
    - c. Academic transcripts from all pre-medical schools attended
    - d. An application fee
    - e. A personal, handwritten, letter describing the student and the reasons for seeking a transfer to the School of Medicine

- f. The prospective student must become available for a series of interviews and a tour of the School of Medicine. The time for the interviews and tour is to be arranged with the Associate Dean for Student Affairs and Records
- g. The deadline for filing a completed application (to include transcripts and letters of recommendation) is January 15 for transfer in the Summer of the same year
- h. The decision by the Committee on Transfers to accept, reject or place on a waiting list will be made at the earliest possible time and in all instances by March 1
- i. The Committee for Admittance of Transfer Students will be composed of members of the Pre-clinical and Clinical Sciences Faculty and Associate Dean for Admissions. The Associate Dean for Student Affairs and Records will serve as chairman of the Committee

## **ADVANCED STANDING AND EXEMPTION OF COURSES**

When a student is accepted for transfer from another medical school the student's record will indicate the following.

"Transferred from (name and location of school) at the third year level"

Occasionally, students accepted for the first year class exempt one or more courses during the first two years. No consideration in exempting courses is given prior to the student's accepting or rejecting the place offered in the first year class. Each case is decided on an individual basis in consultation with the Office of Student Affairs and Records and the department or teaching unit responsible for teaching each course in question. When the exemption is based on courses taken while enrolled in a graduate degree program of a medical center, the student's record will indicate: "Credits accepted from (name and location of school)." This notation will be followed by a listing of the courses accepted and the grade received in each course as recorded on the official transcript of the previous school. When an exemption is based on a National Board examination grade or other criteria determined by the department involved, a grade is issued by the department at this School of Medicine. This may be a Pass, High-Pass, or Honors and is entered on the student's record in a manner identical to courses taken at this School of Medicine. Thus, hours earned and honors hours are credited in the usual manner.

## **ADDITIONAL ADMISSIONS INFORMATION**

Additional information can be obtained by writing to

Admissions Office  
 LSU Health Sciences Center in New Orleans  
 School of Medicine  
 1901 Perdido Street, Box P3-4  
 New Orleans, LA 70112-1393

## **REGISTRATION**

All students are expected to comply with the general Health Sciences Center provisions governing registration as specified in the general information section of this publication.

## **FEES**

General fees and tuition are described in the general information section of this publication under the heading:

## **ADDITIONAL EXPENSES**

1. All incoming first year student must possess a notebook computer as part of the required equipment needed for classes. As the curriculum of the School of Medicine advances into the future, our technology requirements continue to grow. Computer-based learning materials and exams are part of the curriculum. To ensure standardized testing conditions and computer support, all students must purchase the specified model through the School of Medicine. The approximate cost of the computer will be \$2,000 including hardware, software, 4 year warranty, 4 year damage replacement, shipping and taxes, locking cable and carrying case. A fact sheet which includes specifications and order form will be sent to accepted applicants for admission. The cost of the computer is added to the student's Fall fee bill and is eligible for financial aid.

In addition, freshman students are charged a \$90 examination fee to cover costs of National Board of Medical Examiners shelf examinations in Physiology, Neurosciences and Biochemistry which serve as final examinations in the respective courses. Sophomore students are charged \$30 for examination fees for the National Board final examination in Pharmacology. Third year students are charged \$198 for National Board final examination fees in the clinical clerkships of Medicine, Obstetrics and Gynecology, Family Medicine, Pediatrics, Surgery and Psychiatry. Fourth year students are charged \$65 for an Advanced Cardiac Life Support Course. Licensure examinations required for promotion to the third year (Step 1 of United States Licensing Medical Licensing Examination - USMLE) and graduation (Step 2 Clinical Knowledge) of USMLE are \$470 each. In addition, the cost of a second component of Step 2, Clinical Science (CS) examination is \$1005. Step 2 CS is a new addition to the licensing examinations.

2. Other items – Students must obtain the required textbooks, special equipment, stethoscopes, dissecting instruments, and other material specified during the course of study. Coats of specified color and design are to be worn by students while at School. These items are available from the bookstores of the Health Sciences Center.

Approximate expenses for books and equipment are estimated as follows.

First Year	\$2,493
Second Year	\$2,370
Third Year	\$1,887
Fourth Year	\$2,689

## Leave Of Absence

A leave of absence for a short period of several weeks up to one year may be granted to a student in good standing, subject to the discretion of the Dean, because of illness or other appropriate reasons. Students taking short-term leaves of absence of less than one week must make acceptable arrangements with the faculty involved for completion of course work and other assignments which will be missed. Leave of absence of a longer duration may be granted students in good standing for reasons of a personal nature or to participate in a special program of research or other activity designed to augment the student's academic training. Specific arrangements must be made on an individual basis with the Dean before beginning a leave of absence. Leaves of absence may be granted any student who, in the opinion of the student's physician, requires time away from school to resolve the medical problem. The physician must formally make the request of the leave of absence to the Office of Student Affairs. The University policy governing the processing of leave of absence are applicable and is described in the general information section of this publication.

## Withdrawal

Students are permitted to withdraw from the School of Medicine at any time. If they wish to be considered for readmission, they must file an application for readmission with the Office of Student Affairs and Records and be evaluated by the promotions committee of the year in the curriculum from which the student withdrew.

## Re-Admission Process

Students who have voluntarily withdrawn from the School of Medicine or who have been dismissed may elect to apply for re-admission. The promotions committee of the year within the curriculum in which the student either withdrew from, or was dismissed, will review the application and recommend to the Dean the appropriate action to be taken. To enable the promotions committee to accurately appraise the applicant for re-admission the applicant is requested to:

1. Write a letter to the Associate Dean for Student Affairs and Records summarizing reasons for withdrawal or dismissal from the School of Medicine and the steps undertaken to resolve these reasons.
2. Provide evidence supporting the summary statement above, including transcripts of all academic programs, letters of recommendation from faculty or other individuals whom the applicant has attended classes under, or has worked with, and documentation of any other specific experiences which are relevant to the situation. This supporting evidence should be sent directly to the Office of Student Affairs and Records under separate cover by the responsible individual.
3. Review the basis for readmission with the Associate Dean for Student Affairs and Records at a time two to four weeks preceding the meeting of the promotions committee.
4. Arrange to make a personal appearance before the promotions committee to answer any additional questions which may be considered.

Application for re-admission should occur no later than March 1 of the year during which re-admission is requested. Because of the large number of well-qualified applicants for admission to medical school, and the few vacancies in other years of the curriculum, the re-admissions route is limited.

## STUDENT AID

Office of Student Affairs  
Lions Eye Center, 2020 Gravier St.  
7<sup>th</sup> Floor  
(504) 568-4874  
[www.medschool.lsuhschool.edu/student\\_affairs/](http://www.medschool.lsuhschool.edu/student_affairs/)

A broad program of student aid is administered to offer needy students opportunities to defray expenses through awards, scholarships, and loans.

## SCHOLARSHIPS

The School of Medicine in New Orleans offers a variety of scholarship programs for students ranging from merit-based, merit/financial need based and merit/financial need based for students of a disadvantaged background. The medical school Scholarship Committee has the responsibility of recommending to the Dean of the School policy which includes level of support, eligibility criteria and selection procedures for each type of scholarship program.

[The Medical Alumni Association Scholarships](#)

[The Fred Allison, Jr., M.D. Scholarship](#)

[The Sidney F. Guyol and Jay Guyol Chetta, MD, \('48\) Endowed Scholarship](#)

[The James Alexander Thom III, MD \('42\) Scholarship](#)

[The Edgar Hull, MD, Scholarship](#)

[The Clay E. Easterly, MD, \('41\) Memorial Scholarship](#)

[Henry \('43\) and Delia Selby Merit Scholarship](#)

[Dr. Lynn Churchill Hartman Merit \('46\) Scholarship](#)

[Dr. Edmond C. Campbell \('39\) Merit Scholarship](#)

[The Timothy Ware Schurtz Memorial Scholarship](#)

[Lynwood James Brassett, M.D. and Joann Bontemps Brassett Endowed Scholarship](#)

[J.K. Howles, M.D. Scholarship](#)

[Keith S. Morgan, M.D. Scholarship](#)

[Charles Alford, M.D. Memorial Scholarship](#)

[George Haik, M.D. Scholarship](#)

[Angela Christian, M.D. Memorial Scholarship](#)

[The George J. Waguespack/Arlie E. Ogle Memorial Scholarship](#)

[The Charlene Baker Memorial Scholarship](#)

[The Mary Giordano, MD, \('56\) Memorial Scholarship](#)

[The Daniel W. Beacham, MD, \('43\) Memorial Scholarship](#)

[The Bobbie A. Millet Scholarship](#)

[The Sandi Rottschafer Memorial Scholarship](#)

[St. Claude Medical Foundation Scholarships](#)

[Hotel Dieu Medical Staff Scholarships](#)

[Morris Sherman, MD Scholarship](#)

[Richard Vial, MD Memorial Scholarship](#)

[Dalton S. Oliver, MD Scholarship](#)

[John Foret, MD Scholarship](#)

[Shira Kansas, MD Memorial Scholarship](#)

[The Seese/Voors Memorial Scholarship](#)

[The Michael McConnell, MD Memorial Scholarship](#)

[The Harry B. Caplan Memorial Scholarship](#)

[The Addato Family Scholarship](#)

## OTHER SCHOLARSHIPS

[The LSUHSC Foundation Past Chairmen Scholarships](#) - the LSUHSC Foundation annually sponsors scholarships in honor of past Board Chairman Angela Hill, Mary Ella Sanders, M.D., and Andre Rubenstein. The scholarships provided are based on half of the cost of tuition. Incoming students are selected by the scholarship committee on the basis of merit.

[The Southern Medical Association Medical Student Scholarship](#)  
The Southern Medical Association makes available \$1,000 annually to the School of Medicine for the purpose of providing assistance to third year students who have performed academically in an outstanding manner and have financial need.

[The Kellogg Endowment Fund Scholarship](#) - The scholarship is sponsored by the Kellogg Endowment Fund and is awarded annually to a student who has demonstrated academic excellence and is in need of financial assistance.

[Scholarship Program for Students of Disadvantaged Background](#) - This scholarship, offered to incoming first year medical students is designed to assist those who have not had the benefits of our usual student in the areas of primary and secondary education, family income, social and cultural experiences. Special consideration will be given to those who have excelled academically. Support will be available for a four year period providing the student remains in good academic standing. Interested applicants should send a letter describing their particular disadvantage to the Office of Admissions.

Potential applicants for any of the scholarship funds should contact the Office of Student Affairs and Records for further details regarding eligibility.

## FELLOWSHIPS

The National Medical Fellowships Scholarships are awarded to minority students. The amounts are determined by National Medical Fellowships, Inc. Application should be made directly to: National Medical Fellowships, Inc., 250 West Fifty-Seventh Street, New York, N.Y. 10019.

## LOAN FUNDING OPPORTUNITIES

[The Student Emergency Loan Fund](#) - This fund was established with monies given to the School of Medicine as a class gift by the Class of 1958. Additional contributions have been made in the name of medical alumni and in memory of Mr. Jacob H. Rowe and Dr. Julius Bosch. Loans to needy students on a short-term basis are made by the Office of Student Affairs.

[The Joe Jones Emergency Loan Fund](#) - The Joe Jones Emergency Loan Fund was established by the Graduating Class of 1973, as a memorial to the late Joe Everette Jones, a member of the class. The loan is for emergency use only, maximum \$200, at six percent interest for a period of one (1) year, without collateral. The loan is limited to Senior students having emergency needs.

[The George S. Bel Medical Student Loan Fund](#) - This fund was established by the late Mrs. George S. Bel as a memorial to her late husband, Dr. Bel, who was the founding professor and head of the Department of Medicine and served until his death in 1939. The fund will be used primarily to grant emergency loans to Seniors who wish to schedule electives or who wish to arrange interviews for residency programs located out of state. Loans of up to \$500 may be made and must be repaid within a year at an annual interest rate of 7 percent.

[The Adolph H. Sellmann Memorial Emergency Loan Fund](#) - This program was established in 1979 by friends and associates of the late Dr. Sellmann, former associate professor of obstetrics and gynecology until his retirement in 1977. This loan is designed primarily for Senior students who wish to schedule electives or who wish to arrange interviews for residency programs located out of state. Loans of up to \$500 may be made and must be repaid within one year at an annual interest rate of 7 percent.

[The Mary Dworak Fasting Loan Fund](#) - This fund, set up in memory of the late Mary Dworak Fasting, is available to needy third and fourth year students. Loans are interest free and repayable before the end of the Summer, following approval of the loan.

A complete detailing summary of all provisions governing financial aid available to students of the Health Sciences Center may be found elsewhere in this publication under the heading: TYPES OF STUDENT FINANCIAL AID AVAILABLE.

## EMPLOYMENT

Because of the demanding requirements of the modern medical curriculum, it is unwise for students to count upon meeting their expenses by outside work. The faculty does not specifically forbid such additional duties but does definitely discourage them. The faculty, furthermore, reserves the right to require that such duties be discontinued if they interfere with the satisfactory progress of prescribed studies. This ruling applies to externships as well as to all other kinds of extracurricular work. Students are required to notify the Office of Student Affairs and Records if they accept employment or undertake extracurricular work.

## STANDARDS

### TECHNICAL STANDARDS

Medical education requires that the accumulation of knowledge be accompanied by the acquisition of skills and professional attitudes and behavior. Medical school faculties have a responsibility to society to matriculate and graduate the best possible physicians, and thus admission to medical school is offered to those who present the highest qualifications for the study and practice of medicine. Technical standards presented in this document are pre-requisite for admission, progression, and graduation from Louisiana State University School of Medicine in New Orleans. All courses in the curriculum are required so that students can develop the essential knowledge and skills necessary to function in a broad variety of clinical situations and to render a wide spectrum of patient care.

The LSU School of Medicine in New Orleans is in compliance with the Americans with Disabilities Act and has determined that certain technical standards must be met by prospective candidates and students. A candidate for the M.D. degree must possess aptitude, abilities, and skills in the five areas discussed below. Reasonable accommodation will be made for otherwise qualified persons with disabilities. All individuals must be able to perform independently; therefore, third parties cannot be used to assist students in accomplishing curricular requirements in the five skill areas specified below.

#### Observation

Observation necessitates the use of the sense of vision and other sensory modalities. The individual must have visual acuity to make accurate observations, both close at hand and at a distance. The individual must be able to observe physiologic and pharmacologic demonstrations, microbiologic cultures, and microscopic studies of microorganisms and tissues. The individual must have the visual acuity necessary able to read electrocardiograms, radiographs, and other diagnostic tests.

#### Communication

Communication includes not only speech, but reading and writing. The individual must be able to communicate effectively and efficiently in oral and written form with patients and with members of the health care team. The individual must be able to speak, to hear, and to observe patients in order to elicit information, describe changes in mood, activity, and posture, and to perceive nonverbal communications.

#### Motor Function and Coordination

Individuals must have sufficient motor function to obtain information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers. The individual must have sufficient motor function to do basic laboratory tests (urinalysis, CBC, etc.) and carry out diagnostic procedures (proctoscopy, paracentesis, etc.). An individual must be able to perform motor activities required in providing general and emergency treatment to patients, such as cardiopulmonary resuscitation, administering intravenous medication, applying pressure to stop bleeding, opening obstructed airways, suturing simple wounds, and performing

routine obstetrical maneuvers. Such actions require both gross and fine muscular movements, equilibrium, and coordinated use of the senses of touch and vision.

#### Intellectual Abilities: Conceptual, Integrative and Quantitative

Intellectual abilities include measuring, calculating, reasoning, analyzing, and synthesizing information. Problem solving, a critical skill demanded of physicians, may require all of these intellectual abilities. In addition, individuals must be able to comprehend three-dimensional relationships in order to understand the spatial relationships of anatomic structures.

#### Behavioral and Social Attributes

Individuals must possess the emotional health required for the appropriate use of their intellectual and mental abilities, including logical thinking, good judgment, impulse control, empathy, interest and motivation. These abilities should be sufficient to assure the development and maintenance of therapeutic relationships with patients and those who care for them. Individuals must be able to maintain emotional health despite stress, uncertainty, and physically taxing workloads and to adapt to changing situations while handling the responsibilities associated with medical education and patient care.

Louisiana State University Health Sciences Center School of Medicine at New Orleans will consider for admission, progression, and graduation individuals who demonstrate the knowledge and the ability to perform or learn to perform the skills described in this document. Individuals will be assessed not only on their scholastic accomplishments, but also on their physical and emotional capacities to meet the requirements of the school's curriculum and to graduate as skilled and effective practitioners of medicine. Therefore, the following technical requirements apply.

1. The ability to observe and participate in experiments in the basic sciences
2. The ability to analyze, synthesize, extrapolate, solve problems, and reach diagnostic and therapeutic judgments in a timely manner
3. The sufficient use of the senses of vision, hearing and the somatic sensation necessary to perform a physical examination
4. The ability to establish and maintain professional relationships with patients, faculty, and peers
5. The ability to communicate effectively, both orally and in writing, with patients, and colleagues
6. The ability to perform routine laboratory tests and diagnostic procedures
7. The ability to perform appropriately in emergency situations
8. The ability to display good judgment in the assessment and treatment of patients

## ACADEMIC STANDARDS

The new medical student will find that the demands, requirements, responsibilities, and rewards of medical school far exceed those of undergraduate school. The following sections will discuss some of the students' academic responsibilities and the means by which the curriculum is processed.

### Statement of Requirements and Notification of Progress

At the beginning of each course, including electives, students will be informed, in writing, of the standard of performance expected of them by the faculty of that course. The standard of performance includes how grades are derived; and a description of the student's responsibilities in the course such as attendance at lectures, laboratories and other course activities. A statement of these requirements is to be filed in the Office of Student Affairs and Records prior to the beginning of the academic year.

At mid-course and at other times, which may be considered appropriate, a review is to be made of each student's performance in the course, as determined by examinations, staff reports, and other available means of appraisal. If a student's performance is considered to be marginal or below minimal course standards, the head of the department or another faculty member designated for this purpose shall arrange for a personal conference with the student involved to discuss deficiencies observed and to suggest corrective measures to be taken. Also, by mid-course, in those courses evaluated in part by non-cognitive means, conferences are to be held with all students to apprise them of how they are performing and how they might improve their level of performance.

### Promotion

All of the following criteria must be met satisfactorily for a student enrolled in the School of Medicine to be eligible for promotion.

1. Satisfactory completion of all course work specified for the academic level
2. Fulfilling all requirements established by the faculty of each course
3. Approval for promotion by the appropriate promotions committee

### Removal of Deficiency Status

A grade of F (failure) in any course is indicative of an academic deficiency. All academic deficiencies must be removed before a student is eligible for promotion. This requires additional work or some corrective action on the part of the student. Permission to remove a deficiency is granted the student by the appropriate promotions committee. The manner in which a deficiency may be removed and the length of time to be allowed for the removal of a deficiency is to be specified by the department or faculty of the course in which the deficiency has occurred. The completed work is indicated on the student's record as "Re-examination," or "Summer Make-Up." A grade of honors, high pass, pass, or fail may be assigned for the Summer make-up or re-examination.

However, honors hours cannot be earned from honors grades achieved from Summer make-up or from re-examination.

### Statement of Satisfactory Academic Progress

A student allowed continued enrollment in the School of Medicine is considered making satisfactory academic progress. Student promotions committees meet at least at the end of each academic year and review the qualitative and quantitative academic progress of each student. A student not satisfactorily completing all course requirements during the first two years may be required to repeat an entire academic year of study, on probation. The first two years must be completed in no more than three years excluding leaves of absences. A student not satisfactorily completing all course requirements in the third and fourth years may be required to repeat an entire academic year of study, on probation. The third and fourth years must be completed in no more than three years excluding leaves of absences. Thus each student must complete the four year curriculum in no more than six years after initial enrollment excluding leaves of absences.

### Promotions Committees

There is a Pre-clinical Sciences Promotions Committee which considers academic problems of students enrolled in years one and two of the curriculum. Individual third and fourth year Promotions Committees consider academic problems of students enrolled in years three and four. Each committee consists of the course directors and representative faculty of each course in the year or years represented. The Associate Dean for Student Affairs and Records serves as chairman of each committee.

Promotions committees have the responsibility for final action relating to student promotions. They also have an obligation to conduct a comprehensive review of the records of students who have acquired deficiencies, using all pertinent data available from any appropriate source, such as student files, and associated information from the Office of Student Affairs and Records. In order to assure that the committee has adequate information for making a proper decision, it may be indicated to seek comments from a student's faculty advisor or any other faculty member designated by the student.

In reaching a decision on action to be taken in connection with a student who has incurred deficiencies, the committee shall give due consideration to the nature, extent, and significance of the deficiencies manifested. It shall take into account the relationship of the activity and time required for completion of the measures for removal of deficiency specified by the departments involved. It shall also evaluate the influence of other factors which relate to the best interest of the student and the School. The committee may designate an appropriate course of action as described below:

1. Promotion after removal of all deficiencies as specified.
2. Permission to repeat the year taking the entire course work of that year on probation
3. Dismissal for failure to meet the requirements in a satisfactory manner
4. Special procedure, which may be indicated in exceptional cases

In the event that a student fails to remove a deficiency, the committee shall decide which of the remaining alternatives

stated above is to be followed. When a student is given permission to repeat a year, grades are recorded but no hours are earned and no credit is given for honors hours for the failing year. Full credit is given when repeating and honors hours may be earned.

## **Academic Dismissal**

If the promotions committee concludes that a student be dismissed because the student has failed to meet academic requirements satisfactorily, a recommendation for dismissal will be sent to the Dean of the School of Medicine. After review, the Dean must choose either (1) to uphold the dismissal as recommended, or (2), if extenuating circumstances warrant, to reconvene the committee and investigate the student's record further.

A student dismissed from the rolls of the School of Medicine has the right to appeal the decision of the Dean, providing such appeals occur within 15 calendar days of notification of dismissal. The student may appeal the decision for dismissal directly to the Dean. The Dean may reconvene the appropriate promotions committee if new information, not previously considered by the committee, which has bearing on the case, is revealed. At that meeting, the student may call upon a faculty advocate to support his or her case. At the conclusion of that meeting the appropriate promotions committee refers its recommendation to the Dean for final decision. In other cases, the Dean may seek counsel from a faculty committee. The student is given the opportunity to appear before a committee of three faculty members, one chosen by the Dean, one chosen by the student, and a third chosen by the first two. This committee gathers and evaluates the facts of the case, which are the substance of the appeal, and recommends an action to the Dean, whose decision is then final. The decision of appeal reached by the Dean represents the highest level of due process available in the School of Medicine.

## **Disciplinary Action**

For a student who has engaged in cheating, unprofessional conduct, or other improper behavior, occurring within or outside the confines of the teaching programs, dismissal or other specified disciplinary action may be recommended after a review by the appropriate committee and school official. Accusations against students are to be submitted in writing to any member of the Student Faculty Council on Professional Conduct, consisting of eight active representatives: one student from each of the four classes, two faculty from the Basic Sciences and two faculty from the Clinical Sciences. An equivalent group of four students and four faculty will serve as alternates. Chairmanship of the Council is shared by one student and one faculty representative. The president of the Student Body and a faculty alternate to the Council will conduct a preliminary investigation of the allegation and three members of the Council will serve as an ad hoc panel to determine if there is sufficient cause to convene a formal hearing of the Council. If sufficient cause is determined, a formal hearing of the Student Faculty Council on Professional Conduct will be convened. If the Council finds the accused guilty, the Dean, on review of the case, specifies the action to be taken.

The student has the right to appeal a decision of the Dean, providing that the appeal occurs within five days of receiving notification of the disciplinary action. In cases of appeal, the student is given the opportunity to appear before a Student Faculty Appeals Committee of six, including: the class

presidents of the Sophomore, Junior, and Senior years, a faculty member chosen by the student initiating the appeal, a faculty member chosen by the Dean, and a faculty member chosen by the five other members of the committee who serves as Chairman. The Appeals Committee reviews the transcripts of the Student Faculty Council on Professional Conduct and may hear further arguments by the parties involved. Recommendation of the action of the committee is submitted to the Dean. The decision of the appeal reached by the Dean represents the highest level of due process available in the School of Medicine.

## **ATTENDANCE**

Students are expected to meet the standard of performance as specified by the faculty in each course, including requirements governing attendance at lectures and other course activities. It is expected that students will attend all course activities. Explanation of absence from course activities is to be submitted in writing by the student to the course director or teaching unit involved. When absence from course activities can be anticipated, arrangements should be made in advance with the appropriate faculty member for whatever make-up work may be required. Faculty action concerning student absences should be reported to the Office of Student Affairs and Records for inclusion in the student's file.

## **GRADING AND EVALUATION OF PERFORMANCE**

In each course in the curriculum, the student's performance is evaluated by examination and or other means and a grade is submitted by way of a grade sheet to the Office of Student Affairs and Records and to the Office of the Registrar within a two-week period after completion of the course. The single final grade to be assigned to a student on completion of the course work should be determined by considering all important attributes of that student's performance in the course. A descriptive comment concerning student performance in the areas of knowledge, work ethic, teamwork, deportment, interpersonal relationships, attitude toward course work, and other factors which, in the opinion of the course faculty, are important to the student's future role as a physician, is encouraged for all courses. Such descriptive comments become a part of the student's permanent record.

1. Official permanent final grades to be recorded for each student upon completion of a course are Honors, High Pass, Pass, Fail, and Withdrew.

H (Honors) is given to all students whose quality of performance is considered to be excellent and who have demonstrated a degree of understanding and ability which is considerably above the level of adequacy required for passing status.

HP (High Pass) signifies that all work in a given course has been completed at a level well above the average but below that of honors.

P (Pass) is indicative that all requirements of a course have been completed satisfactorily and that the minimum requirements for promotion have been met.

F (Fail) is the grade assigned to students who are considered to be inadequate in meeting the minimum course requirements and have demonstrated a degree of deficiency which makes them ineligible to be promoted, or in some instances, to continue in school without appropriate remedial action.

The grade of W will be issued to all students who enroll in a course and who attend up to eighty percent of actual class time.

The grade of F will be issued to all students who attend eighty percent or more of actual class time and withdraw before the completion of the course.

Each department is required to submit to the Office of Student Affairs and Records a brief statement describing the basis for each grade of Honors or Fail issued.

2. A grade of temporary significance which may be issued by a department but which is not recorded on the student's permanent record is Incomplete.

A grade of I (Incomplete) is assigned when, for reasons beyond the student's control or because of some acceptable circumstance, the student has been unable to complete the course requirements in the usual time or manner. This grade does not imply a deficiency on the part of the student. On completion of the required course work, the grade of I will be changed to an appropriate grade as described above.

Students with Incomplete status in a course must finish all required work in a manner specified by the department involved. In general, this should be done in a reasonably short period of time after the regular termination date of the course. The department may allow a longer period of time for reasons which are considered appropriate. A student cannot be promoted until all incomplete grades have been removed. Unless there is an acceptable reason for further delay, an Incomplete grade, which is not removed by the date for registration for the next school year will be recorded on the record as F.

## **EXAMINATIONS**

The department or teaching unit determines the type and form of examinations to be used. They may be computerized, written, oral, practical, or a combination of these forms. A department head or course director has the option of re-examining a student at any time to obtain a more accurate evaluation of the student's knowledge of a course. Examinations, in addition to those regularly scheduled in a course, may be used for this purpose.

## **APPEAL OF FINAL GRADES**

A student who is of the opinion that his or her final course grade or evaluation is unjust or inaccurate may appeal that decision to the course director informally by meeting with the course director and discussing the basis of the appeal. If the student is dissatisfied with the outcome of this informal appeal, he or she may appeal the final grade or evaluation formally in writing within ten working days of receiving the grade or evaluation. There are two levels of appeal, one to the course director and teaching unit head and the second to the school's administration. Failure of the student to appeal

within the ten working days indicates acceptance of the grade or evaluation.

At the first level, after receiving a written appeal stating the basis for the dissatisfaction, the course director, in consultation with the department head or administrative head of the teaching unit, shall, within a period of five working days, review the appeal, meet with the student and formulate a written response, which shall be given to the student.

If the student remains dissatisfied with the grade or evaluation after the appeal is completed by the course director, a final appeal may be made, in writing, to the Dean, within five working days of the department's or teaching unit's decision. The written appeal must include the basis for the dissatisfaction. The Dean may establish an ad hoc committee of five, including three faculty and two students; none of the committee members will be from the department against which the complaint has been registered. The task of the committee will be to advise the Dean about (1) whether the evaluation or grading procedure used in that case was essentially the same as used for other students in that course and (2) whether evidence of an unjust or erroneous evaluation is sufficient to warrant referral of the case back to the department for reassessing the student's competence. The committee must make a recommendation within five working days of the appeal. Acting on the committee's advice or independently, the Dean will either accept the original grade or evaluation as valid or refer the case back to the department or teaching unit for reevaluation and/or grading of the student. If the decision reached requires changes in an official university record, the faculty of the department or teaching unit must comply with all university regulations and procedures necessary to accomplish the change. The decision of the appeal reached by the Dean represents the final level of due process in the School of Medicine.

## **GRADUATION**

### **REQUIREMENTS**

1. Satisfactory completion of all course work and requirements specified in the curriculum
2. Enrollment as a student in the School of Medicine while completing at least the final two academic years of course work unless extraordinary circumstances have arisen. In all cases the curriculum requirements of the School of Medicine will be adhered to
3. Approval by the promotions committee and recommendation by the faculty of the School of Medicine for conferring of the degree, Doctor of Medicine
4. Satisfactory status concerning financial obligations to the LSU System
5. Certification that all materials issued as returnable items have been accounted for in an acceptable manner

### **INTERNSHIP AND RESIDENCIES**

The School endeavors to assist graduating students in obtaining suitable appointments in hospitals approved for internship and residency by the American Council of Graduate Medical Education. Students seek internships through the National Residency Matching Program, and are advised on

internship and residency matters by a special committee of the faculty and by individual faculty advisors.

### AWARDS

The awards and scholarships listed in this section are designed to promote high attainment of scholarship among students of the School of Medicine.

The Chancellor's Award - A cash award of \$1,000 is presented annually to a high ranking graduating student who has done the most to promote the health sciences and the School before the public. Selection is made by a committee of the faculty appointed by the Dean, with consultation by members of the graduating class. This award was established by the Chancellor of the Medical Center in 1977.

The Dean's Award - This award of an engraved plaque and a cash honorarium is given to the senior medical student who has demonstrated excellence in leadership qualities and who, in the opinion of a committee of the faculty, offers the most potential for future leadership in the medical profession. This award was developed by the Dean of the School of Medicine and was given for the first time in 1978.

The Class of 1993 Bobbie A. Millet Award - This award was established and is sponsored by the Class of 1993, honoring Bobbie Millet, a valued and loved member of the Student Affairs Office. Selection is made by the graduating class based on an unselfish attitude, total commitment towards assisting fellow students through whatever problems they encounter with enthusiasm and optimism, qualities that Bobbie personifies. The award consists of a plaque.

The Richard M. Paddison Medical Alumni Association Award - This award, sponsored by the LSU Medical School Alumni Association, consists of a certificate and a check. The late Dr. Paddison served as the first Assistant Dean for Alumni Affairs from 1980-1984. Prior to 1980, he served with distinction as the Head of the Department of Neurology. The student selected for this award is chosen by his/her classmates and is the physician they would seek if they required medical attention. Qualities considered for this award include: compassion, integrity, sincerity and care of patients.

The Harry Emerson Dascomb Award in Infectious Diseases - This award, consisting of a check for \$250 as well as a framed certificate, is presented to the Senior student who demonstrates the most outstanding performance on the infectious disease consultation service. An engraved plaque with the name of each year's recipient will remain in the Department of Medicine. The creation of this award is in honor of Dr. Dascomb for his outstanding clinical, leadership, and personal qualities during his years as chief of the Section of Infectious Diseases.

The Henry W. Jolly Jr. Award in Dermatology - This award, consisting of a plaque, and a check is given to an outstanding graduating senior student in Dermatology, who exemplifies the potential qualities of a good physician and dermatologist. The award is in appreciation of and recognition of the outstanding contributions of Dr. Henry W. Jolly, Jr., former head of the Dermatology Department (July, 1974-1985), to the field of Dermatology and to the teaching of medical students and residents. The Faculty of the Department of Dermatology selects the recipient.

The John Bobear Award in Pulmonology - This cash award and trophy is presented to a graduating senior student who has demonstrated outstanding performance in the pulmonary

medicine consultation service. The creation of this award is in honor of Dr. John Bobear for his outstanding clinical leadership and personal qualities exhibited during his years as chief of the section of Pulmonary Medicine.

The American College of Physicians Internal Medicine Award of Excellence - Established in 1993 by the Louisiana Chapter of the American College of Physicians, this award is presented annually to the graduating senior from each of Louisiana's three medical schools who most represents the ideals of the internal medicine specialty. The recipient is chosen by the Department of Medicine, with input from the internal medicine house staff, and is honored with a plaque and a cash award of \$500.00

The Kornberg Award in Biochemistry - This award is presented as an engraved plaque to a Senior student for outstanding performance in medical biochemistry. The recipient is chosen by the faculty of the Department of Biochemistry and Molecular Biology and is presented as an engraved plaque and a cash award of \$100.

The Alastair H. Burns Physiology Award - This award is in memory of Dr. Alastair H. Burns, a former member of the Department of Physiology. The award honors a graduating senior student who has achieved academic excellence in physiology and has performed research and/or provided service to the Department of Physiology during the years enrolled in the School of Medicine. The award consists of a gift certificate and an engraved plaque.

The Pharmacology Award - This award consists of cash and a plaque and is presented to the graduating senior who has demonstrated academic excellence as well as excellence in research and service in the area of pharmacology. The Department chooses the recipient of this award.

The Bick Scholarship Award in Psychiatry - This is a cash award in the amount of \$200 presented annually on behalf of the Louisiana Psychiatric Association to the Senior student who has been designated by the Department of Psychiatry as having shown outstanding interest and achievement in this area of medicine.

The Abe Mickal Award in Obstetrics and Gynecology - This award, consisting of a certificate and a check for \$300, is presented to the graduating Senior student designated by the Department of Obstetrics and Gynecology, who has demonstrated academic excellence and outstanding interest in that area. The LSU Obstetrics and Gynecology Alumni Association sponsors the award, honoring the late Dr. Abe Mickal, former head of the Department.

The Orthopaedic Award - This award is made by the Louisiana Orthopaedic Association to a Senior student. The student is selected from those who submit a paper relative to an orthopaedic problem and for outstanding performance in orthopaedic surgery. The recipient is selected by a committee of the Association. The award consists of a check for \$100 and recognition at the annual meeting of the Association. Papers are to be submitted to the Department of Orthopaedics.

The George D. Lyons Award in Otorhinolaryngology - This award is sponsored by the Department of Otorhinolaryngology and the Eye and Ear Institute of Louisiana and named after Dr. George D. Lyons, esteemed former head of the Department who served from 1970 to 1993. The Department of Otorhinolaryngology selects the graduating senior who has done outstanding work and interest in the field. The award consists of an engraved plaque and a check.

The American Medical Women's Association Awards - The awards, consisting of certificates of merit, are presented to the women graduates who are top scholars in their class. The awards focus attention on the accomplishments of women in medicine and are sponsored by the American Medical Women's Association. Selection is made by a committee of the faculty.

The Gerald R. Gehringer Award - This award is presented to a graduating senior who has demonstrated outstanding scholarship and leadership and a proven commitment to a family practice career. The award consists of an appropriately inscribed plaque and a cash honorarium. This recipient is selected by a committee of the Louisiana Academy of Family Physicians.

The Adamo Memorial Award in Neural Sciences - This award of \$300 is given to a member of the Senior class for excellence in the neural sciences. It is given in memory of the late Dr. Norma Jean Adamo, an Associate Professor of Anatomy, who was a devoted neuroscience teacher and researcher. The recipient is selected by the faculty of the neural science programs.

Medicine Alumni Excellence in Anatomy Award - The Medical School Alumni Association sponsors this award that recognizes the graduating senior medical student who performed the best in Gross Anatomy, Cell Biology and Microanatomy and Human Prenatal Development. The awardee is chosen by the directors of the three above courses and will be determined by having the best cumulative grades in the three courses. The award consists of a check and a textbook of Anatomy.

The George S. Bel Memorial Award - A cash award of \$500 presented annually to a high-ranking Senior who is considered to "represent the highest ideals of medicine." Selection is made by a committee from the faculty appointed by the Dean with participation of the members of the Senior class. The award was established by the late Mrs. George S. Bel as a memorial to her late husband, who had been professor of medicine and head of the Department from the founding of the School until his death in 1939.

The Russell L. Holman Memorial Pathology Award - This award is made by the Louisiana Pathology Society in memory of Dr. Russell L. Holman, an outstanding pathologist who served as head of the Department of Pathology from 1946 until his death in 1960. The award is presented to the Senior student in the graduating class who has demonstrated unusual ability and interest as well as basic scholarship in the fields of clinical pathology, forensic pathology, or pathologic anatomy. A committee derived from members of the Louisiana Pathology Society and the Department of Pathology selects the recipient of a cash award and a plaque.

The G. Gordon McHardy Award in Gastroenterology - This award was established by a grateful physician who trained as a post-doctoral fellow under Dr. McHardy. Dr. McHardy was chief of the Section of Gastroenterology, Department of Medicine, of the School of Medicine, for many years and achieved national prominence for his research and work in that area. The award of \$250 will be made each year to the graduating senior who "demonstrates industry, integrity, intelligence; who professes a desire for knowledge in clinical gastroenterology, and who demonstrates the faith and courage to see it through as typified by Dr. McHardy."

The Carl F. Tucker Memorial Pathology Award - This award is made in memory of Dr. Carl F. Tucker, an LSU graduate and distinguished pathologist, from a fund created by members of

his family and colleagues. The award is presented during the junior year to that student who demonstrated the highest proficiency in Pathology during the sophomore year, and has a demonstrated interest in clinical medicine and research.

The Hull-Akenhead Memorial Award - In honor of the late Dr. Edgar Hull and the late Dr. Walton R. Akenhead, an award is made to the graduating Senior student with outstanding academic accomplishments related to cardiovascular disease. The award will be based on performance during the Junior Medicine Clerkship, Senior Cardiology Elective, and research conducted during the four years of medical school. Nominations are made from basic science departments, selected clinical departments, and the Senior class. The award is decided by the Section of Cardiology of the Department of Medicine.

The Stephen Osofsky Memorial Award - was established in memory of Dr. Stephen Osofsky by the Department of Pediatrics of Louisiana State University Medical School at New Orleans to recognize the outstanding Acting Intern in Pediatrics. Dr. Stephen Osofsky was Medical Director of Children's Hospital from 1982-1986. He was a consummate pediatrician and educator deeply concerned about resident and student education. The award consists of a plaque and a gift certificate to the Medical Center Bookstore.

The Herbert Rothschild Memorial Award - was established by the Greater New Orleans Pediatric Society and the Department of Pediatrics to recognize an outstanding graduating senior in the field of Pediatrics at Louisiana State University School of Medicine in New Orleans. This award honors Dr. Rothschild who, for over 50 years, practiced Pediatrics in New Orleans. Following his distinguished career as a practicing physician, Dr. Rothschild joined the full-time faculty of the Department of Pediatrics to teach and guide students and residents in the care of children. The award consists of a plaque, certificate and a cash award. This award is presented annually at the May meeting of the Greater New Orleans Pediatrics Society. The student is also recognized at the Pre-commencement exercises.

The Nicole Melissa Munn Memorial Award in Pediatric Neurology - This cash award, made possible by the family of Nicole Melissa Munn is given to the graduating Senior student who has demonstrated superior medical knowledge throughout the four years of medical school, is oriented toward patient care, completed a Pediatric Neurology elective in the senior year, demonstrated medical competence in clinical situations and demonstrated exceptional human relations skills in clinical situations. A committee of faculty and house staff from the Departments of Pediatrics and Neurology select the recipient.

The Luis Perez Memorial Award in Ophthalmology - This award is given to that graduating Senior student who exhibits both academic excellence and clinical growth during the fourth year curriculum. The recipient is chosen by the faculty of the Department of Ophthalmology. The award, consists of current books in the field of ophthalmology.

The Urban Maes Memorial Award - A cash award is presented annually to the Senior student who, in the opinion of the surgical staff, has shown the greatest promise for future accomplishment in the field of clinical surgery. This award is given in honor of Dr. Urban Maes, who served as head of the Department of Surgery for fifteen years. In 1947, he was named professor emeritus and served in this capacity until his death in 1954. The award is provided by friends of Dr. Maes.

The G. John Buddingh Memorial Microbiology Award - In honor of the late Dr. Buddingh, a pioneer researcher in virology. He was an internationally respected infectious disease clinician, who was head of the Department of Microbiology and Immunology from 1946 until his retirement in 1971. This is an annual presentation to the Senior medical student who demonstrates outstanding scholarship, interest, and ability in the general areas of medical microbiology and immunology. The award, \$150 in cash and a suitably engraved plaque, is provided by friends of Dr. Buddingh. A committee representing the Department of Microbiology, Immunology and Parasitology, as well as adjunct faculty select the recipient.

The Louisiana ACEP and LSU Emergency Medicine Award - The Louisiana Chapter of the American College of Emergency Physicians and the LSU Emergency Medicine Residency Program at Charity Hospital recognizes a graduating senior medical student who has shown outstanding interest and performance in emergency medicine and intends to pursue a career in Emergency Medicine. The Board of Directors of LACEP selects the awardee from those students who participate in the emergency elective offered at Charity Hospital. The award consists of a cash award and an emergency medicine textbook.

The Society for Academic Emergency Medicine Award - The section of Emergency Medicine of the Department of Medicine selects the outstanding graduating senior medical student who has demonstrated excellence in the specialty of Emergency Medicine. The award consists of a certificate and textbook on Emergency Medicine and a year's subscription to Academic Emergency Medicine Journal.

The George H. Karam Alpha Omega Alpha Award for Teaching Excellence - This award recognizes the importance of teaching in a medical practice. The Alpha Omega Alpha national medical honor society supports a cash award for the graduating senior medical student, selected by his/her peers who exhibits an outstanding ability to teach others. The award is named after Dr. George H. Karam, a member of the Medicine faculty at Earl K. Long Memorial Hospital, who is committed towards excellence in teaching and mentoring medical students.

The Moses Maimonides Award for Ethics in Medicine - The late Dr. Bernard L. Kaplan, a member of the LSU School of Medicine, Class of 1956 established this award to emphasize the importance of practicing ethics in medicine. The award is named after the great physician and scholar of the 12th Century, Moses Maimonides because he was considered to be the perfect embodiment of ethics in medicine. Selection of the recipient is made by a committee of the faculty with input from students and members of the graduating class. The recipient will receive a plaque and cash award.

The Esprit De Corps Award - This award, given to a member of the graduating class consisting of a plaque was established and sponsored by the Class of 1991. Selection is made by the graduating class based on an unselfish attitude and total commitment towards assisting fellow students through whatever problems they may have experienced as well as their enthusiasm and optimism in dealing with their issues.

The Norma C. Ragland Memorial Award - This cash award is made in the memory of Norma Ragland, wife of a member of the Class of 1990 who died just prior to the May 1990 commencement ceremonies. Her husband, Dr. Pat Ragland, established the award in the memory of his wife. The recipient of the award is chosen by a committee of the faculty. Selection of the graduating senior medical student is

based on outstanding academic performance over the four years of medical school.

## OTHER INFORMATION

### STUDENT GOVERNMENT

The Student Council consists of the student body officers, the four class presidents and presidents of student organizations. Its primary responsibility is to deal with the day to day activities and programs provided by and for students of the School of Medicine. Programs of note include a speakers' bureau which is designed to educate high school and college students about medicine as a possible career choice, intramural athletics, various social functions and community service projects.

The Council, along with representatives from the various student groups in the School, meets on a bi-monthly basis with the Associate and Assistant Deans for Student Affairs and Records as the Student Faculty Advisory Committee. At this meeting, various topics of concern to students are openly presented and discussed by both students and the administration. Elections of both student body officers and class officers occur during the month of April of each year.

### HONORARY AND PROFESSIONAL GROUPS

Alpha Omega Alpha, AOA, is an honor medical society organized in 1902 at the University of Illinois. Membership is based on scholarships, leadership and other personal attributes. Its members are chosen from high ranking students of the Junior and Senior classes.

The Aesculapians was established in the 1964-65 session under the auspices of the Student Council. The objective of this organization is to promote amicable interchange of opinion between the student body and the faculty, with a view to the constant improvement of educational, medical, and scientific standards.

### ALUMNI AFFAIRS

LOCATION: 533 Bolivar Street

TELEPHONE: (504) 568-4894

WEB: [www.medschool.lsuhschool.edu/alumni\\_affairs/](http://www.medschool.lsuhschool.edu/alumni_affairs/)

The Office of Alumni Affairs of the School of Medicine keeps in contact with students after they graduate and informs them of activities of the Medical School. The Office, which is supported by alumni dues and voluntary contributions, fulfills its role in a variety of ways. LSU Medicinews is published throughout the year and highlights events in the School and activities of alumni. Each year, classes hold reunions and their activities are coordinated through the Office. In addition, the Alumni Association is responsible yearly for presenting the Paddison Award to an outstanding senior. It also sponsors other student activities. It is heavily involved in increasing scholarship funds and the School of Medicine endowments, and funds many scholarships offered by the School of Medicine.

## CONTINUING EDUCATION

LSU Health Sciences Center  
Institute of Professional Education  
533 Bolivar Street  
New Orleans, LA 70112  
<http://www.medschool.lsuhscc.edu/cmeinneworleans/>

The Office of Continuing Medical Education conducts a wide range of live and enduring educational programs designed to meet the post graduate educational needs of physicians. Activities are held both in New Orleans and at other locations and may be given in collaboration with other professional schools of the Health Sciences Center and the LSU Health Sciences Center Institute of Professional Education.

## INSTITUTIONAL AFFILIATIONS

Medical students, interns and residents undergo some of their education and training at several hospitals located throughout the State of Louisiana. The following is a brief description of some of these institutions.

**BATON ROUGE GENERAL HOSPITAL**, Baton Rouge, La. This large acute care general community hospital has rotations for residency programs with LSU in medicine and emergency medicine as well as selective experiences in surgery, family medicine, and several medical subspecialties.

**CHILDREN'S HOSPITAL OF NEW ORLEANS**, New Orleans, La., is a 153-bed community general hospital for children, which combines traditional acute-care and chronic diseases and rehabilitation pediatrics and a large neonatal intensive care unit. Several of the pediatric faculty members maintain active patient services at the hospital, and a faculty member is always assigned as an attending physician. Assignment to Children's Hospital has proven to be a valuable learning experience for both medical students and pediatric residents.

**EARL K. LONG MEDICAL CENTER**, Baton Rouge, La., 75 miles northwest of New Orleans. In-patient, out-patient and emergency care are provided to an urban and rural patient population of approximately 500,000. Full time faculty members of the School of Medicine are based at this state-owned hospital and offer teaching programs for students and residents in: general surgery, orthopaedics, obstetrics and gynecology, pediatrics, dermatology, internal medicine, radiology, family medicine and ophthalmology and emergency medicine. Residencies in internal medicine and emergency medicine are sponsored by Earl K. Long and are popular with student and residents alike.

**MEDICAL CENTER OF LOUISIANA AT NEW ORLEANS**, Charity Hospital in New Orleans, La., is the site where the majority of students obtain their clinical education. The hospital, one of the nation's oldest, was originally constructed in 1736 and has been reconstructed a total of six times, most recently in 1939. At that date the total bed capacity was 3,530, making it the second largest hospital in the United States. From 1940 to the present the hospital has undergone functional changes consistent with changes in methods of treatment. Its history and tradition have been to provide quality medical care to the indigent of Louisiana. In 1995, Charity Hospital merged with Hotel Dieu to form the Medical Center of Louisiana, New Orleans: Charity Campus and University Hospital Campus. In 1997 management of Medical Center of Louisiana, New Orleans was assumed by LSU, operating at 1,039 beds, and is located adjacent to the School of Medicine, near the city's central business district in a metropolitan urban area of approximately 1.2 million people. The LSU Health Sciences

Center conducts a broad spectrum of teaching programs for medical students, residents, and fellows at Medical Center of Louisiana, New Orleans with nearly 90 residency and fellowship programs at the current time. Following Hurricane Katrina in August 2005 and its flooding, Charity and University campuses were forced to close; emergency services were quickly re-established and University Hospital was reopened in Fall 2006.

**OCHSNER MEDICAL INSTITUTIONS**, on Jefferson, Highway is a large, modern multidisciplinary institution with a number of freestanding training programs. This private facility offers several teaching programs for Junior and Senior students and residents from LSU in addition to their own residencies. Examples include joint residency programs with LSU in psychiatry, urology, ophthalmology and training rotations in neurosurgery, dermatology, physical medicine, and rehabilitation and several medical subspecialties.

**TOURO INFIRMARY**, New Orleans, La., founded in 1854, is a 570 bed not for profit teaching and research hospital. Touro offers a full range of patient services. Touro also has specialty units such as a diabetes teaching unit, a center for chronic pain and disability rehabilitation, a sleep disorders center and a center for geriatric psychiatry. Resident teaching programs from LSU include physical medicine and rehabilitation, internal medicine and psychiatry rotations.

**UNIVERSITY MEDICAL CENTER**, Lafayette, La., is a 190 bed, state-owned facility located 130 miles west of New Orleans that opened in 1982, in a city of approximately 100,000 people. Full time faculty members of the School of Medicine are based in this hospital. They provide resident training in the areas of internal medicine, obstetrics and gynecology, surgery, otorhinolaryngology, family medicine and orthopaedics. The hospital, operated by the State of Louisiana, serves a medically indigent population from an eight parish area. Student rotations occur in Medicine, Family Medicine and Obstetric and Gynecology.

**VETERANS ADMINISTRATION MEDICAL CENTER**, New Orleans, La., is a 581 bed, federally-owned facility located in the heart of the city. The hospital was dedicated in 1952, and serves the southern third of Louisiana and portions of Mississippi, Alabama and Florida with a veteran population of approximately 250,000. A new wing was dedicated in 1989 enlarging outpatient facilities. LSU Medical Center teaching at the Veterans Administration Hospital focuses on Surgery and the surgical subspecialties, Dermatology and Radiology. The inpatient facility is now temporarily closed; clinics are functioning.

LSUHSC School of Medicine also has affiliations with East Jefferson General Hospital in Metairie, Kenner Regional Medical Center, West Jefferson Medical Center in Marrero, Southeast Louisiana State Hospital in Mandeville, New Orleans Adolescent Hospital and Our Lady of the Lake and Women's Hospital in Baton Rouge.



## DESCRIPTION OF DEPARTMENTS

### ANESTHESIOLOGY

Alan D. Kaye, MD, PhD, DABPM  
Professor and Head of the Department

The Department of Anesthesiology provides clinical and academic instruction in the medical specialty of Anesthesiology. Subspecialty trained faculty in the fields of Pain Management, Obstetric Anesthesia, Cardiac and Neurosurgical Anesthesia, Pediatric Anesthesia, and Critical Care Medicine offer exposure to these specialty practices. Both clinical and didactic exposure to the field of Anesthesiology is made available to medical students as a fourth year elective rotation. The Department of Anesthesiology is responsible for the Anesthesia Service of the Medical Center of Louisiana at New Orleans in University Hospital, Ochsner Medical Center-Kenner, Northshore Medical Center and Northshore Surgery Center in Slidell and oversees the Anesthesia service at Earl K. Long Medical Center in Baton Rouge and University Medical Center in Lafayette. The LSU Department of Anesthesiology participates in the didactic and clinical training at Tulane Medical Center. It also provides simulation training and clinical rotations for the Tulane, Ochsner and LSU Shreveport anesthesia training programs.

### BIOCHEMISTRY AND MOLECULAR BIOLOGY

Arthur L. Haas, III, PhD  
Roland Coulson Professor and Head of the Department

The Department of Biochemistry and Molecular Biology is responsible for the instruction of medical students in the basic concepts of biochemistry and molecular biology. The Medical Biochemistry course includes instruction in the areas of macromolecular structure and function, enzymology and enzyme kinetics, intermediary metabolism, and molecular biology. A central focus is placed upon the biochemical and molecular bases of normal health and human disease. Didactic instruction also occurs in the Schools of Dentistry, Nursing, and Graduate Studies at LSUHSC. Research activities are varied, but there are particular strengths in the areas of cellular signaling, structural biology, and cancer research. A substantial emphasis is placed on the training of MD/PhD candidates, in order to allow these students to become excellent, effective clinical researchers who can discover improved, novel methods for the diagnosis and treatment of patients.

### CELL BIOLOGY AND ANATOMY

Sam G. McClugage, PhD  
Head of the Department

The Department of Cell Biology and Anatomy is responsible for teaching gross anatomy, histology, embryology and neuroscience. The department also offers postgraduate, resident training and continuing education courses to physicians, dentists, and other health care providers. The department has also integrated computer-aided instruction and problem-based learning into its curriculum.

### DERMATOLOGY

Lee T. Nesbitt, Jr., MD  
Henry Jolly Professor and Head of the Department

Dermatology encompasses the treatment of the skin, hair and nails. Our faculty and residents treat complex diseases, interpret skin pathology, provide preventative maintenance skin programs, perform surgery on benign and malignant skin lesions and offer a wide array of cosmetic dermatologic procedures.

The Department of Dermatology offers an accredited three year ACGME residency in dermatology that qualifies candidates for certification by the American Board of Dermatology.

Specialized services including immunodermatology, phototherapy, dermatologic mycology, dermatopathology, patch testing, Mohs' micrographic surgery, laser surgery, and cosmetic procedures are offered.

### FAMILY MEDICINE

Kim Edward LeBlanc, MD, PhD, FAAFP, FACSM  
Marie Lahasky Professor and Head of the Department

The Department of Family Medicine is responsible for teaching in the discipline of Family Medicine and provides clinical and academic training that emphasizes the principles of primary care on which the discipline is based. Emphasis is based on clinical activity and hands-on learning experiences. At the predoctoral level, the department conducts a third-year clerkship (which includes musculoskeletal and suturing workshops), a required fourth-year ambulatory-care experience, a required acting internship, and a variety of electives. Department faculty also direct and/or teach in interdisciplinary courses in the Science and Practice of Medicine, the Problem-Based Learning elective, and the AHEC summer preceptorship.

### GENETICS

Bronya J.B. Keats, PhD  
Head of the Department

The Department of Genetics is responsible for 16 hours on Basic Human Genetics, which are part of the Human Prenatal Development course (Anatomy 101) provided by the Department of Cell Biology and Anatomy. The genetics lecture series begins with an overview of genomic medicine and a review of genome structure and function. The students are then introduced to topics in medical genetics that include patterns of inheritance, the molecular basis of genetic disease and molecular diagnostics, genetic variation in populations, human gene mapping for rare and common disorders, cancer genetics, clinical cytogenetics, gene therapy and pharmacogenetics, prenatal diagnosis, genetic counseling, and legal and ethical issues in genetic medicine. Additionally, a clinical genetics grand rounds familiarizes the students with the range of patients seen by clinical geneticists.

## MEDICAL BIBLIOGRAPHY

Wilba Swearingen, MA, MLS  
Head of the Department

Medical Bibliography includes instruction in the organization, arrangement and services of the libraries of the Health Sciences Center. Instruction on techniques of computerized bibliographic retrieval of the libraries' online catalog, MEDLINE and other health-related databases, and resources available on the web, is presented. Assistance and individualized consultation on the aspects of medical bibliography are available. Lectures vary from general orientation of all students to a series of seminars, in-depth studies of specialized indices, and other educational and research materials.

## MEDICINE

Charles V. Sanders, MD  
Head of the Department

### Allergy and Clinical Immunology

Prem Kumar, MD  
Chief of Section

The Allergy and Clinical Immunology Section is responsible for a variety of teaching and research activities. Didactic teaching is provided in lectures to students as part of the Interdisciplinary Programs. Diagnosis and management of allergic and immunological diseases is taught in the Section's outpatient clinics and on inpatient rounds. The Section holds a conference at regular intervals for presentations by its members and by guest lecturers. The Section has an ACGME approved fellowship training program in Allergy/Clinical Immunology. The residents finishing training in INT MED/MED PED are eligible to apply. Both clinical and fundamental research is conducted by the Section. The Immunocytogenetics and Transplant Laboratory of this section provides critical support for solid organs (kidney, pancreas) and bone marrow transplant programs. Interested students may participate in investigations in the areas of immediate hypersensitivity and transplantation immunology.



## Cardiology

Roberto Quintal, MD  
Chief of the Section

The Cardiology Section is responsible for the diagnosis and treatment of cardiovascular disease and for teaching cardiology to students, interns, residents and fellows. Clinical rounds are conducted daily for patients on the Cardiology Inpatient Service, in the Coronary Care Unit, and consultations are available on other inpatients. Cardiac clinics for adult outpatients are held twice weekly at Charity Hospital. Clinical rounds are also conducted daily at the Memorial Medical Center, Mercy Campus with training in noninvasive cardiology to include EKG's, echocardiograms, holter monitors and stress tests, invasive cardiology to include diagnostic and interventional procedures and care of the inpatients.

Weekly conferences include Cardiac catheterization conference, EKG-Electrophysiology lectures, echocardiography conference and cardiology grand rounds. The Section also conducts a monthly journal club, student conferences and resident lectures. An elective in clinical cardiology is open to Senior students on each block both at University Hospital as well as at Mercy Hospital. Research interests of the Section include the endothelium, cardiovascular connective tissue, lipoprotein chemistry and various aspects of clinical cardiology. Special research interests are early coronary disease, hypertension and cardiomyopathy.

## Comprehensive Medicine

David Borne, MD  
Interim Chief of the Section

The Comprehensive Medicine Section is dedicated to excellence in the practice and teaching of internal medicine in the inpatient and outpatient setting. In the hospital students are assigned to faculty lead teams that care for patients with a variety of illnesses. Students will learn the basic diagnostic and therapeutic approaches to common inpatient diseases such as pneumonia, ischemic heart disease, heart failure, and obstructive lung disease. In the clinic students evaluate patients with residents and faculty in the MCLANO Medicine Clinic. Students will learn the principles of preventive medicine and the basic management of common chronic diseases such as hypertension, diabetes, asthma, and heart disease. Outside the Health Sciences Center, students can do electives in internal medicine and spend a month with a practicing faculty internist of their choice anywhere in the State of Louisiana. Students will have the opportunity to learn the practical applications of the principles of clinical medicine from an experienced clinician.

## Emergency Medicine

Keith W. Van Meter, MD  
Chief of the Section

The Emergency Medicine Section sponsors a 4-year residency program and is responsible for teaching students and house officers the recognition, evaluation, stabilization, and disposition of patients with emergency medical conditions. Three emergency medicine board certified faculty are physically present in the Emergency Department 24 hours a day to supervise, teach, and deliver patient care. The Section sponsors emergency medicine interest groups at LSUHSC and Tulane University, as well as a one month senior elective with clinical and research options. Participation in the organization and management of pre-hospital care, including aeromedical services, is a major activity of the section. Toxicology,

disaster planning, administrative responsibilities, and medicolegal principles are taught in a special one-month rotation. Scheduled educational activities include six hours per week of conferences covering core curriculum topics as well as monthly Journal Club and M & M Conferences. Research in a variety of emergency medicine areas is carried out in the Section. Residents are required to participate in academic pursuits in order to complete the residency program.

The Section also sponsors a fellowship in Hyperbaric Medicine. Fellowship programs are also anticipated in Toxicology and Emergency Preparedness/Disaster Management.

## Endocrinology and Metabolism

Frank Svec, MD, PhD  
Chief of the Section

The Endocrinology and Metabolism Section provides training in the diagnosis and management of patients with disorders of the pituitary, thyroid, gonads, adrenals, parathyroid, as well as diabetes mellitus and metabolic bone diseases. The didactic program is divided into clinical and lecture components. Clinical training is provided in three half day clinics and daily consultation rounds on patients in the hospital. In addition to clinical rounds there are weekly didactic conferences and a computer-based teaching system. The Section offers an active basic and/or clinical research program to all interested students, residents and post-doctoral fellows. Clinical and research electives are offered year round to Junior and Senior students.

## Gastroenterology

Luis A. Balart, MD, FACP  
Chief of the Section

The Gastroenterology Section is responsible for diagnosis and management of patients with gastrointestinal diseases such as carcinoma of the esophagus, stomach, pancreas and colon, acute and chronic liver disease, biliary tract disease, chronic pancreatitis and inflammatory bowel disease. Clinical activities include consultation rounds, inpatient service rounds, inpatient liver service rounds, conferences, outpatient GI and Hepatology clinics and endoscopy sessions. Both diagnostic and therapeutic procedures, including ERCP's, are performed in several endoscopy laboratories in the private and indigent care setting. A state of the art endoscopy laboratory as well as an esophageal manometry and pH study laboratory is available to the section at University Hospital. The Section participates in teaching and training at all levels in the three year gastrointestinal fellowship program which prepares fellows for the gastroenterology subspecialty boards. The Section participates in a number of clinical research studies.

## Geriatrics

Today, people over 60 years-of-age comprise 25% of the U.S. population and this number is expected to rise dramatically in the next few decades. This elective course addresses skills needed to treat an increasing geriatric population. Students will develop interviewing skills through direct patient contact and gain an understanding of the patient's illness across the adult life span through medical, sociological, and psychological contexts. Special attention will be given to teaching students about the common and chronic illnesses of older patients. Limited to 30 freshman students, this course is

available beginning with the second half of the freshman year and will last until the end of the second semester. Course Objectives: 1) Exposure to the assessment and management of the medical, social, physical, nutritional, and psychiatric problems of elderly patients; 2) Relate student knowledge from basic science courses to the diseases of geriatric patients; 3) Increase awareness of the multiple needs of patients; and 4) Encourage learning about team care concepts in primary health management.

Students are assigned to follow the care and progress of a selected patient in a chronic care facility. There will be a tutorial for one hour per week during which one or more of the patients will be presented and discussed. Readings on medically relevant topics will be encouraged. Performance in the course, based on attendance and oral presentation, will be graded.

## Hematology and Oncology

Charles V. Sanders, MD  
Interim Chief of the Section

The Hematology and Oncology Section, in collaboration with the consultative hematology laboratory and blood bank of the Medical Center of Louisiana, New Orleans, is responsible for the diagnosis and treatment of patients with all conditions related to hematology and medical oncology. Patients are seen in consultation on all inpatient clinical services and management of a wide variety of hematologic and/or neoplastic problems are supervised. Open rounds are made daily on all inpatients in the above categories. In addition, patients are seen by appointment for chemotherapy four days per week. Two weekly teaching conferences are held for students and house officers; one of these conferences is a joint effort with the departments of Surgery, Radiology, and Pathology, and deals with management of patients with cancer in a tumor board format. Formal teaching is given to students in all four years. An elective is offered to seniors throughout the year. Post-graduate training is offered at all levels in both clinical hematology and medical oncology as well as in basic and translational research.

## HIV

C. Lyn Besch, MD  
HIV Division Director

The HIV Division, a part of the Infectious Diseases Section, provides inpatient and outpatient staffing for the almost 4000 HIV-infected patients of the Medical Center of Louisiana in New Orleans. Evaluation and primary and specialty care (including dentistry) is available during daily and four evening clinics at the HIV Outpatient Program.

Faculty members of the HIV Division participate in many teaching activities, including the freshman program Introduction to Clinical Medicine, the MIP second-year course, and residency and fellow lectures as well as staffing the Infectious Diseases Consult Service and the HIV Inpatient Unit. Additionally, there are four weekly conferences dedicated to topics on infectious diseases and HIV. HIV Division faculty also lecture and serve as clinical preceptors for the Delta Region AIDS Education and Training Center.

The HIV Division houses a research section for pharmaceutical studies and contributes expertise and assistance in enrolling patients into clinical trials for the Louisiana Community AIDS Research Program (an NIH HIV clinical trials program) and the CDC-funded Adult and Adolescent Spectrum of HIV Disease Project. Numerous epidemiologic and interventional studies are underway in collaboration with clinical and basic science investigators at LSU on topics such as human papilloma virus, oral and ocular complications of HIV/AIDS, adherence, and metabolic complications of HIV and its treatment.

## Infectious Diseases

David H. Martin, MD  
Chief of the Section

The Infectious Diseases Section is committed to teaching infectious diseases to students, interns, residents and fellows at the Medical Center of Louisiana -New Orleans. Those individuals taking this four week introductory course: (1) learn how to evaluate and treat patients exhibiting a variety of infectious diseases; and (2) learn how to collect, transport and process specimens collected from patients seen in consultation with the infectious diseases staff. The rotation experience includes the University Hospital and Charity Hospital campuses, providing exposure to infectious disease problems in multiple specialties with diverse patient populations.

A collection of updated articles on common infectious disease problems is maintained and discussed in order to reinforce important teaching points. Scheduled activities include: daily clinical rounds, weekly infectious disease case conferences and clinical microbiology conferences, and other regular activities in the Department of Medicine including Grand Rounds and Morbidity and Mortality Conferences. Students are integral members of the team and are expected to see and review infectious disease consultations with residents and fellows before presenting these patients to the infectious diseases faculty. In addition, students can attend the general infectious diseases and/or HIV clinics. The opportunity to become involved in research during and after this clinical experience is also possible. A complete listing of the conferences, faculty, and research activities of the Infectious Diseases section can be found on its web page: <http://jfigure.medicine.lsumc.edu/>.

## Nephrology

Efrain Reisin, MD  
Chief of the Section

The Nephrology Section focuses on teaching all aspects of renal medicine with emphasis on electrolytes and acid base physiology, clinical nephrology, hemo- and peritoneal dialysis, transplantation medicine and treatment of hypertensive diseases.

The department provides education to medical students, interns, residents and fellows within the LSUHSC system and all interested individuals may participate.

Physicians in-training assigned to the nephrology section attend daily rounds with an attending physician and bi-weekly teaching conferences which basis in all aspects of renal medicine and include exposure to renal biopsy material.

Nephrology fellows also receive training at the Alton Ochsner Hospital campus providing additional training in the private healthcare setting with exposure to the latest equipment and techniques in renal medicine. Research activities focus on evaluation of progressive and end-stage renal failure and hypertension and provide an opportunity for exposure to negotiating and managing national clinical trials.

Applicants for nephrology fellowship must have completed an accredited Internal Medicine program and background and experience in research is encouraged.

## Nutrition

Alfredo Lopez, MD, PhD  
Chief of the Section

The Nutrition Section is concerned with specific nutritional problems in the adult, and general nutritional problems in patients with other diseases. The Section is also responsible for the diagnosis and management of patients with hyperlipidemia, both hospitalized patients and patients attending the Lipid Clinic at the Medical Center of Louisiana, New Orleans. Formal teaching in nutrition is given to students in all four years. A 40-hour clinical nutrition course is given to Senior students. An elective in Clinical Nutrition is open to two Seniors on each block. The Section encourages and participates in interdisciplinary teaching during the preclinical years. Interested students may participate in ongoing research in the areas of effect of diet and exercise in obesity, heart disease and the aging process, lipoprotein metabolism; role of vitamins in cancer.

## Physical Medicine and Rehabilitation

Gary Glynn, MD  
Chief of the Section

The Section of Physical Medicine and Rehabilitation is responsible for the diagnosis and treatment of conditions primarily associated with loss of function, including stroke, spinal cord injury, brain injury, arthritis, degenerative neurological conditions, multiple trauma, amputations, burns, and painful musculoskeletal and other conditions. Emphasis includes physical examination and physical modalities such as therapeutic heat and cold, electrical stimulation, and exercise and special expertise in electrodiagnostic procedures such as EMG and nerve conduction studies. The Section's student education program includes lectures and clinical experiences for students on the Junior Medicine Block and a senior elective offering exposure to a variety of PM&R services. Research in PM&R is available through the summer student research program. Post graduate medical education to become board eligible for certification in the specialty of Physical Medicine and Rehabilitation is available in a four year residency program which has training affiliations with Medical Center of Louisiana, New Orleans, the Louisiana Rehabilitation Institute, Touro Infirmary, VA Medical Center, and other community hospitals. Principal facilities are Charity Hospital, including a new 24-bed comprehensive rehabilitation unit and general consultation services; and Touro Infirmary including Touro Rehabilitation Center, which has 63 beds that are CARF accredited in General Rehabilitation, Spinal Cord Injury, Brain Injury, and Pain. Fellowships in Musculoskeletal Medicine and in Brain Injury are also provided. For information, call Robert C. Mipro, Jr., MD, (504) 568-0811, Extension 5437.

## **Pulmonary / Critical Care Medicine**

Steve Nelson, MD  
Chief of the Section

The Pulmonary/Critical Care Medicine Section is responsible for the diagnosis and treatment of patients with diverse types of pulmonary diseases. The Section is also responsible for the management of a large variety of critically ill patients. Open rounds are conducted daily in the medical intensive care unit, as well as on other hospitalized patients. Ambulatory outpatient care is conducted in a non-tuberculosis, and a separate tuberculosis outpatient chest clinic on a weekly basis. A chest medicine conference is held on a weekly basis. Pulmonary medicine is taught at all levels of training, including: students, interns, residents and fellows. The students are presented the content of pulmonary medicine in a planned, scheduled, graduated fashion from their first through their fourth years. The planned elective can accept two Senior students on each block during the academic year. Interdisciplinary teaching is continuously conducted.

## **Rheumatology**

Luis R. Espinoza, MD  
Chief of the Section

The Rheumatology Section is responsible for the diagnosis and treatment of all patients with rheumatic and connective tissue diseases, and has a broad interest in all diseases of the musculoskeletal system. A clinical rheumatology teaching program for house staff, students, and fellows is conducted, consisting of: (1) rounds three times a week, (2) three weekly conferences, (3) a weekly journal club, and (4) monthly radiology conference. Two rheumatology clinics and an immunology clinic are held weekly. Didactic lectures in rheumatology are provided for the Sophomores, and two monthly rheumatology subspecialty conferences are held for students on the medicine block and for the medicine house staff. An elective for Seniors is offered as well as a rheumatology fellowship program. A rheumatology laboratory provides studies essential to a rheumatology program. Research is ongoing in the area of immunogenetics in rheumatoid arthritis, Sjogren's Syndrome, and systemic lupus erythematosus; rheumatic fever; and reactive arthritis.

## **MICROBIOLOGY, IMMUNOLOGY, AND PARASITOLOGY**

Ronald B. Luftig, PhD  
Head of the Department

The Department of Microbiology, Immunology, and Parasitology is responsible for the instruction of medical students in the concepts of bacteriology, mycology, virology, parasitology, immunology, and the application of these principles to the diagnosis, prevention, and treatment of infectious diseases. In illustration, a series of patient case-based laboratory exercises is included in lecture time to demonstrate diagnostic approaches. These cases use novel "reveal" and clicker based methodologies together with Infectious Disease faculty.

## **NEUROLOGY**

Austin J. Sumner, MD  
Head of the Department

During the first year, the Department of Neurology participates in several interdisciplinary courses: Lectures, demonstrations, and neurology patient presentations are an integral part of the Neuroscience Course. Correlations are made between structure and function of the nervous system; normal and abnormal clinical findings are demonstrated. Clinical demonstrations are also given in conjunction with the cell biology, anatomy and physiology courses. During the second year, lectures, group demonstrations and supervised experience in the neurological examination are given in the Introduction to Clinical Medicine course. Lectures on the clinical application of analgesics are given in conjunction with Pharmacology. The Clinical Neuroscience Course begins in the fourth year and includes lectures, conferences, patient presentations as well as in-patient and ambulatory patient contact experience. Performing and interpreting the neurological examination, and diagnosis and treatment of patients with neurologic disorders is emphasized.

## **NEUROSURGERY**

Frank Culicchia, MD  
Head of the Department

The department participates in a basic neuroscience course for freshman students as well as the senior clinical science block. We also offer elective clinical and research rotations for students from other institutions as well as our own. Special expertise in nerve lesions and their surgical management attracts fellows from other neurosurgical programs as well as other surgical disciplines in other institutions so that students have a broad exposure to personnel from other institutions as well as our own.

## **OBSTETRICS AND GYNECOLOGY**

Thomas E. Nolan, MD, MBA  
Head of the Department

### **Gynecologic Oncology**

Danny Barnhill, MD  
Chief of the Section

The Gynecologic Oncology Section supports teaching, research, and service activities as part of the education process. Early diagnosis, staging, and treatment of malignant diseases of the female. The use of colposcopy and early examination help diagnosis and management. Specialized treatment methods such as cryotherapy, laser therapy, radiotherapy, chemotherapy and advanced extended surgery techniques are the province of this Section. The program of teaching of both house staff and students includes lectures, ward rounds, conferences, special clinics and special teaching sessions in Colposcopy and Gynecologic Pathology. An elective (Obstetrics and Gynecology 430a) is offered in Gynecological Oncology for senior students.

## Gynecologic Services

Ralph Chesson, MD  
Chief of the Section

Gynecology services are provided patients at weekly clinics, which are held for high risk, abnormal, and normal obstetrics patients. Outpatient care is provided for gynecology patients at weekly clinics in Endocrinology, Infertility, Colposcopy, Gynecologic Urology and twice weekly general Gynecology clinics. Laboratory studies are available on an outpatient basis. In addition, special appointments are made for outpatients who require ultrasound, computerized axial tomography scanning magnetic resonance imaging and other laboratory tests relating both to patient care and to departmental research projects. Ambulatory care patient visits for all clinics approximate 38,000 per year. In patients, services focus upon the surgical management of pelvic relaxation, abnormal-refractory bleeding, and refractory pelvic pain. Newer aspects of pelviscopy are taught along with traditional methods of Gynecologic surgery. Pre-and post-operative management is stressed.

## Maternal / Fetal Medicine

Joseph M. Miller, MD  
Chief of the Section

This is a subspecialty within the field of Obstetrics. It encompasses diagnosis and treatment of patients with medical problems in pregnancy. The goal is to decrease the morbidity and mortality of the mother and baby. The process of identification spans the antepartum, intrapartum, and postpartum periods. High-risk pregnancy care often results in antepartum hospitalization for diagnosis and stabilization. Definitive tests such as amniocentesis, ultra-sound and fetal biophysical profile determination are used with excellent results in determining the welfare of the pregnancy. The major rotation is designed for seniors and involves teaching and work rounds, attendance at high-risk clinics, fetal assessment, and weekly didactic conferences, however junior students rotate through this division as well. Evaluation is by the house staff and faculty related to the above activities.

## Reproductive Endocrinology

Richard Dickey, MD, PhD  
Chief of the Section

This is a subspecialty program offering sophistication in reproductive medicine. The Section provides a full spectrum of diagnostic and therapeutic services, basic and clinical research programs, and educational opportunities to students, practitioners and paramedical personnel. Infertility evaluations, hormonal, endoscopic diagnoses, and induction of ovulation and microsurgery are active areas of clinical practice. An elective in Reproductive Endocrinology/Infertility is offered to seniors.

## OPHTHALMOLOGY

Donald R. Bergsma, MD  
Head of the Department

The Dept. of Ophthalmology and the LSU Eye Center conduct patient care, teaching and research across the entire spectrum of ophthalmic diseases and subspecialties. An introductory clinical course with didactic, workshop and clinical experience is conducted for all medical students during the first two weeks of the third year.

Elective research experiences are arranged on a customized basis during any year. Four week block clinical elective rotations are available in the fourth year. The department's clinical programs include cataract, cornea and refractive surgery, glaucoma, medical and surgical retina, pediatric ophthalmology, neuro-ophthalmology and ophthalmic plastics and reconstructive surgery. The LSU / Ochsner Ophthalmology Residency Training Program has clinical rotations at multiple locations and interacts with the medical students' clinical experience. The research arm of the Dept. of Ophthalmology has major clinical and laboratory research programs in cornea, glaucoma, retina, imaging and information technology programs, virology, pharmacology, immunology, and other disciplines related to the eye and vision.

The experience of students is enhanced by collaborations with the Louisiana Lions Eye Foundation and other organizations that support our educational efforts.

## ORTHOPAEDICS

Barry L. Riemer, MD  
Head of the Department

Orthopaedic surgery encompasses the diagnosis and treatment of conditions of the musculoskeletal system. Orthopaedic surgery is divided into a number of subspecialty areas: Adult Reconstruction, Trauma, Sports Medicine, Hand and Upper Extremity, Spine, Foot and Ankle, Musculoskeletal Oncology and Pediatric Orthopaedic Surgery.

The Introduction of Clinical Medicine Course in the spring of the second year provides the first exposure to Orthopaedic Surgery and the members of the department. A series of lectures on selected topics in Orthopaedic Surgery is presented. An interactive format is used to present orthopaedic radiology and casting techniques.

In the third year, Orthopaedic Surgery is included in the 12 week Surgery Rotation. Students can be assigned to a two week rotation on the Adult or the Pediatric Orthopaedic Service. The student becomes a member of the service for that rotation. Emphasis is placed on developing techniques for obtaining a history and physical examination of the musculoskeletal system, exposure to a broad spectrum of orthopaedic problems, as well as experiences to the surgical aspects of the specialty.

Students attend all department lectures and conferences. Student directed lectures are included in general lectures of the surgery rotation.

An elective rotation in Orthopaedic Surgery is offered in the fourth year for students who are interested in a more comprehensive exposure to Orthopaedic Surgery. The fourth year rotation month includes MCLANO service, Pediatric service and one week on the private service.

Research opportunities in the Department of Orthopaedic Surgery are available for students at any level. Either clinical or basic science projects can be undertaken. The student can design his or her own project or become involved in ongoing projects in the department. Students interested in the Honors Program can participate through the Department of Orthopaedic Surgery.

## OTORHINOLARYNGOLOGY AND BIOCOMMUNICATION

Daniel W. Nuss, MD, FACS

George D. Lyons Professor and Head of the  
Department

The primary mission of the Department of Otolaryngology Head and Neck Surgery, in concert with the mission of the School of Medicine, is to serve our community. We fulfill that mission through extensive programs in Education, Clinical Patient Care and Research.

The Department's full-time faculty includes accomplished clinicians as well as research scientists who have been recognized nationally and internationally for their contributions to the clinical practice and science of otolaryngology. This is a distinguished and diverse group, currently composed of eight physicians, four full-time (PhD) research scientists, four clinical audiologists, and three research associates, all supported by an exceptionally dedicated administrative staff.

The physicians who make up our clinical faculty are active surgeons with broad experience encompassing all of the sub-specialties in otolaryngology. All are certified by the American Board of Otolaryngology, and all have received advanced clinical training in one or more sub-specialties of otolaryngology, including pediatric otolaryngology, facial plastic and reconstructive surgery, laryngology, otology, neurotology, skull base surgery, allergy, and head and neck oncology. This breadth of expertise has allowed us to develop innovative clinical programs dealing with some of the most challenging problems in otolaryngology. Through these special programs, we are able to offer singular expertise for patients who have rare or unusual head-and-neck problems; or those who have head-and-neck problems in association with advanced illness, complicated clinical circumstances, and/or special needs.

One of the greatest sources of pride for members of the Department is its legacy of providing excellent training for resident physicians in the specialty of Otolaryngology-Head and Neck Surgery. The residency program, which to date has graduated more than 150 otolaryngologists, is fully accredited by the Accreditation Council for Graduate Medical Education (ACGME), and we are pleased to attract residents of the highest caliber, year after year.



## PATHOLOGY

Jack P. Strong, MD

Head of the Department

The Department of Pathology is comprised of physicians and laboratory scientists who engage in teaching, research, and clinical services. Pathology is a specialty of medicine that focuses on the causes, mechanisms, and effects of disease. Pathology as a branch of the practice of medicine has two broad categories: anatomic pathology and clinical pathology. Each of these broad categories has many sub-specialties of special expertise. The Department of Pathology provides education and training programs for medical students, pathology residents, pathology fellows, and graduate students. The Pathology Department conducts two major courses, general and systemic pathology, and clinical pathology to medical students in their second year of study and special elective courses for senior medical students. Our pathology residency educational program is centered at the Medical Center of Louisiana and also enjoys educational programs for residents at West Jefferson Medical Center, Ochsner Clinic Foundation, Children's Hospital, and Kenner Regional Medical Center. The Department of Pathology is responsible for the Pathology and Laboratory Services at the Medical Center of Louisiana at New Orleans. The department has been internationally recognized for decades for work in the investigation of atherosclerosis and cancer.

## PEDIATRICS

Ricardo U. Sorensen, MD

Head of the Department

Robin English, MD

Director, Pediatric Student Programs

## Ambulatory Pediatrics

Suzanne LeFevre, MD

Director of the Division

The main goal of the Ambulatory Division is to teach diagnostic clinical skills, management, treatment and prevention of common pediatric illnesses. Specific case problems are provided to students. Fourth year electives in adolescent medicine, child abuse, and general outpatient pediatrics are available.

## Hospitalist at Children's Hospital

Robin English, MD

The Hospitalist Division provides academic and clinical instruction on an inpatient ward service at Children's Hospital. Students learn basic diagnostic and therapeutic approaches to both simple and complex pediatric diseases in the hospital setting. Students attend didactic sessions and daily rounds with faculty and residents, and they are expected to follow patients from admission to discharge.

## Clinical Genetics

Yves Lacassie, MD, FACMG

Director of the Division

Medical students have varied opportunities to learn clinical genetics during their rotation in Pediatrics. Attendance at our genetics clinics at Children's Hospital and Children's Hospital's satellite clinics in Lafayette and Baton Rouge, Louisiana constitutes an excellent opportunity to learn the clinical

diagnostic approach to genetic diagnoses with emphasis on the family, prenatal, natal, perinatal and postnatal history. Students learn to perform a complete, systematic, objective and discriminative physical examination. Students participate in a variety of specialty clinics including metabolic, craniofacial, neurofibromatosis, Down syndrome, and other complex diseases, which offer opportunities for learning about varied genetic anomalies. The fourth year medical students may elect to take a four-week elective in genetics.

## Neonatology

Brian Barkemeyer, MD  
Director of the Division

Third year students are given the opportunity to have hands on assessment of full term babies and, to a lesser extent, preterm and critically ill newborns during their nursery rotation at either Children's Hospital or East Jefferson General Hospital. Core neonatology concepts are presented during rounds and forum discussions. Electives for fourth year students include NICU and NICU/PICU electives in the nursery at Children's Hospital in New Orleans. During such rotations, the fourth year student will be involved in the management of critically ill infants under the direct supervision of the neonatology attending physician. Experience in diagnosis, management, and bedside procedures will be obtained.

## Pediatric Allergy and Immunology

Cleveland Moore, MD  
Director of the Division

Third year students attend the Allergy and Immunology clinics at Children's Hospital at New Orleans. They participate in patient evaluations and discussions of management. In the clinics they are able to correlate the understanding of basic immunologic mechanisms with clinical findings and course. The students also observe and learn to interpret basic clinical tests such as Allergen Skin Testing, Spirometry, Food Challenge, etc. Fourth year students may elect to spend a one month block of time in the A/I rotations.

## Pediatric Cardiology

Aluizio Stopa, MD  
Director of the Division

The clinical aspects and management of congenital and acquired heart disease are covered in small-group forum discussions for third year students, including concepts on the use of non-invasive and invasive techniques for diagnosis and treatment. An elective block is offered to fourth year students with ample exposure to clinical problems.

## Pediatric Emergency Medicine

Raghubir K. Mangat, MD  
Director of the Division

Third-year students continue to attend teaching forums conducted by LSU Pediatric Emergency Medicine faculty at Children's Hospital in New Orleans. A new fourth year student combined PER and clinics elective is offered. Student responsibilities include performing independent history and physical examinations, developing differential diagnoses and management plans, and discussing those with LSU Pediatrics faculty. Typical patient problems will be acute illnesses, well child visitis, and acute problems in children with chronic illnesses.

## Pediatric Endocrinology and Diabetes

Stuart Chalew, MD  
Director of the Division

Medical students may pursue a more comprehensive learning experience focused on problems of endocrinology and diabetes in children and adolescents. One may choose a predominately clinical or research elective in the division. Clinical participation includes supervised patient evaluations under the guidance of experienced pediatric endocrinologists. The learning objectives also include understanding the basics of endocrine diagnostic testing, interpretation of lab test results and therapeutic management of ambulatory patients, working with other health care professionals in the care of chronically ill children, as well as inpatient consultations. There are daily endocrine clinics and inpatients rounds. Diabetes clinics offer exposure and participation in a multidisciplinary team approach to the care of children with diabetes and their families. A weekly divisional conference includes case discussions of special clinical and research topics as well as periodic journal review. Ongoing research studies in the division are centered around the prevention of childhood diabetes and its complications, as well as disorders of growth. The participant concentrating in research will learn the basics of project design, data collection and analysis and organization/presentation of research findings. Typically student participation is through a one month elective during the year or a sponsored student research program during the summer months. Special arrangements can be made for longer-term research involvement. Prerequisites required for participation in the program are intellectual curiosity and initiative.

## Pediatric Gastroenterology and Nutrition

Eberhard Schmidt-Sommerfeld, MD, PhD  
Director of the Division

The diagnosis and treatment of common pediatric GI problems including GI bleeding, constipation, diarrhea, liver disease and nutritional problems are presented to third year students in clinic and hospital settings. Ambulatory clinics at the Children's Hospital in New Orleans, Louisiana are attended by third and fourth year students. A senior elective in GI and Nutrition is offered.

## Pediatric Hematology and Oncology

Lolie Yu, MD  
Director of the Division

The division offers ambulatory and inpatient training for students with active participation in the evaluation and care of patients with anemia, hemophilia, sickle cell disease, childhood cancer, and hematopoietic stem cell transplant. The student becomes part of the Comprehensive Hematology-Oncology Care Team. The fourth year elective integrates the student as a member of the team at a sub-intern level who will be directly involved with the management of these patients and will have the opportunities to perform procedures such as bone marrow aspirations, bone marrow harvest, etc. and participation in the Pediatric Tumor Board meetings. The student will also participate in the weekly Pediatrics board conferences and monthly journal clubs. The students are also encouraged to write up a case report or be involved in a clinical research project for possible publication.

## Pediatric Infectious Diseases

Rodolfo E. Bégué, MD  
Director of the Division

Third year medical students can attend ID Clinics where specific cases are evaluated and discussed. Fourth year medical students have the option of a 4-week elective in ID, where care is provided to inpatients (average 50-60) and outpatients (average 25-30). Specialized clinics and conferences are also available, such as Microbiology, Tuberculosis, HIV, Traveler's, and City-wide ID Conference. Emphasis is given to critical thinking and problem-solving strategies of common pediatric ID topics and their application to general pediatrics. Finally, during ward rotations students have access to ID faculty through consultations and in-depth discussion of cases.

## Pediatric Nephrology

Matti Vehaskari, MD, PhD  
Director of the Division

Informal patient-oriented small-group ward teaching covers common renal diseases, acute and chronic renal failure, congenital urinary tract abnormalities, hypertension, and fluid and electrolyte management. Teaching is done during daily rounds and twice a week "topic sessions." Third and fourth year students will participate in the nephrology outpatient clinics with attending faculty to learn about common outpatient problems such as urinary tract infections, asymptomatic proteinuria and hematuria, as well as enuresis. Fourth year students are offered a renal elective with full participation in all activities with the renal team including inpatient consultations, patient management care meetings, and dialysis meetings.

## Pediatric Pulmonary/Critical Care

Bonnie Desselle, MD  
Section Chief

The diagnosis, treatment and management of various pulmonary disorders are presented to third year students in patient-oriented discussions with forum leader during small group modules. Exposure to a wide variety of pulmonary and critical care patients occurs during the inpatient clerkship rotations at Children's Hospital, New Orleans. An election rotation is available for fourth year students.

## Pediatric Rheumatology

Abraham Gedalia, MD, FAAP, FACR  
Director of the Division

The junior students participate in forum discussions covering childhood rheumatic diseases and attend pediatric rheumatology clinics at Children's Hospital with exposure to the variety of rheumatic disorders in children.

A one month elective is offered to senior students. The rotation in pediatric rheumatology will provide the Senior Student the opportunity to experience and study in-depth the various rheumatic diseases in children. Clinical component includes supervised patient evaluations in clinics, outreach clinics, and inpatient settings, under the guidance of experienced pediatric rheumatologist. The teaching component includes the daily pediatric rheumatology clinic and inpatient rounds, individual discussions and seminars on special topics held weekly with the pediatric residents on rotation, a weekly divisional multidisciplinary meeting, a

weekly combined Pediatric Rheumatology/Rheumatology Grand Rounds and Journal Clubs at the Section of Rheumatology at LSU, and a monthly City-wide Rheumatology conferences. Clinical Research opportunities in the field of pediatric rheumatology are available at Children's Hospital, and basic research through the Section of Rheumatology at LSUHSC.

## PHARMACOLOGY AND EXPERIMENTAL THERAPEUTICS

Kurt Varner, PhD  
Head of the Department and Professor

The Department of Pharmacology and Experimental Therapeutics provides a Medical Pharmacology course for second year students. The course combines lectures with laboratory exercises, conferences, and demonstrations, all leading to a broad general understanding of the effects of drugs. The course is designed to prepare the medical student for their clinical rotations in the following years.

The diverse areas of research in the Pharmacology Department include molecular therapeutics, gene therapy and cell signaling, renal and cardiovascular pharmacology, neuropharmacology, behavioral pharmacology, alcohol and drugs of abuse, cancer biology, toxicology, and drug metabolism.

## PHYSIOLOGY

Michael G. Levitzky, PhD  
Interim Head of the Department and Professor

The Department of Physiology is committed to excellence in teaching, research, and service. In the School of Medicine, the Physiology Department is responsible for Physiology 100, a 115 hour Human Physiology Course for first year medical students. In addition, the physiology faculty is involved in numerous other teaching activities. These include participation in the Science and Practice of Medicine 100 Course and providing lectures and research experience in residency and fellowship training programs. The department also sponsors the Medical Spanish Elective (Physiology 120, 220, or 320).



## **PSYCHIATRY**

Howard J. Osofsky, MD, PhD  
Head of the Department

### **Geriatric Psychiatry**

David M. Murdock, M. D.  
Chief of Section

Geriatric Psychiatry is a subspecialty of Psychiatry that employs a multidisciplinary approach to care. Geriatric Psychiatry involves a special body of knowledge about developmental tasks, biological aging, psychopharmacology dosing and responses, adverse effects from medications, psychotherapeutic approaches and modifications for cognitive impairment, community resources, family issues, medical and neurological co-morbidities, health care policies, housing options, and increased reliance on multidisciplinary care to name a few. Without this information, inappropriate treatment or ineffective treatment becomes the norm. The Geriatric Psychiatry Section is responsible for the assessment, diagnosis, and treatment of emotional and behavioral disorders of older adults. It coordinates a city-wide consortium for geriatric psychiatry training with LSU, Ochsner, the VA, Tulane, and Kenner Regional.

The section offers the only ACGME approved geriatric psychiatry fellowship program in the State, in addition to multidisciplinary graduate education and medical school education. In addition to specialty inpatient and outpatient programs, it has a nursing home consultation program, community outreach, dementia assessment program, and clinical trials. Special experience in somatic treatments such as ECT and rTMS are provided. Special areas of interest of faculty include dementia, health care systems, ethnicity and mental health, psychotherapy of the elderly, long-term care, and competency determination. Medical student and advanced residency electives, and a Geriatric Psychiatry Residency (fellowship) are available in addition to core programs.

### **Infant, Child, and Adolescent Psychiatry**

Martin J. Drell, MD  
Chief of the Section

The Infant, Child, and Adolescent Psychiatry Section is responsible for the assessment, diagnosis, and treatment of emotional and behavioral disorders of infants, children, and adolescents. It operates clinical services for patients of all social strata. Different therapeutic modalities are utilized to meet the needs of individual patients and their caregivers. Members of the Section participate in a wide range of clinical and research programs with a special focus on public sector systems of care, children under 6 years of age, children impacted by violence, and pediatric psychopharmacology. In addition, the Section is involved in educational efforts at the medical student and the post graduate level. Emphasis is placed on an interdisciplinary, developmentally influenced, biopsychosocial approach which considers not only the individual child, but the family, peer groups, schools and the community at large.

## **Psychology**

The Psychology Section is responsible for the provision of clinical psychological consultation, assessment, and treatment services with infants, children, adolescents, and adults. Section members are actively engaged in the teaching/training/ supervision of medical students, psychiatry residents, psychology interns, and social work trainees; collaborative research projects; and administrative activities. The Section offers a predoctoral internship in clinical psychology fully approved by the American Psychological Association. The Psychology Section works in close collaboration with other Sections in the Department, Medical School, and Health Sciences Center.

### **Social Work**

Patricia Simon-Morse, MSW, PhD  
Chief of the Section

The Social Work Section is responsible for the provision of psychosocial and family systems assessments and interventions within the Department's clinical service programs. Emphasizing an ecological as well as interpersonal approach to the patient, the Section stresses the developmental, familial, community, cross cultural, social, economic and environmental contexts of mental health care. Section members participate in medical teaching and provide didactic and experiential training to post graduate Psychiatry, Psychology and Social Work trainees. Members are also involved in a number of federally funded extramural research projects.

## **RADIOLOGY**

Leonard Bok, MD  
Head of the Department (effective October 2006)

Radiology is integral to the diagnostic work-up and care of patients. A longitudinal approach to Radiology education is utilized throughout the four years. In the first year, radiographic anatomy is taught in correlation with gross anatomy. Students learn normal radiographic anatomy and anatomic relationships via cross-sectional imaging modalities and by organ systems. The department faculty also actively participates in the DXR interactive curriculum recently implemented. In the second year, as students are introduced to pathology and mechanisms of disease, radiology is again introduced, with an emphasis on diagnostic work-up in clinical problem solving. Basic disease processes (neoplasia, inflammation, etc.) are also introduced using an organ system approach in correlation with anatomic pathology in the laboratory. In the beginning of the third year prior to beginning clinical services, a focused introduction to radiology is taught during the Radiology Junior Course. The focus is on the integration of the clinical and imaging work-ups. Students are expected to: learn the importance of diagnostic pathways and proper sequencing of imaging exams, understand the need for accurate clinical data and determination of examination appropriateness, understand strengths and limitations of available imaging modalities and specific examinations and learn what different common examinations entail for the patient (including patient preparation, positioning, radiation exposure, cost, length of time and patient cooperation). Additionally, students are taught core competencies in basic radiographic interpretation. These concepts are expanded upon in the fourth year elective. All instruction utilizes computer-based learning and lecture formats.

## **SURGERY**

J. Patrick O'Leary, MD  
Head of the Department

## **Cardiothoracic Surgery**

Herman A Heck, Jr, MD, FACS  
Interim Chief of the Section

Adult cardiothoracic surgery at LSUHSC in New Orleans, to include both general thoracic surgery (pulmonary, esophageal, mediastinal, etc) and cardiovascular surgery (CABG, valves, thoracic/thoraco-abdominal aorta, etc), in conjunction with pediatric cardiac surgery- the latter service provided at the Children's Hospital Medical Center in uptown New Orleans - is a section of the Department of Surgery. While there is no fellowship training program in cardiothoracic surgery, the service provides a two to three month subspecialty rotation in adult cardiothoracic surgery for PGY3 residents within the five year general surgery training program.

The New Orleans faculty is comprises one full-time LSUHSC attending and three contracted private practice clinical faculty covering the service on a rotational basis. The third year resident rotating on the service is responsible for the cardiac surgery intensive care unit and patient critical care immediately post operatively, out-of-house night and alternating weekend call, as well as first assisting in the operating room on cardiac cases.

Hands-on operative experience is afforded the third year resident with most major thoracic cases (decortications, lung resections, mediastinal mass resections, etc) and occasional vascular cases (carotids associated with CABG). A separate rotation with our affiliate Hospital (Our Lady of the Lake Hospital, Baton Rouge) also affords a one to two month rotation for PGY3 and PGY4 residents with private practice clinical faculty at that institution. Didactic Grand Rounds presentations on pertinent topics in cardiothoracic surgery appropriate to a general surgical training program are presented by the faculty several times a year.

The broad field of cardiothoracic surgery is presented in overview to third-year medical students through a two to three week rotation as part of their surgery subspecialty block rotations. During this time, students participate in morning ICU rounds and as second assistants in selected surgical cases during the day. They also attend clinic once a week as well as make daily consult rounds with the faculty and/or PGY3 surgical resident during which times various diagnostic modalities (coronary angiography, CT scans, nuclear medicine scans, etc) are reviewed and discussed. The student, under the direction of the PGY3 resident is also assigned and is responsible for the evaluation and care of specific post-op cardiac and thoracic surgical patients who have transferred to the floor from ICU until their discharge from the hospital. During each of four surgical blocks throughout the year, two lectures are given by the faculty on a topic focusing on broad aspects of the specialty. Longer electives are available in the fourth year and consist of student internships on the cardiothoracic surgical service at University Hospital with levels of increased responsibility and participation commensurate with abilities.

## **Pediatric Surgery**

Evan P. Valerie, MD  
Chief of the Section

Several lectures on basic pediatric surgical problems are presented to all third year students while they are rotating on the twelve week surgery block. An elective in clinical pediatric surgery is also available to fourth year students.

## **Peripheral Vascular Surgery**

Robert S. Batson, MD  
Chief of the Section

The diagnosis, treatment, and postoperative management of peripheral vascular surgery problems are presented to the third year students by lecture. An elective in Peripheral Vascular Surgery is available in the fourth year, wherein students participate in the care of the vascular patient. Diagnostic methods by use of the noninvasive laboratory and by angiographic techniques are presented in detail. Surgical judgment and operative techniques are emphasized.

## **Plastic Surgery**

Charles Dupin, MD  
Chief of the Section

Lectures are presented to students in the surgery blocks during the third year. These cover the various phases of plastic surgery, including head and neck tumors, hand surgery, Maxillofacial surgery, cosmetic surgery, congenital surgery, and general reconstructive surgery. Electives are available in the fourth year.

## **Surgical Endocrinology/Oncology**

The Kenner Ochsner Neuroendocrine Tumor Group  
Staff: J. Phillip Boudreaux, Yi-Zarn Wang and Eugene A. Woltering

Student education is accomplished through the staff's participation in student lectures and lectures at Surgical Grand Rounds. Undergraduate or medical students can also participate in a summer research program offered by Dr. Alfredo Lopez as part of the National Cancer Institute Short Summer Research Experiences in Cancer. Fourth year surgical residents can spend rotations with the Kenner Ochsner Neuroendocrine Tumor Group. These residents will participate in a weekly multimodality Surgical Oncology-Endocrinology Clinic. This clinic will give them intensive exposure to the diagnosis and management of both functional and non-functional neuroendocrine tumors of the thyroid, parathyroid, lung, thymus, adrenal and GI tract. Residents will also participate in the surgical management of complex neuroendocrine tumor surgery and will also participate in the pre-operative and post-operative management of these complex cases. During these rotations residents may opt to become involved with ongoing research programs and may be offered the opportunity to design and implement their own studies under the supervision of the staff. Residents participating in this surgical experience will also be exposed to cutting edge diagnostic and therapeutic agents such as peptide receptor radiotherapy (PRRT) with radiolabeled somatostatin analogs and MIBG and participate in the care of patients undergoing embolization with <sup>90</sup>Y Sirspheres.

## Surgical Endoscopy

Edward G. Helm, MD, MHA, FACS  
Chief of the Section  
Medical Director GI Units MCLANO

The Section of Surgical Endoscopy is responsible for the diagnosis and surgical treatment of diseases involving the gastrointestinal tract. The Section is dedicated to patient care, medical education, and research. Basic and advanced endoscopic and laparoscopic procedures; as well as, animal labs, cadaver labs, and simulations are available to facilitate the educational experience. Individual customized instruction is available to surgeons who desire to update their knowledge and skills.

## Vascular and Endovascular Surgery

The Section of Vascular Surgery is dedicated to the comprehensive care of patients with vascular disease. Our staff is uniquely equipped to offer state of the art endovascular therapy as well as traditional open surgical treatment for carotid, aortic and peripheral arterial disease processes. Third year medical students will actively participate in the diagnosis, treatment, and postoperative management of patients with a fascinating variety of vascular syndromes. "Hands on" training is enhanced with the use of endovascular simulators. Participation in the weekly vascular conference as well as a monthly journal club serve to round out the experience. Fourth year students considering a career in surgery are encouraged to apply for the special one month vascular apprenticeship. Students will then have the opportunity to receive special instruction in planning and performing complex surgical and endovascular procedures. Responsible students can achieve intern level autonomy. Ample clinical research opportunities are also available.

## UROLOGY

J. Christian Winters, MD  
Head of the Department

Urology is both a medical and surgical specialty in the diagnosis and treatment of genito-urinary tract diseases in men and urinary tract diseases in women. The specialty of urology consists of subspecialties in pediatric urology, oncology, infertility, erectile dysfunction, voiding disorders, urolithiasis, and urinary and genital infections. Department is currently composed of 5 academic members and 8 clinical members of the faculty.



## DOCTOR OF MEDICINE PROGRAM

The course of instruction leading to the degree, Doctor of Medicine, extends over a four-year period. A major curriculum renewal effort has resulted in significant changes in the first two years of school with changes for the third and fourth year in the planning stage. The new curriculum focuses on less reliance on passive learning methods, active involvement of students in small group activities, hands on clinical experiences from day one and introduction of clinical decision making via computer simulations. The goal is to better integrate the Basic and Clinical Sciences and to amplify the clinical relevance of the sciences we teach. These changes are quite similar to those in most other medical schools in the U.S. and have been uniformly praised by students and faculty alike.

The Honors Program is in addition to the regular curriculum and is designed to challenge the exceptional student while stimulating the interest of the individual. It entails an independent research program encompassing both the basic and clinical sciences in pursuit of an area of mutual interest between the student and the student's faculty advisor. Students who have maintained high academic standards during their first semester in the School of Medicine are eligible for consideration.

The curriculum outlined below indicates the general policy of instruction and is subject to modification at the discretion of the faculty.

The first two years of the curriculum are devoted chiefly to the basic medical sciences and a new course called the Science and Practice of Medicine. The details of the curriculum can be found at [www.medschool.lsuhscc.edu/spm](http://www.medschool.lsuhscc.edu/spm)

Generally, lecture hours have been significantly reduced and lectures are primarily given in the mornings. Afternoon sessions include small group instruction in "Clinical Forums," clinical skills laboratories, interactive computer-based simulated clinical cases and clinical experience. These afternoon sessions are designed to stress professionalism and ethics.

Each student is required to take Step 1 of the United States Medical Licensing (USMLE) Examination after satisfactory completion of the second year of medical school. A passing grade is required. Should a student not pass Step 1 of the USMLE examination, the student may be immediately withdrawn from the clerkship in which the student is currently enrolled so that the student can devote his or her full effort to studying for the reexamination. Further progress in the third year is prohibited until a passing grade is achieved. Such a student will be referred to the combined First and Second Year Student Promotions Committee for disposition. Failure of the Step 1, USMLE may constitute grounds for dismissal from school. Under no circumstances may a student sit more than three times for Step 1 of the USMLE to fulfill this requirement.

Students entering the fourth year of study are required to take Step 2 of the USMLE examination and achieve a passing score, prior to their graduation.

Year three consists of eight and a half days of ophthalmology and radiology and four consecutive 12-week blocks: medicine; surgery; pediatrics (8 weeks) and Family Medicine (4 weeks); and obstetrics and gynecology (6 weeks) and psychiatry (6 weeks).

The final year consists of 32 weeks divided into eight four week blocks. Blocks in ambulatory care, general medicine, neural sciences, special topics, and an acting internship are required of all students. The special-topics block includes nutrition, geriatrics, drug and alcohol abuse, office management and financial planning. The remainder of the year (20 weeks) may be scheduled as electives either in basic or clinical sciences with eight weeks allowed for vacation. A catalog fully describing the electives program for the Senior year and detailing all elective courses is available on the Medical School web site.

Lectures in the clinical years are intended to present those subjects that cannot be presented adequately by other methods.

Conferences are held at regular intervals in most departments for small groups of students. Both the question and answer and the discussion methods are used. The conferences are correlated with the work covered in didactic lectures and other exercises, and students are urged to use these hours for the elucidation of special points on which they feel the need for further instruction.

Seminars are conducted for the purpose of teaching the student to use intelligently and critically the current medical literature; familiarity with this material should form the basis for continued study throughout active professional life.

Clinical clerkships in all departments are conducted along the same general lines. Students in small groups are assigned to the clinical services in the Medical Center of Louisiana, New Orleans and a number of other affiliated hospitals.

In general, as patients are admitted they are assigned to the students in rotation. The history, physical examination, and laboratory work must be completed within a specified period of time after the patient's admission. These are checked by the instructor and discussed either with the student, individually, or with the student and the entire section to which the student is assigned. The student also suggests such additional examinations and tests as may be necessary, as well as consultation by various specialists. These consultations, so far as possible, are answered at a time when the student assigned to the case can be present. The student keeps progress notes on the student's patients, and continues the observation and record until the patient leaves the hospital.

Outpatient dispensaries are attended in small groups by third and fourth year students, who rotate in each department as may be necessary. During this assignment they take histories, perform physical examinations and routine laboratory tests, institute or perform the necessary diagnostic and therapeutic procedures, act as dressers, and follow up their patients on subsequent visits.

Diagnostic clinics are conducted along the same general lines in each clinical department. Patients from the various clinical services are presented to the class (which consists of third and fourth year students). The history, whenever possible, is presented by the student to whom the case has been assigned. The instructor supplements the history, conducts physical examinations and tests, and illustrates to the students the process of making and confirming a diagnosis. Cases that illustrate both usual and unusual pathologic and diagnostic difficulties are presented.

Research is encouraged, and opportunities to carry on original research under the guidance of a member of the faculty are provided for those students who have the ability and interest.

## DOCTOR OF MEDICINE CURRICULUM

### First Year

#### REQUIRED COURSES

	Hours
ANAT 100 Gross Anatomy.....	162
ANAT 101 Human Prenatal Development.....	38
CELLBIO 100 Cell Biology and Microanatomy .....	99
MED 100 Science and Practice of Medicine .....	167
NRSC 100 Neurosciences.....	90
BIOCH 100 Biochemistry .....	74
PHYSIO 100 Physiology .....	115
Combined Examinations .....	37
<b>Total Hours First Year .....</b>	<b>782</b>

#### ELECTIVES

	Hours
MCLIN 120 Introduction to Geriatrics.....	28
MED 120 Problem Based Learning .....	38
CSLE 120 Community Service .....	20
Primary Care .....	160

### Second Year

	Hours
MICRO 200 Microbiology, Immunology, and Parasitology .....	96
PATH 200 General and Systemic Pathology.....	195
PATH 201 Clinical Pathology.....	85
PHARM 200 Pharmacology .....	82
MCLIN 200 Introduction to Clinical Medicine .....	24
DERM 200 Dermatology.....	30
PSYC 200 Psychiatry and Medicine .....	50
MED 200 Science and Practice of Medicine.....	124
Combined Examinations .....	32
Basic Sciences Review (5 weeks of review course/independent study)	
<b>Total Hours Second Year .....</b>	<b>718</b>

### Third Year

#### REQUIRED COURSES

	Hours
OPHTH 300 Ophthalmology .....	27
RADI 300 Radiology .....	11

#### REQUIRED CLERKSHIPS

MED 300 Medicine .....	456
SURG 300 Surgery .....	456
PEDI 300 Pediatrics .....	304
OBGYN 300 Obstetrics and Gynecology .....	228
FMMD 300 Family Medicine .....	152
PSYC 300 Psychiatry .....	228
<b>Total Hours Third Year .....</b>	<b>1,862</b>

### Fourth Year

#### REQUIRED CLERKSHIPS

	Hours
MED 400-414 .....	152
NEURO 400 Neurology or	
NSURG 400 Neurosurgery .....	152
Acting Internship (one of the following) .....	152
FMMD 419 Family Medicine	
MEDN 419 Medicine	
OBGYN 419 Obstetrics/Gynecology	
SURG 419 Surgery	
PEDI 419 Pediatrics	
Elective, Ambulatory Care Selective .....	152
(one of the following)	
OBGYN 415-418 Obstetrics/Gynecology	
PEDI 415-418 Pediatrics	
FMMD 415-418 Family Medicine	
MED 415-418 Medicine	
SPTP 400 Special Topics .....	152
(Alcoholism and Drug Abuse, Human	
Sexuality, Nutrition, Office Management	
and Financial Plan)	
Elective 1 .....	152
Elective 2 .....	152
Elective 3 .....	152
<b>Total Hours Fourth Year .....</b>	<b>1,216</b>

## COURSE DESCRIPTIONS

### Biochemistry and Molecular Biology

#### BIOCH 100 Medical Biochemistry

[74 hours] This course provides the foundation for the study of normal and diseased states at the molecular level. The following topics are included in the course of study: macromolecular structure and function; enzymology and enzyme kinetics; intermediary metabolism of carbohydrates, lipids, and amino acids; the metabolic basis of disease; nutrition, vitamins, and obesity; endocrine biochemistry; and, molecular biology, which includes DNA, RNA, and protein synthesis, molecular diagnostics, and the molecular basis of cancer. Particular emphasis is placed upon the medical relevance of biochemical concepts, and the biochemical defects that result in human disease. Modern, up-to-date developments are used to build upon classical concepts and data to provide the student with a background that will enable them to be excellent physicians who are well-equipped to effectively diagnose and treat patients. The course consists of lectures and review sessions.

### Cell Biology and Anatomy

#### ANAT 100 Gross Anatomy

[162 hours] The additional utilization of x-rays, CTs and MRIs serve to strengthen the students' knowledge of anatomy. An accompanying series of lectures are designed to guide and stimulate the students, thereby contributing toward an understanding of the clinical relevance of the learned anatomy. A cadaver procedure laboratory provides the students the opportunity to perform such clinical procedures as lumbar puncture, endotracheal intubation, urethral catheterization, and chest tube insertion. A wide array of interactive computer-assisted software programs is available to supplement and encourage independent student learning.

#### ANAT 101 Human Prenatal Development

[38 hours] Normal and abnormal human prenatal development is presented in a series of clinically oriented lectures, which are coordinated closely with the region of the body being dissected in gross anatomy. Beginning with gametogenesis and fertilization, students are provided with a thorough discussion of normal ontogenetic development to afford them an understanding of the embryologic basis of normal adult structures and their relationships. In addition, common congenital malformations and their causes and the embryonic susceptibility to teratogens are presented. Included are important features of fetal development which are essential for normal birth and adaptation to the extrauterine environment, maternal/fetal medicine, human teratogenesis and neonatology. Fifteen hours of basic human genetics are presented by the Department of Genetics. Topics covered include chromosome structure and function, chromosomal disorders, inheritance patterns, population genetics, metabolic disorders, immunogenetics, cancer genetics, developmental genetics, treatments for genetic disorders, genetic counseling, new reproductive technologies, and legal and ethical issues in genetics. In addition, basic molecular events that guide embryologic development are correlated with the development of various organs and systems. Four laboratory demonstration sessions are utilized to reinforce key features of normal and abnormal human development, genetic syndromes, congenital malformations, and the structure and function of fetal membranes, and to

provide the students with an opportunity for hands-on investigation of normal and abnormal human development.

## Dermatology

### DERM 200 Dermatology

[30 hours] Dermatology is coordinated with Introduction to Clinical Medicine in a thirteen week block in the second year. Clinical features, pathogenesis, diagnosis, differential diagnosis, therapy, and prognosis of various dermatologic disorders are covered.

## Family Medicine

### FMMD 300 Principles and Practice of Family Medicine

[152 hours] This required clerkship provides third-year students with an introduction to the principles of Family Medicine as practiced in a community-based ambulatory setting or in a residency program. The student is assigned to a clinical faculty member (also known as a preceptor) within the State and may live in that community. He or she spends most of the four weeks working directly in office-based patient care under the supervision of the preceptor. During this rotation, the student has the opportunity to see patients of all ages as they present with any of the broad range of medical problems seen by family physicians. It will be significantly different from most other clinical rotations that are part of the junior year in medical school. For one thing it is primarily in the outpatient setting, rather than hospital-based; therefore, the type of medical problems that students will see and the dynamics of health-care delivery will be different. The patients, who present, will come with common problems, chronic problems, and undifferentiated problems. Any and all of these may have easily treated biomedical etiologies, have psychosocial dimensions, or be the first symptom of serious illness. Students will see patients that the doctor has known for years or ones coming in for the first time. They will see the doctor caring for whole families—sometimes over several generations. In addition, students will be able to appreciate the interactions of a family physician with other specialists, support staff, ancillary health-care providers, and a variety of community resources. Because the practice of Family Medicine differs from that of hospital-based, tertiary care, this clerkship has something unique to offer regardless of career choice. Students will be afforded an in-depth view of ambulatory care and the manner in which family physicians practice.

Teaching activities include faculty-conducted presentations and clinical encounters including a musculoskeletal workshop, supplemented by recommended readings. Evaluation is based on the demonstration of clinical skills as observed by clinical teachers, successful completion of a class project, and satisfactory performance on the Subject Examination in Family Medicine of the National Board of Medical Examiners. Students may choose the site of their clerkship from a number of options that include urban, suburban, and rural communities across the state. Practices in under-served areas, both rural and urban, are included as possible sites.

### FMMD 415 Family Medicine

[152 hours] This course provides students an experience in the delivery of health care in an ambulatory setting. It may take place in a Family Medicine residency or in a selected private practice. During the four weeks, the student has the opportunity, under supervision, to provide primary care to patients ranging in age from infants to the elderly in a

comprehensive-care setting. These experiences emphasize the importance of continuity of care and follow-up, prevention, and patient education. The electives listed below that focus on ambulatory care may also be used to satisfy the school requirement, with approval of the course director.

### FMMD 419 Elective Acting Internship

[152 hours] Students may elect to spend a four-week block in the Family Practice offices at Kenner Regional Medical Center or University Medical Center in Lafayette. The goal of this rotation is for senior students to function as first-year house officers, developing clinical judgment skills by being placed in situations where they are directly responsible for patient care. This is done under the close supervision and direction of senior Family Practice house officers and faculty. Within the confines of this supervision, the student is encouraged to take on as much responsibility as possible, including taking primary on-call duties once a week. The acting intern is required to attend outpatient clinics and department conferences with the patient-care team.

Other electives are available for fourth-year students wishing to deepen their understanding of the specialty

- Advanced Family Medicine Preceptorship (Urban or Rural). The purpose of this course is to provide students with an opportunity to enhance their clinical skills in the ambulatory setting and to practice the delivery of health care in the office of community family physicians. A variety of practices and community sites are available to students—rural and urban.
- Community Health. The purpose of this course is to provide students with the knowledge and skills necessary to conduct a community health study in a defined population.
- Complementary and Integrative Medicine. This course is designed to give students the opportunity to experience different healing modalities and to understand how they could be applied to common patient encounters.
- Geriatric Family Medicine Rotation. The goal of this four-week course is to expose fourth-year medical students to the basic principles of Geriatric Medicine and Gerontology.
- Sports Medicine in Family Practice. The purpose of this course is to provide students with an opportunity to develop competence in assessing and managing common sports injuries with an emphasis on safe return to competition. In addition, the course allows the student to understand the principles of prevention that reduce the risk of injury for athletes of all ages.
- Special Interest. The purpose of this course is to provide students with the opportunity to pursue special topics in Family Medicine. The following elective content is available for such study: Occupational Medicine, Public Health, Student Health Services, and International Medicine.

## Medicine

### MED 300 Internal Medicine Clerkship

[456 hours] Instruction during this twelve week block is centered on development of knowledge, skills and professional attitudes required for the practice of internal medicine, both in the hospital and the outpatient clinic. Students are assigned patients in rotation, and are required to perform histories and physical examinations, interpret laboratory data and X-rays, and develop differential diagnoses and treatment plans based on clinical data and directed reading, Daily rounds, small group resident and faculty

teaching sessions, and student case presentations stress the team approach to patient care. Educational emphasis includes outpatient medicine, and the student spends four weeks in the ambulatory clinics. Departmental conferences such as Morning Report, Grand Rounds and Case Management Conference, as well as student-oriented Clinical Core Conferences, EKG Conferences, Chest Conferences, and Professor Rounds emphasize essential concepts in medicine.

#### **MED 400-414 Clinical Medicine**

[152 hours] Students are assigned to the Department of Medicine for four weeks each during the fourth year. They are offered a variety of locations at which to complete this required block, including the Medical Center of Louisiana-New Orleans, Earl K. Long Hospital in Baton Rouge, and University Medical Center in Lafayette. The students attend clinics and conferences at the assigned location. Emphasis is placed on further developing basic knowledge, skills and attitudes first learned during the third year clerkship. Fourth year students are expected to play a more active role in patient care in order to improve their clinical judgment and procedural skills.

#### **MED 415-417 Ambulatory Care Selective Elective**

[152 hours] The goal of this elective is to familiarize the student with the ambulatory care of patients requiring the skills and expertise of specialists in internal medicine. Students will learn diagnostic and therapeutic regimens appropriate for patients seen and evaluated in a short clinical encounter. Strategies in management of clinical problems, including use of the history and physical examination, interpretation and cost effectiveness of necessary laboratory tests, performance of diagnostic procedures and prescribing of medication, diet and activity levels will be emphasized.

#### **MED 419 Required Acting Intern**

[152 hours] Students may elect to spend a four week block on the Internal Medicine services at Medical Center of Louisiana-New Orleans, Earl K. Long Hospital in Baton Rouge, Touro Infirmary, Lindy Boggs Hospital, or University Medical Center in Lafayette. The goal of this rotation is for senior students to function as first year house officers, developing clinical judgment skills by being placed in situations where they are directly responsible for patient care. This clerkship is performed under the close supervision and direction of Medicine house officers and faculty. Within the confines of this supervision, the student is encouraged to take on as much responsibility as possible, and is required to attend outpatient clinics and department conferences with the patient care team.

### **Microbiology, Immunology, and Parasitology**

#### **MICRO 200 Microbiology, Immunology and Parasitology**

[96 hours] Four hours of lecture and four hours of laboratory per week is included in this comprehensive course covering the basic principles of immunology, bacteriology, mycology, virology, and parasitology. The application of these principles to the diagnosis, prevention, control and treatment of immunologic and infectious diseases is stressed. Conferences, including patient oriented, problem solving sessions, and clinical correlations are used to illustrate and emphasize medical aspects of the subject matter. Presentations by adjunct clinical faculty are offered to reinforce course topics.

### **Neurology**

#### **NEURO 400 Neurology**

[152 hours] A four week coordinated course of lectures, demonstrations, and clinical clerkship given by the combined staffs of the Department of Neurology and the Department of Neurosurgery during the Neurosciences Block. Emphasis is placed on performing and interpreting the neurological examination, and diagnosis and treatment of patients with neurologic disorders. Students rotate through Child Neurology, Faculty Clinic and Epilepsy Clinic. The Clinical Neuroscience Course includes lectures, conferences, patient presentations as well as in-patient and ambulatory patient contact experience.

### **Neurosurgery**

#### **NSURG 400 Neurosurgery**

[152 hours] The Department of Neurosurgery is responsible for the care of patients with surgical illnesses of the brain, spinal cord and peripheral nerves, on the clinical services. Senior students who are on the Neuroscience block rotate through the neurosurgery service for a four week period. Services in Neurosurgery are maintained at the Medical Center of Louisiana, including Charity and University Hospital New Orleans, Ochsner Medical Institutions and Children's Hospital. All Seniors in that block receive a series of neurosurgical lectures and attend neurosurgery conferences. Electives in neurosurgery are also available in the fourth year. The Department is also responsible for a portion of the first year neurosciences course.

### **Obstetrics and Gynecology**

#### **OBGYN 300 Obstetrics and Gynecology**

[228 hours] A block of six weeks is devoted to principles of Obstetrics and Gynecology. Core material is presented in thirty-four didactic hours. Supplemental self-instructional materials and audiovisual aids are available to students. The block is divided into three weeks of Obstetrics and three weeks of Gynecology. On Obstetrics the students are assigned rotations on the delivery suite and on postpartum wards and Obstetrical clinics. Weekly Gynecologic presurgical seminars are held on Wednesday mornings. Staff, Residents and students attend weekly problem-case seminars and major conferences at noon on Monday, Wednesday and Friday. A weekly conference on Monday afternoon covers interesting cases and didactics. During the Gynecology portion of the block the student attends Gynecology Clinics, Ward Gynecology cases and surgical procedures. The student also observes the intra operative and postoperative management of cases. Staff teaching rounds are made three times weekly, while resident rounds are made daily.

#### **OBGYN 419 Obstetrics and Gynecology Acting Internship**

[152 hours] The Ob-Gyn acting internship is geared to primary, preventive and acute health care for women relating to Obstetrics and Gynecology. Students will participate in patient care on the Obstetric and Gynecologic wards; participate in surgery and in clinics. Daily hospital rounds and teaching rounds are included in the rotation. The student will be actively involved in patient diagnosis and management.

Acting Internship (required AI): This course is offered to provide a period of transition from status of student to clinician, to provide the student with a realistic picture of the specialty, and to provide a greater degree of faculty exposure

for those who wish to pursue a career in OB-GYN. Six positions are available. Four positions are in New Orleans, one in Lafayette and one in Baton Rouge. As an acting intern, the student will attend general and sub-specialty clinics, make daily hospital rounds with residents and faculty, take call with upper level residents managing OB and GYN emergencies, act as a surgical assistant, and assist and teach 3rd year medical students as members of the medical team.

Formal lectures and conferences are held on Monday and Friday morning.

Acting Internship (elective AI): Activities are listed above. Two positions are available one in New Orleans and one in Baton Rouge.

## Ophthalmology

### **OPHTH 300 Ophthalmology and Systemic Diseases**

[27 hours] The main objective of this intensive one and one half week course is to acquaint students with the diagnosis and treatment of the more common eye diseases and the ocular manifestations of systemic diseases. This course is targeted for the generalist, not the specialist, and will emphasize ocular examination techniques with instrumentation, available to the primary care physician. Lectures will be given in ocular anatomy, physiology, diagnostic techniques, and ocular pathology (especially in its relation to systemic diseases). Workshops will allow students first hand contact with ocular examination techniques, especially ophthalmoscopy. Students will also utilize some of the more sophisticated techniques of ophthalmologic examination; however, the emphasis will be on examination techniques available to the physician in practice. A course requirement is that each student complete one ocular fundus drawing. A formal written examination at the end of the teaching period will assist the Department in student evaluation.

## Pathology

### **PATH 200 General and Systemic Pathology**

[195 hours] This course is an introduction to the study of disease, its causes, its mechanisms, and its effects upon the body. The first part of the course is concentrates on the general reactions of tissues to different types of injury. In the second part, each organ system is considered with respect to the important diseases, which affect it. Each disease is related to clinical signs and symptoms, which will be encountered in patients. The subject material is taught by lectures, laboratory sessions, and selected case studies, using fixed tissue, microscopic slides, virtual slides, video clips, and selected web-based, independent learning modules.

### **PATH 201 Clinical Pathology**

[85 hours] This course includes lectures, demonstration, small group instruction and laboratory exercises. The course is designed to introduce students to appropriate use of clinical laboratories for screening, diagnosis, and prognosis, as well as to increase the student's understanding of disease. Proper use of diagnostic procedures is based, in part, on knowledge of the patho-physiology of disease and, in part, on knowledge of the limitations imposed by methodology and instrumentation. The laboratory sessions are intended to permit the student to become proficient in the performance of a few selected procedures most likely to be of value to the

student in subsequent practice and to assist the student in understanding technical limitations of laboratory tests.

## Pediatrics

### **PEDI 300 Clinical Pediatrics**

[304 hours] A clinical clerkship of eight weeks is served on the general pediatric, newborn wards and ambulatory clinics of the Children's Hospital of New Orleans. A few students also have the option of serving the entire eight week clerkship on the Pediatric services of University Medical Center, Lafayette. Students are assigned patients on admission by rotation, and are responsible for taking histories, examining patients, and assisting in the work up of patients under staff supervision. Utilization of each patient as a learning experience in total child care is approached through completion of a pediatric work up involving assessment of the child's mental and physical growth and development, nutrition, and socio-economic factors. Teaching rounds and conferences are held daily, but the student is expected to exercise initiative in learning about his/her own patients as well as other patients on the team. Students present cases to the pediatrics faculty and other members of their block. Significance and techniques of health/maintenance are emphasized through participation in well child clinics. Students spend time in local pediatricians' offices in order to get a balanced appreciation of the practice of pediatrics.

### **PEDI 415-418 Clinical Pediatrics**

[152 hours] The Senior programs in ambulatory pediatrics are designed to provide opportunities for each student to augment or reinforce knowledge and skills learned in the pediatric core curriculum, as they apply to child health problems encountered in an outpatient setting. To facilitate accomplishment of this overall goal, the following basic program options are made available within a four week block of time. 415p: Ambulatory Pediatrics Private Office: The student works with a pediatrician on the clinical faculty in a private pediatric practice. Participation in the care of patients in the hospital (rounds), office, and emergency room is expected. 415e: Ambulatory Pediatrics Children's Hospital, New Orleans: The student will be assigned to general and sub-specialty clinics in the out-patient department of Children's Hospital, New Orleans. The student will be assigned to general and sub-specialty clinics in the out-patient department of Children's Hospital. A new Ambulatory elective is offered in the 2007-2008 academic year. The student will rotate through the Tiger Care clinics and the Children's Hospital Emergency Room. Responsibilities include performing independent history and physical examinations, developing differential diagnoses and management plans, and discussing those with LSU Pediatrics faculty. For all programs, evaluation of students will be based primarily on staff assessment of the student's abilities and attitudes in the student's day to day work with patients.

### **PEDI 419 Clinical Pediatrics**

[152 hours] The student functions as an intern in the evaluation, diagnosis, and treatment of acutely and chronically ill hospitalized children and adolescents under the direct supervision of house officers and faculty. The student will be on call in the hospital every fourth night to receive admissions. Evaluation will be based on day-to-day observation by faculty and house officers while the student is performing assigned duties. The experience is offered at Children's Hospital (419e).

## Pharmacology and Experimental Therapeutics

### PHARM 200 Medical Pharmacology

[82 hours] This course is designed to present the student with a broad overview of pharmacology with an emphasis on its application to the practice of medicine. The objective of the course is to provide the student with a basis for understanding drug actions, desired as well as undesired, so that they will be prepared to use therapeutic agents in a rational manner throughout the span of their practice. Although the importance of basic concepts and principles are recognized, straight facts and their applications must also be learned and an ability to integrate information concerning one class of drugs with another must be demonstrated. The course begins with a treatment of general pharmacologic principles that apply to all drugs. This is followed by lectures on specific drug classes and the application of specific agents for the prevention and treatment of disease states. Throughout the course general topics relating to all drug classes are revisited by considering such issues as the influences of disease states, age and other factors on drug disposition and action. The philosophy of the department is that drug development changes rapidly while basic principles evolve and change more slowly, and that by understanding the latter, the student will be able to keep up with the former. Not only does the number of new drugs introduced into medicine continue to expand, but use of older agents endures. In order to live with this expanding number of drugs, we focus on teaching on prototypical drugs, pointing out how other agents vary from the most important agents of their class.

## Physiology

### PHYSIO 100 Human Physiology

[115 hours] The course consists of lectures, correlated laboratory experiments, and demonstrations. Principles of cellular and organ function and regulation of the various systems are studied. Clinical correlation lectures point out the derangements of normal function that may lead to disease. The importance of quantitative measurements of biological functions in physiology and medicine is emphasized. Major topics in the course include muscle action, bioelectric phenomena, peripheral somatic and autonomic nervous systems and reflexes, heart and circulation, respiration, kidney function, water and electrolyte balance, gastrointestinal function, endocrine function, metabolism, temperature regulation, etc. Laboratory experiments emphasize precision in observation, analysis, and interpretation of data. The topics studied in the laboratory and presented in demonstrations are correlated with lectures and conferences.

## Psychiatry

### PSYC 200 Psychiatry

[50 hours] This second semester course focuses on the diagnosis and treatment of patients with psychiatric conditions within the broader context of primary care medicine. Developed in conjunction with the Department of Pharmacology, the course emphasizes the connection between the acquisition of basic clinical science information and its application in direct patient care. The Diagnostic and Statistical Manual published by the American Psychiatric Association serves as a basis for introducing the preclinical student to the classification of psychiatric disorders and the multi-axial approach to the assessment of the patient. Pharmacological interventions focus on an understanding of the neurobiological underpinnings of psychiatric conditions. A multimedia approach to this complex area offers the student multiple opportunities for mastering this challenging material.

### PSYC 300 Clinical Psychiatry

[228 hours] A six-week clinical clerkship provides students with an intensive experience in the evaluation and treatment of psychiatric patients. The clerkship includes both inpatient and outpatient experiences. The inpatient portion of the clerkship occurs at the Medical Center of Louisiana at New Orleans and the Ochsner Clinic Foundation Hospital. Students participate in the clinical management of patients in general, co-occurring diagnosis, and geriatric services. Students experience numerous aspects of psychiatric practice, including emergency care and consult-liaison psychiatry. Students also participate in outpatient psychiatric treatment at sites throughout the New Orleans area, including public and private clinics. Throughout the clerkship, faculty, residents, and other mental health professionals supervise students as they learn to recognize psychiatric illnesses in their varied forms and manage patients using multiple treatment modalities.

During the clerkship, emphasis is placed on approaching the patient using the biopsychosocial mode. Students demonstrate their understanding of this model by performing complete psychiatric and physical evaluations, including comprehensive mental status examinations. Students also perform basic case management services, in order to appreciate the larger system of care in which individual patients are placed. Complementing this clinical instruction are lectures and group discussions in psychopharmacology and psychotherapy, as well as weekly case conferences and departmental Grand Rounds

## Radiology

### RADI 300 Radiology

[11 Hours] The junior radiology course is a very brief introductory course required for all rising third-year medical students. It consists of a series of didactic lectures given over the course of approximately eight days between the end of the second-year basic science courses and start of the third-year clinical rotations. The lectures are given by members of the radiology faculty, representing all major imaging and interventional subspecialties, and provide a brief but comprehensive, subspecialty-oriented introduction to diagnostic and interventional radiology. The course concludes with a final examination which includes written multiple-choice questions as well as a practical, image-interpretation component.

## Special Topics

### SPTP 400 Special Topics

[152 hours]

## Surgery

### SURG 300 Clinical Surgery

[456 hours] Students rotate through a twelve week block, which consists of six weeks on general surgery, and six weeks on surgical specialties. During the surgical specialty block, the student will spend three weeks on each of two services - (selected from Plastic, Vascular, Pediatric, Orthopaedic, ENT, Urology or Cardio-Thoracic) surgery. The core lecture series will cover all of the above specialties. On the General Surgical rotation, students will spend four weeks at the Medical Center of Louisiana or at the adjacent Veterans Administration Hospital. Ward rounds supervised by the teaching staff are held on each service. Visiting staff rounds are held at least twice weekly. In addition once weekly students are assigned with their surgical team to the surgical outpatient dispensary where they are supervised by the teaching staff in the management of ambulatory surgical patients. Pre- and post-operative care and diagnosis are stressed. Experience in minor surgery also is provided at this time. During the block, students also have supervised experience with work on the wards, in the operating rooms, and in the emergency room, where they are instructed in the managements of minor and major surgical emergencies. Weekly throughout the course, the weekly class attends a conference conducted by the full time staff in which clinical clerks on ward services present selected patients for discussion of diagnosis and management. Other weekly conferences in which students participate are cardio-thoracic, peripheral-vascular, tumor and basic science discussions.

### SURG 419 Clinical Surgery

[152 hours] The fourth year course in clinical surgery has been structured to provide the student with an in-depth clinical experience to general surgery and the surgery subspecialties. Students will be assigned to one of three areas: 1) surgical preceptorships, 2) general surgery and specialty internships at the Medical Center of Louisiana, New Orleans, 3) internships in general surgery at Earl K. Long Memorial Hospital, Baton Rouge, and the University Medical Center, Lafayette. These students will be assigned to a specific preceptor for the entire four week block. These students assigned to an internship position at Medical Center of Louisiana, New Orleans or one of the other state hospitals will be the only Senior students assigned to the service and will function with the house staff as a member of the surgical team. The course will be structured to give each student the maximum responsibility possible, and to simulate as much as possible the experience obtained in a house staff training position.

## Interdisciplinary Teaching Programs

Interdisciplinary teaching programs include courses in Cellular and Molecular Biology, Introduction to Clinical Medicine, and Neurosciences. All courses utilize the combined teaching staffs of several different School departments in order to present an interdisciplinary, coordinated, and correlated learning experience for students.

### CELLBIO 100 Cell Biology and Microanatomy

[99 hours] This course includes a study of cell biology and the histology of tissue types and organ systems. The first part of the course stresses cellular ultra structure, and function and the four basic tissue types. Laboratory exercises, using both computerized virtual slides and microscope slides, include the identification of cell types, cell organelles, and the basic tissues at the light and electron microscopic levels. The second part of the course deals with the histology and function of the organ systems. This part of the course is integrated with the topics being covered in Human Gross Anatomy and Prenatal Development as much as possible. The course is designed to provide basic information that will be utilized in preclinical and clinical programs throughout the medical curriculum. (Jeffrey Green, PhD, Director)

### CSLE 120 Community Service

[20 hours]

### MCLIN 200 Introduction to Clinical Medicine

[24 hours] In conjunction with the Science and Practice of Medicine course, students are trained in history taking and physical diagnosis. Groups of 2 students are assigned to an instructor (faculty or resident) and taken on hospital rounds. They are taught proper technique for physical examination and are assigned specific patients for history taking and/or physical exams. These are written up (with problem list and differential diagnosis) and critiqued by the preceptor. The sophomore course builds on a component of the course in the freshman year (40 hours) in which students work with a primary care physician for an entire week. (Catherine Hebert, MD, Director)

### MCLIN 120 Introduction to Geriatrics

[28] hours]

### MED 100 Science and Practice of Medicine

[167 hours]

### MED 120 Problem Based Learning

[38 hours]

### MED 200 Science and Practice of Medicine

[124 hours] This interdisciplinary course begins the clinical education of medical students. Each course has three components: computer-based cases, small group clinical forums, and clinical experiences (including the Skills Laboratory).

Computer-based cases are assigned to all students on a weekly basis. Students are expected to complete each case by a specified date and time. These assignments ensure that students develop some skill at clinical problem solving. The cases are selected to reflect complaints that are commonly seen in clinical practice. They are also selected to enhance the teaching of basic sciences. After the students have completed each case, the entire class meets for a discussion that is led by both a clinician and a basic scientist. The clinician discusses the case itself, the clinical learning objectives, and addresses common mistakes made by the class in solving the case. In the first year, the major focus is on making the appropriate diagnosis via history, physical examination and appropriate diagnostic testing. In the second year, more emphasis is placed on the pathophysiology of disease and patient management.

Students meet in small groups with clinical faculty on a regular basis in clinical forums. First year forums focus on professionalism, patient-physician communication, medical

ethics, human development, social issues and cultural competency. In the second year, the focus of the small group sessions shifts to include population medicine, public health, prevention and wellness, healthcare policy, epidemiology, biostatistics and medical informatics. Basic principles of these disciplines are taught in a series of lectures at the beginning of the second year. After this introduction, students will meet in small groups to discuss and research questions pertinent to problem areas in public health (e.g. immunization, screening, substance abuse, etc.).

The third component of the course (clinical experiences) provides hands on experience and the opportunity for students to practice the skills of clinical medicine. Several training sessions are conducted in the Skills Laboratory. This lab provides supervised practice and assurance of student competency in basic medical procedures. The procedures and skills increase in complexity as students progress from the first year through the second. During the first year, students are certified in Basic Life Support. At the end of the sophomore year, students are certified in Advanced Cardiac Life Support (ACLS). Other required clinical experiences in the first year include observation on the Labor and Delivery unit and in the pediatrics clinic, performance of an adolescent interview, and observation in the adult emergency department. Physical examination skills are taught in small groups in the laboratory and students are expected to practice on one another in the presence of an instructor. This is done in preparation for the hands on practice of physical diagnosis in the ICM course.

### NRSC 100 Neurosciences

[90 hours] This course is designed to introduce the first year medical student to the form, function, and dysfunction of the nervous system. This information is presented in the context of the clinical situation, when feasible, and with an emphasis on the major disease processes a general physician is likely to encounter. Faculty participation primarily involves members from the Departments of Cell Biology and Anatomy, Neurology, Neurosurgery, and Physiology. The material is presented in four blocks. The first block covers the anatomy and blood supply of the cerebral hemispheres. During this block, the student is also instructed, in a small group setting, in how to do a neurological examination. In addition, there are patient presentations and lectures dealing with stroke and Alzheimer's Disease. The second block covers the systems located within the cerebrum, i.e. visual, limbic, learning and memory, and the role of the diencephalon in processing information. It also covers basic features of axonal and synaptic transmission, cell signaling, and diseases of molecules and neurotransmitters. In the third block, cortical motor function and the role of the basal ganglia and the cerebellum in motor function are covered as are the diseases associated with these structures. In addition, brain stem pathways and central systems are introduced as are their neurological deficits. The last block covers the auditory and somatosensory systems, sensory receptors, local circuits, spinal cord, pain management, and peripheral nerve and muscle disorders. The course material is presented in lectures combined with laboratory exercises utilizing human brain material, MRI films, and computer driven programs. Computer and video demonstrations as well as patient presentations are used extensively. (Theodore Weyand, PhD, Director)

## FACULTY ROSTER

### Emeriti

- ADATTO, CARL P., MD, University of Chicago, 1942  
*Emeritus Clinical Professor of Psychiatry*
- ALLISON, FRED, JR., MD, Vanderbilt University, 1946  
*Emeritus Professor of Medicine*
- LOUIS BARKER, PhD, Tulane University of Louisiana, 1968  
*Emeritus Professor of Pharmacology*
- BEELEER, MYRTON F., MD, New York Medical College, 1949  
*Emeritus Professor of Pathology*
- BERLIN, CHARLES I., PhD, University of Pittsburgh, 1958  
*Emeritus Professor of Otolaryngology*
- BOBBIN, RICHARD, PhD, Tulane U of Louisiana, 1969  
*Emeritus Professor of Otolaryngology*
- BOBEAR, JOHN B., MD, Albany Medical College, 1950  
*Emeritus Professor of Medicine*
- BRUCK, ROBERTA, PhD, Cornell University Medical College, 1967  
*Emeritus Assistant Professor of Cell Biology and Anatomy*
- CASTANEDA-ZUNIGA, WILFRIDO, MD, Mexico Univ of, 1965  
*Emeritus Professor of Radiology*
- CRAIGHEAD, CLAUDE C., JR., MD, LSU School of Medicine in New Orleans, 1939  
*Emeritus Professor of Surgery*
- CODDINGTON, R. DEAN, MD, University of Rochester, 1951  
*Emeritus Professor of Psychiatry*
- COHN, JR., ISIDORE, MD, University of Pennsylvania, 1945  
*Emeritus Professor & Chairman of Surgery*
- DASCOMB, HARRY E., MD, University of Rochester, 1943  
*Emeritus Professor of Medicine*
- DAVIS, GEORGE D., PhD, Yale University, 1951  
*Emeritus Professor of Physiology*
- DESSAUER, HERBERT, C., PhD, LSU Medical Center School of Graduate Studies, 1952  
*Emeritus Professor of Biochemistry and Molecular Biology*
- DYER, ROBERT F., PHD, University of Pittsburgh, 1966  
*Emeritus Professor of Cell Biology and Anatomy*
- EGGEN, DOUGLAS A., PhD, University of Chicago, 1957  
*Emeritus Professor of Pathology*
- FERRISS, GREGORY S., MD, Tulane University School of Medicine, 1951  
*Emeritus Professor of Neurology*
- GALLAHER, WILLIAM, PhD, Harvard University, 1972  
*Emeritus Professor Microbiology, Immunology and Parasitology*
- GASSER, RAYMOND F., PhD, University of Alabama, 1965  
*Emeritus Professor of Cell Biology and Anatomy*
- GUIDRY, DIEU-DONNE, PhD, LSU School of Graduate Studies of the Medical Center, 1955  
*Emeritus Professor Microbiology, Immunology and Parasitology*
- HACKETT, EARL R., MD, Case Western Reserve University, 1957  
*Emeritus Professor of Neurology and Physiology*
- HAPPEL JR., LEO, PhD, LSU Medical Center, 1972  
*Emeritus Professor of Neurology*

- HASTINGS, PAUL, MD, LSU Medical Center, 1970  
*Emeritus Professor of Surgery*
- HENEHAN, JAMES B., PhD, University of Notre Dame, 1962  
*Emeritus Professor of Physiology*
- HERBERT, JACK, PhD, LSU Medical Center, 1967  
*Emeritus Associate Professor of Biochemistry*
- HOLLIS, WALTER J., MD, LSU School of Medicine in New Orleans, 1945  
*Emeritus Professor of Medicine*
- JOLLY, HENRY W. JR., MD, LSU School of Medicine in New Orleans, 1941  
*Emeritus Professor of Dermatology*
- JUMEL, MIGNON W., MD, LSU School of Medicine in New Orleans, 1950  
*Emeritus Associate Professor of Medicine*
- KASTEN, FREDERICK H., PHD, University of Texas, 1954  
*Emeritus Professor of Anatomy*
- LYONS, GEORGE D. JR., M. D., LSU School of Medicine in New Orleans, 1954  
*Emeritus Professor of Otolaryngology*
- MACOMBER, ANN H., MLS, Emory University, 1953  
*Emeritus Professor of Medical Bibliography*
- MALCOM, GRAY T., PhD, La State University Medical Center, 1979  
*Emeritus Professor of Pathology*
- MARCUS, IRWIN, MD, University of Illinois, 1943  
*Emeritus Professor of Psychiatry*
- MARKS, CHARLES A., MD, University of Cape Town (Republic of South Africa), 1945; PhD, Tulane University School of Medicine, 1973  
*Emeritus Professor of Surgery*
- MARTINEZ-LOPEZ, JORGE I., MD, La State University School of Medicine, New Orleans, 1950  
*Emeritus Professor of Medicine*
- MENERAY, MICHELE, PhD, Colorado State University, 1979  
*Emeritus Professor of Physiology*
- MILLER, HARVEY, PhD, Hahnemann Medl C and Hosp, 1961  
*Emeritus Professor of Physiology*
- MILLER, JOSEPH H., PhD, New York University, 1953  
*Emeritus Professor of Microbiology, Immunology, and Parasitology*
- MILLER, MARVIN F., MD, University of Iowa, 1949  
*Emeritus Professor of Psychiatry*
- MORGAN, LEE R., JR., PhD, Tulane University School of Medicine, 1960; MD, LSU School of Medicine in New Orleans, 1971  
*Emeritus Professor of Pharmacology and Experimental Therapeutics*
- NANCE, FRANCIS C., MD, University of Tennessee, 1959  
*Emeritus Professor of Physiology and Surgery*
- NARAYANAN, CHANDRASEKAR H., PHD, University of Kansas, 1964  
*Emeritus Professor of Anatomy*
- OESCHGER, MAX, PhD, Johns Hopkins University, 1964  
*Emeritus Associate Professor of Microbiology, Immunology, and Parasitology*
- O'LEARY, JAMES, MD, Florida, University of, 1967  
*Emeritus Professor of Surgery*
- O'QUINN, SILAS E., MD, University of Michigan Medical School, 1949  
*Emeritus Professor of Dermatology*
- PARKINS, CHARLES W., MD, University of Rochester Medical School, 1963  
*Emeritus Professor of Otolaryngology*
- PELIAS, MARY Z., PhD, Tulane University, 1970; JD, Loyola University, 1989  
*Emeritus Professor of Genetics*
- RAO, JAYARAMAN, MD, Kasturbia Medical College, 1969  
*Emeritus Professor of Neurology*
- RICHARDSON, LYMAN K., MD, Washington University, 1933  
*Emeritus Clinical Professor of Surgery*
- ROBERTSON, HUGH, MD, Ottawa Univ, 1959  
*Emeritus Professor of Radiology*
- ROHEIM, PAUL S., MD, Medical College of Budapest (Hungary), 1951  
*Emeritus Professor of Physiology*
- RUBY, JOHN, PhD, University of Pittsburgh, 1963  
*Emeritus Professor of Cell Biology and Anatomy*
- SANCHEZ, RAFAEL C., MD, LSU School of Medicine in New Orleans, 1950  
*Emeritus Professor of Family Medicine*
- SEABURY, JOHN H., MD, University of Michigan, 1940  
*Emeritus Professor of Medicine*
- SMITH, DIANE, PhD, University of Pennsylvania, 1968  
*Emeritus Professor of Cell Biology and Anatomy*
- SPENCE, H. ADELE, PhD, LSU Medical Center,  
*Emeritus Professor of Microbiology, Immunology & Parasitology*
- SPITZER, JOHN J., MD, University of Munich (West Germany), 1950  
*Emeritus Boyd Professor and Heal of Physiology*
- SPITZER, JUDY A.G., PhD, Hahnemann Medical College, 1963  
*Emeritus Professor of Physiology*
- STARY, HERBERT, MD, Heidelberg Univ, 1958  
*Emeritus Professor of Pathology*
- STEWART, WILLIAM H., MD, LSU School of Medicine in New Orleans, 1945  
*Emeritus Professor of Pediatrics*  
*Emeritus Chancellor of the Louisiana State University Medical Center*
- SWAIN, JAMES M., MD, University of Tennessee, 1947  
*Emeritus Associate Professor of Radiology*
- TRACY, RICHARD, MD, PhD, Chicago, University of, 1961  
*Emeritus Professor of Pathology*
- VIAL JR., LESTER, MD, LSU Medical Center, 1970  
*Emeritus Professor of Pathology*
- WAITE, JOHN H., MD, State University of New York, 1947  
*Emeritus Professor of Surgery*
- WALTON, THOMAS P., III, MD, Tulane University School of Medicine, 1950  
*Emeritus Professor of Surgery*
- WEBSTER, DOUGLAS B., PHD, Cornell University, 1960  
*Emeritus Professor of Otolaryngology*
- WHITE JR., CHARLES A., MD, University of Utah School of Medicine, 1955; D.V.M., Colorado State University, 1945  
*Emeritus Professor of Obstetrics and Gynecology*
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### Full-Time Faculty

- ACCOUSTI, WILLIAM, MD, Georgetown University, 1996  
*Assistant Professor*
- AITA-LEVY, JERUSSA, MD, SUNY Upstate Medical Ctr, 1996  
*Assistant Professor*

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## LSU Health Sciences Center in New Orleans School of Medicine

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- AIYAR, ASHOK, PhD, Case Western Reserve University, 1994  
*Associate Professor*
- ALAHARI, SURESH, PhD, Drexel University, 1994  
*Associate Professor*
- AL-BATAINEH, MOHAMMAD A., MD, Jordan Univ of, 1992  
*Assistant Professor*
- ALBRECHT, DIANNE, MD, LSU Medical Center, 1988  
*Assistant Professor*
- ALI, JUZAR, Dow Medical Coll, 1973  
*Professor*
- ALLEYN, JAIME, MD, Universidad Central del Caribe School of  
Medicine, 2002  
*Instructor*
- ALLIEGRO, MARK, PhD, SUNY at Buffalo All Cam, 1986  
*Professor*
- ALONSO-RUBIANO, ELIZABETH, MD, Columbia Natl Univ of,  
1985  
*Assistant Professor*
- AMEDEE, ANGELA, PhD, LSU Medical Center, 1992  
*Associate Professor*
- AMOSS, JOHN, MD, LSU Medical Center, 1991  
*Assistant Professor*
- ANAND, RENE, PhD, Ohio State U Main Campus, 1989  
*Associate Professor*
- ANTHONY, LOWELL, MD, Vanderbilt University, 1979  
*Associate Professor*
- ARMSTRONG, JADA, MD, LSU Medical Center, 1992  
*Assistant Professor*
- ASCUITTO, ROBERT, MD, Yale University, 1981  
*Professor*
- ASMUS, GARY, PhD, LSU and A&M C, 1998  
*Assistant Professor*
- ATHAS, GRACE, PhD, Tulane U of Louisiana, 1994  
*Instructor*
- ATZEMIS, ADRIENNE, MD, Creighton University, 2000  
*Assistant Professor*
- AUSTIN, SHAUL, Northern Arizona University, 1992  
*Assistant Professor*
- AVILES, DIEGO, MD, Puerto Rico All Cam, U of, 1987  
*Associate Professor*
- BACKES, WAYNE, PhD, West Virginia University, 1979  
*Professor*
- BAGBY, GREGORY, PhD, Washington St University, 1976  
*Professor*
- BALART JR., LUIS, MD, LSU Medical Center, 1973  
*Associate Professor*
- BARBATO, LOUIS, MD, LSU Medical Center, 1972  
*Assistant Professor*
- BARBEE, JAMES, MD, Tulane U of Louisiana, 1978  
*Professor*
- BARBEAU, JAMES, MD, Case Western Reserve University,  
1999  
*Assistant Professor*
- BARCELONA, TINA, Sthestrn La University, 1983  
*Instructor*
- BAREFIELD, DARREN, Northeast Louisiana U, 1986  
*Assistant Professor*
- BARKEMEYER, CHARLES, MD, LSU Medical Center, 1973  
*Assistant Professor*
- BARKEMEYER, BRIAN, MD, LSU Medical Center, 1987  
*Associate Professor*
- BARNES, STEPHEN, MD, Tulane U of Louisiana, 1984  
*Assistant Professor*
- BARNHILL, DANNY, MD, Medical College of Georgia, 1976  
*Professor*
- BAROOTES, BRYAN, MD, Saskatchewan Univ, 1980  
*Assistant Professor*
- BARRON, BRUCE, MD, Michigan-Ann Arbor, U, 1980  
*Professor*
- BARTON, CAROLINE, MD, Suny Hlth Sci Ctr Stny Bk, 1996  
*Assistant Professor*
- BARTON, LASANDRA, MD, LSU Medical Center, 1998,  
*Assistant Professor*
- BATES, KAREN, MD, LSU Medical Center, 1989  
*Assistant Professor*
- BATSON, ROBERT, MD, LSU Medical Center, 1971  
*Professor*
- BAYHI, DANIEL, MD, LSU Medical Center, 1976  
*Associate Professor*
- BAZAN, HAYDEE, PhD, Bahia Blanca Natl Coll of, 1975  
*Professor*
- BAZAN, HERNAN, MD, Georgetown University, 2000  
*Assistant Professor*
- BAZAN, NICOLAS, MD, PhD, Tucuman Univ, 1971  
*Professor*
- BECKER, CAROL, MD, LSU Medical Center, 1986  
*Assistant Professor*
- BEGUE, RODOLFO, MD, Peru State College, 1984  
*Associate Professor*
- BERGSMAN, DONALD, MD, Columbia U Central Off, 1965  
*Professor*
- BERRY, SUSAN, MD, Med & Dent of NJ Newark, C, 1981  
*Associate Professor*
- BESCH, CERYL, MD, LSU Medical Center, 1979  
*Associate Professor*
- BHATTACHARJEE, PARTHA, PhD, University of Liverpool,  
1994,  
*Assistant Professor*
- BISHOP-BAIER, MARGARET, MD, LSU Medical Center, 1990  
*Assistant Professor*
- BOK, LEONARD, MD, Wayne State U, 1981  
*Professor*
- BORNE, DAVID, MD, LSU Medical Center, 1987  
*Associate Professor*
- BORNE, JESSICA, MD, Tulane U of Louisiana, 1986  
*Associate Professor*
- BOUDREAUX, J. Philip, MD, LSU Medical Center, 1978  
*Professor*
- BOULARES, ABDEL, PhD, Connecticut College, 1997  
*Assistant Professor*
- BOULIGNY, RANDY, MD, Cornell U Medical Center, 1992  
*Assistant Professor*
- BOURGEOIS, MICHAEL, MD, LSU Medical Center, 1969  
*Associate Professor*
- BRAZDA, FREDERICK, MD, LSU Medical Center, 1970  
*Professor*

- BRESLIN, MARY, PhD, LSU Medical Center, 1998  
*Assistant Professor*
- BRIERRE, STEPHEN, MD, LSU Medical Center, 1997  
*Assistant Professor*
- BROUSSARD, ALAN, MD, LSU Medical Center, 1994  
*Assistant Professor*
- BROWN, RAYNORDA, MD, Pittsbg Main Campus, U of, 1976  
*Associate Professor*
- BROWN III, JOSEPH, MD, LSU Medical Center, 1969  
*Professor*
- BUIS, MINNIE, MD, Tenn Ctr Health Sci, U of, 1979  
*Assistant Professor*
- BURNS, LEIGHANNE, Louisiana Tech University, 1992  
*Instructor*
- CABALLERO, ARMANDO, PhD, LSU Medical Center, 1993  
*Assistant Professor*
- CALDERON-ABBO, JOSE, MD, Nacional Autonoma de Mexi, 1995  
*Assistant Professor*
- CAMPBELL, JAMES, MD, Virginia All Cam, U of, 1981  
*Assistant Professor*
- CANAVER, CARMEN, PhD, Rice University, 1991  
*Associate Professor*
- CAREY, MICHAEL, MD, Cornell U Medical Center, 1960  
*Professor*
- CARROLL, JAMES, MD, LSU Medical Center, 1994  
*Assistant Professor*
- CARSON, THOMAS, MD, Cincinnati All Cam, U of, 1978  
*Associate Professor*
- CARTER, JAMES, PhD, Georgia Institute of Technology, 1970  
*Assistant Professor*
- CASPI, JOSEPH, MD, Hebrew Univ, 1976  
*Professor*
- CASSIDY, WILLIAM, MD, LSU Medical Center, 1983  
*Associate Professor*
- CATLING, ANDREW, PhD, Glasgow Univ, 1992  
*Associate Professor*
- CHALEW, STUART, MD, Maryland All Cam, U of, 1977  
*Professor*
- CHALPIN, DAVID, MD, Vanderbilt University, 1987  
*Assistant Professor*
- CHAPPUIS JR., CHARLES, MD, LSU Medical Center, 1979  
*Professor*
- CHAU, ANN, MD, LSU Medical Center, 1992  
*Associate Professor*
- CHAUVIN, SHEILA, PhD, La State U and A&M C, 1992  
*Professor*
- CHEN, CHU, PhD, Tulane U of Louisiana, 1993  
*Assistant Professor*
- CHEN, QIAOYI, MD, PhD, Monash Univ, 1996  
*Assistant Professor*
- CHESSON, RALPH, MD, Med Coll of Virginia, 1972  
*Professor*
- CHOU, CHAU-WEN, PhD, Arizona State University, 1996  
*Assistant Professor*
- CHUANG, CHERNG-ZEE, PhD, LSU Medical Center, 1991  
*Assistant Professor*
- CLARK, REBECCA, MD, Washington, University of, 1984  
*Associate Professor*
- CLAYCOMB, WILLIAM, PhD, Ind-Purdue U Indianapolis, 1969  
*Professor*
- COHEN, JAMES, PhD, Mississippi Medl Ctr, U of, 1976  
*Professor*
- COLLINS, SEAN, MD, LSU Medical Center, 1997  
*Assistant Professor*
- CONRAD, ERICH, MD, LSU Medical Center, 1999  
*Assistant Professor*
- CORMIER, STEPHANIE, PhD, LSU Medical Center, 1997  
*Assistant Professor*
- CORK, ROBERT, PhD, Leeds Univ, 1981  
*Associate Professor*
- COSTA, RICHARD, PhD, Georgia, University of, 2003  
*Assistant Professor*
- COUSIN, DARREN, MD, University of California San Francisco, 1999  
*Assistant Professor*
- CRAIG, MARY, Pennsylvania, U of, 1998  
*Instructor*
- CRAVER, RANDALL, MD, Ark Medl Sci Campus, U of, 1979  
*Professor*
- CUI, JIANGUO, MD, PhD, Bengbu Medical College Chi, 1982  
*Instructor*
- CUI, YAN, PhD, Alberta Univ, 1995  
*Assistant Professor*
- CURRY, KAREN, MD, LSU Medical Center, 1991  
*Assistant Professor*
- CUTLER, JIM, PhD, Tulane U of Louisiana, 1972  
*Professor*
- DABERKOW II, DAYTON, MD, LSU Medical Center, 1990  
*Associate Professor*
- DAL CORSO, MARK, MD, Monterrey Univ of, 1984  
*Associate Professor*
- DASS, B, PhD, Inst of Post Grad Med, 1991  
*Instructor*
- DAVILA, EDUARDO, PhD, Mayo Medical School, 2002  
*Assistant Professor*
- DAVIS, GEHL, MD, Loyola U of Chicago, 1976  
*Assistant Professor*
- DAVIS-JACKSON, RACHEL, MD, LSU Medical Center, 1994  
*Assistant Professor*
- DE JESUS, GUIDO, MD, LSU Medical Center, 1993  
*Assistant Professor*
- DEBATA, CHITTARANJAN, MD, Utkal Univ, 1986  
*Instructor*
- DEBOISBLANC, BENNETT, MD, LSU Medical Center, 1981  
*Professor*
- DELCARPIO, JOSEPH – PhD, LSU Medical Center, 1986  
*Professor*
- DENTON, STANLEY, , Tulane U of Louisiana, 1985  
*Assistant Professor*
- DEPUTY, STEPHEN, MD, Nthwstn St U of La, 1992  
*Associate Professor*
- DESSELLE, BONNIE, MD, LSU Medical Center, 1988  
*Associate Professor*
- DICARLO, RICHARD, MD, LSU Medical Center, 1987  
*Associate Professor*
- DICKINSON, BONNY, PhD, Tulane U of Louisiana, 1995  
*Assistant Professor*
- DICKSON, AMY, Nova University, 1998  
*Assistant Professor*

DIKET, ALBERT, MD, LSU Medical Center, 1983  
*Associate Professor*

DILDY, GARY, MD, LSU Medical Center, 1960  
*Assistant Professor*

DIMITRIADES, CONSTANTINE, MD, LSU Medical Center, 1998  
*Assistant Professor*

DRELL, MARTIN, MD, Illinois All Cam, U of, 1974  
*Professor*

DRENNAN, PATRICK, MD, La State U Shreveport, 1998  
*Assistant Professor*

DUHON, GARY, MD, LSU Medical Center, 1992  
*Assistant Professor*

DUMESTRE, JEANNE, , Southern Mississippi, U of, 1986  
*Instructor*

DUPONT, JOSEPH BENTON, MD, LSU Medical Center, 1973  
*Professor*

EMBLEY, SCOTT, Louisiana Tech University, 1997  
*Instructor*

ENGLISH, ROBIN, MD, LSU Medical Center, 1995  
*Associate Professor*

ERICKSON, HELENE, PhD, National Agric Inst, 1995  
*Assistant Professor*

ERICKSON, JEFFREY, PhD, George Wash University, 1993  
*Associate Professor*

ERNY, EIRINN, MD, LSU Medical Center, 2001  
*Instructor*

ESPINOZA, CARMEN, MD, Peru State College, 1969  
*Professor*

ESPINOZA, LUIS, MD, Peru State College, 1969  
*Professor*

ESTRADA, JOHN, MD, Columbia Natl Univ of, 1981  
*Associate Professor*

EUBANKS JR., ROBERT, MD, Tulane U of Louisiana, 1989  
*Assistant Professor*

EYRICH, JANE, MD, Tulane U of Louisiana, 1981  
*Associate Professor*

FABACHER, PHILIP, MD, La State U Shreveport, 1984  
*Associate Professor*

FAILLA, PAUL, MD, LSU Medical Center, 1985  
*Associate Professor*

FEINSTEIN, RONALD, MD, New York Medical College, 1976  
*Professor*

FERRANTE, WILLIAM, MD, Tulane U of Louisiana, 1959  
*Professor*

FERREYRO, ROQUE, MD, National Univ, 1970  
*Associate Professor*

FERRIS, MICHAEL, PhD, Montana State University, 1997  
*Assistant Professor*

FIGUEROA II, JULIO, MD, Southwestern University, 1986  
*Associate Professor*

FISCH, BRUCE, MD, Indiana Cen University, 1978  
*Professor*

FLOYD, JANET  
*Instructor*

FLOWER, RONDA, MD, LSU Medical Center, 1992  
*Assistant Professor*

FOGARASI, SIMONE, MD, Georgetown University, 2001  
*Assistant Professor*

FONTENOT, CATHI, MD, LSU Medical Center, 1984  
*Associate Professor*

FOSTER, TIMOTHY, PhD, LSU Medical Center, 1999,  
*Assistant Professor*

FOX, DEBORAH, PhD, Cincinnati Main Cam, U of, 1999  
*Assistant Professor*

FRIEND, RICHARD, MD, LSU Medical Center, 1993  
*Assistant Professor*

FREY, DANIEL, MD, LSU Medical Center, 1982  
*Professor*

FULLER, IRA, MD, Ark Medl Sci Campus, U of, 1965  
*Assistant Professor*

GALLAND, HOLLEY, MD, Tulane U of Louisiana, 1976  
*Professor*

GARDNER, RENEE, MD, Harvard University, 1975  
*Professor*

GASPARINI, SONIA, PhD, Milan Univ of, 1998  
*Assistant Professor*

GASTANADUY, ARTURO, MD, San Marcos Univ of, 1974  
*Associate Professor*

GAUMER, H, PhD, NC All Campuses, U of, 1971  
*Associate Professor*

GEDALIA, ABRAHAM, MD, Hebrew Univ at Hadassahm, 1970  
*Professor*

GIAIMO, MARY, Tulane U of Louisiana, 1979  
*Instructor*

GILBERT, JILL, MD, Alabama in Birmingham, U, 1994  
*Assistant Professor*

GILL, STEVEN, D.O., Houston All Campuses, U of, 1984  
*Assistant Professor*

GLANCY, DAVID, MD, Johns Hopkins University, 1961  
*Professor*

GOMEZ, RICARDO, MD, Javeriana Univ, 1990  
*Assistant Professor*

GONZALEZ, ARTURO, MD, Mexico Univ of, 1979  
*Associate Professor*

GORDON, WILLIAM, PhD, South Florida, U of, 1977  
*Associate Professor*

GORDON, STEWART, MD, LSU Medical Center, 1990  
*Associate Professor*

GOTTSCHALK, SHEILA, MD, LSU Medical Center, 1969  
*Associate Professor*

GOULD III, HARRY, MD, PhD, Brown University, 1974  
*Associate Professor*

GRABCZYK, EDWARD, PhD, Harvard University, 1992  
*Assistant Professor*

GRAHAM JR., WILLIAM, MD, Tulane U of Louisiana, 1975  
*Assistant Professor*

GRANT, SANDRA, MD, Meharry Medical College, 1978  
*Assistant Professor*

GREEN, JEFFREY, PhD, State U NY Sys All Inst, 1981  
*Professor*

GREGORY, PAULA, PhD, Tulane U of Louisiana, 1990  
*Associate Professor*

GRIEBROK-ASSERCQ, JULE, MD, PhD, Alabama in Birmingham, U, 1976  
*Assistant Professor*

GRIFFIES, WILLIAM, MD, LSU Medical Center, 1982  
*Assistant Professor*

GUIDRY, JESSIE, Auburn U Main Campus, 1991  
*Instructor*

GUTIERREZ, AMPARO, MD, Universidad Central Del Este, 1985  
*Associate Professor*

GUZMAN, MARIA, MD, Autonomous University of Guadalajara Medical School, 1990  
*Associate Professor*

HAAS, ARTHUR, PhD, Northwestern University, 1979  
*Professor*

HAGENSEE, MICHAEL, MD, PhD, Baylor University, 1986  
*Associate Professor*

HAMIDE, JOHN, MD, LSU Medical Center, 2000  
*Assistant Professor*

HAPPEL, KYLE, MD, LSU Medical Center, 1997  
*Assistant Professor*

HARDY, MATTIE, Cheyney State College, 1975  
*Instructor*

HARELSON, SAMUEL, MD, LSU Medical Center, 1976  
*Associate Professor*

HARRISON-BERNARD, LISA, PhD, Tulane U of Louisiana, 1990  
*Associate Professor*

HAU, TOAN, MD, La State U Shreveport, 1996  
*Assistant Professor*

HAUSER, ANDREA, MD, University of Venezuela, 2001  
*Assistant Professor*

HAYDEN, DOROTHY, MD, LSU Medical Center, 1990  
*Assistant Professor*

HE, JUICHENG, PhD, Kyoto University, 1999  
*Instructor*

HEBERT, CATHERINE, MD, LSU Medical Center, 1997  
*Assistant Professor*

HECK, MADELEINE, MD, LSU Medical Center, 1984  
*Assistant Professor*

HECK, HERMAN, MD, LSU Medical Center, 1972  
*Professor*

HELM, EDWARD, MD, Ill Medl Ctr Chgo, U of, 1976  
*Professor*

HELMCKE, FREDERICK, MD, LSU Medical Center, 1980  
*Assistant Professor*

HEMPE, JAMES, PhD, Missouri-Columbia, U of, 1987  
*Associate Professor*

HESCOCK JR., GEORGE, MD, Maryland All Cam, U of, 2000  
*Assistant Professor*

HILL, JAMES, PhD, Baylor College Medicine, 1971  
*Professor*

HILL, CHARLES, MD, LSU Medical Center, 1972  
*Associate Professor*

HILTON JR., CHARLES, MD, LSU Medical Center, 1976  
*Professor*

HOBDEN, JEFFERY, PhD, LSU Medical Center, 1992  
*Assistant Professor*

HOFFMAN, MICHAEL, Miss University for Women, 1992  
*Instructor*

HOFFMAN, SUSAN, Tulane U of Louisiana, 1997  
*Instructor*

HOLLENBACH, ANDREW, PhD, Johns Hopkins University, 1995  
*Assistant Professor*

HOLLIER, LARRY, MD, LSU Medical Center, 1968  
*Chancellor*

HOLLMAN, JAY, MD, Oregon Hlth Sci Ctr, U of, 1975  
*Assistant Professor*

HOWE, JOHN, MD, Tulane U of Louisiana, 1972  
*Associate Professor*

HOWES, RICHARD, MD, LSU Medical Center, 1973  
*Professor*

HOXSEY, RODNEY, MD, Northwestern U, 1971  
*Associate Professor*

HUBBELL, GERALD, MD, LSU Medical Center, 1965  
*Assistant Professor*

HULL, ANNE, MD, Case Western Reserve U, 1983  
*Associate Professor*

HUMBLE, KENT, MD, La State U Shreveport, 1993  
*Assistant Professor*

HUNT, JOHN, MD, Albany Medical College, 1988  
*Associate Professor*

IBEANU, OKECHUKWU, MD, University of Georgia, 1993  
*Assistant Professor*

IWAKUMA, TOMOO, MD, PhD, Kyushu University, 1997  
*Assistant Professor*

IZUMI, TADAHIDE, PhD, Kyoto Univ, 1993  
*Assistant Professor*

JACKSON, TONIA, PhD, ND Main Campus, U of, 2004  
*Assistant Professor*

JACOB, JEAN, PhD, Tulane U of Louisiana, 1988  
*Professor*

JAIN, NEERAJ, MD, LSU Medical Center, 1997  
*Assistant Professor*

JAYASINGHE, INDRA, MD, Ceylon Univ of, 1963  
*Assistant Professor*

JAZWINSKI, S, PhD, Stanford University, 1975  
*Professor*

JOHNSON, ANGELA, MD, LSU Medical Center, 2000  
*Instructor*

JOHNSON, JUDY, MD, Arkansas Univ, 1989  
*Assistant Professor*

JOHNSON, JOLENE, MD, George Wash University, 1985  
*Associate Professor*

JOHNSTON, KENNETH, PhD, McMaster Univ, 1970  
*Professor*

JONES, GLENN, PhD, La State U and A&M C, 1987  
*Associate Professor*

KAMBOJ, SANJAY, DAU College, 1984  
*Instructor*

KANTROW, STEPHEN, MD, LSU Medical Center, 1988  
*Associate Professor*

KAO, YUAN-SHIANG, MD, Kaohsiung Med Col, 1960  
*Professor*

KAPUSTA, DANIEL, PhD, LSU Medical Center, 1986  
*Professor*

KARAM, GEORGE, MD, LSU Medical Center, 1976  
*Professor*

KAUFMAN, HERBERT, MD, Harvard University, 1956  
*Professor*

KAYE, ALAN, MD, PhD, Tulane U of Louisiana, 1997  
*Professor*

KEATS, BRONYA, PhD, Australian Natl Univ, 1976  
*Professor*

KELLY, BEN, PhD, Imperial College, 1994,  
*Assistant Professor*

KHOUBEHI, BAHRAM, PhD, North Texas St University, 1982  
*Professor*

KHOURI, ANAS, MD, Damascus Med Sch, 1989  
*Assistant Professor*

KIM, JONG, PhD, East Tenn St Univ, 1994  
*Assistant Professor*

KIM, SUNYOUNG, PhD, University of Michigan, 1994  
*Assistant Professor*

KING, ANDREW, MD, New Zealand Univ, 1972  
*Professor*

KIRBY, DIANE, MD, LSU Medical Center, 1996  
*Assistant Professor*

KIRKENDOL, PAUL, PhD, Tenn Ctr Health Sci, U of, 1971  
*Associate Professor*

KISHNER, STEPHEN, MD, Ottawa Univ, 1981  
*Associate Professor*

KLEIN, RUSSELL, MD, LSU Medical Center, 1959  
*Professor*

KLINE, DAVID, MD, Pennsylvania, U of, 1960  
*Professor*

KLUKA, EVELYN, MD, LSU Medical Center, 1984  
*Associate Professor*

KLYCE, STEPHEN, PhD, Yale University, 1971  
*Professor*

KOOCHKPOUR, SHAHRIAR, MD, PhD, London Univ of, 1995  
*Assistant Professor*

KOZLOWSKI, PAMELA, PhD, University of Alabama at Birmingham, 1994  
*Associate Professor*

KOZMENKO, VALERIY, MD, LSU Medical Center, 1995  
*Assistant Professor*

KRATZ, KENNETH, PhD, Kansas State University, 1975  
*Professor*

KRAUSE, PETER, MD, State University of New York, 2000,  
*Assistant Professor*

KUMAR, PREM, MD, Agra University of, 1961  
*Professor*

LABAT, JOSEPH, MD, Meharry Medical College, 1964  
*Associate Professor*

LABRIE-BROWN, CARMEN, MD, LSU Medical Center, 1991  
*Assistant Professor*

LACASSIE, YVES, MD, Chile Univ of, 1967  
*Professor*

LAKSHMIPRASAD, LEELA, MD, Gandhi Medical College, Osmania University, 1979  
*Assistant Professor*

LALLIER, THOMAS, PhD, Cal St U & C Sys All Inst, 1991  
*Associate Professor*

LAN, MICHAEL, PhD, Duke University, 1986  
*Associate Professor*

LANDRY JR., ABNER, MD, LSU Medical Center, 1955  
*Assistant Professor*

LARAVIA, DENNIS, MD, LSU Medical Center, 1972  
*Assistant Professor*

LAWRENCE, JULIA, MD, NY College Podiatric Med, 1989  
*Assistant Professor*

LAZARTIGUES, ERIC, PhD, U of Sciences Paul Sabatier, 1999  
*Assistant Professor*

LEBATO, ALAN, MD, LSU Medical Center, 1983  
*Assistant Professor*

LEBLANC, KIM, MD, PhD, La State U Shreveport, 1978  
*Professor*

LEE, W CHAPMAN, MD, LSU Medical Center, 1969  
*Professor*

LEFEVRE, SUZANNE, MD, LSU Medical Center, 1995  
*Assistant Professor*

LEFFLER, HEIDI, Tulane U of Louisiana, 1978  
*Assistant Professor*

LEGARDEUR, BARBARA, Tulane U of Louisiana, 1976  
*Assistant Professor*

LEIVA, LILY, PhD, Tulane U of Louisiana, 1988  
*Associate Professor*

LEMEN, LISA, PhD, Tex Hlth Sci Sn Anto, U, 1992  
*Associate Professor*

LETOURNEAU, JANIS, MD, Stanford University, 1977  
*Professor*

LEVITZKY, MICHAEL, PhD, Albany Medical College, 1975  
*Professor*

LEWIS, ROBERT, MD, Catholic U of America, 1982  
*Assistant Professor*

LINARES, EDITH, MD, Universidad Del Salvador, 1976  
*Assistant Professor*

LINDBERG, IRIS, PhD, Wisconsin Madison, U of, 1980  
*Professor*

LIPSCOMB, GARY, MD, Tenn Ctr Health Sci, U of, 1975  
*Professor*

LIPSCOMB, JANE, MD, Tennessee All Cam, U of, 1975  
*Associate Professor*

LIU, WANGUO, PhD, Wayne State University, 1993  
*Associate Professor*

LO, BETTY, MD, LSU Medical Center, 1992  
*Associate Professor*

LOPEZ, ALFREDO, MD, LSU Medical Center, 1991  
*Associate Professor*

LOPEZ, ALFREDO, MD, PhD, Tulane U of Louisiana, 1958  
*Professor*

LORUSSO, GIOVANNI, MD, LSU Medical Center, 1989  
*Associate Professor*

LOUD, SUYAH MONAE, MD, Meharry Medical College, 1999  
*Instructor*

LOUSTEAU, JEFF, MD, LSU Medical Center, 1969  
*Assistant Professor*

LUCCHESI, PAMELA, PhD, Mass Medl Sch, Worcester U, 1989  
*Professor*

LUCORE, PETER, MD, Tulane U of Louisiana, 1990  
*Assistant Professor*

LUFTIG, RONALD, PhD, Chicago, University of, 1967  
*Professor*

LUKIW, WALTER, PhD, Toronto Univ, 1991  
*Associate Professor*

MA, LIANG, MD, PhD, Chongqing University, 1991  
*Assistant Professor*

MADER JR, EDWARD, MD, Philippines Univ of, 1987  
*Assistant Professor*

MAFFEI, JOANNE, MD, LSU Medical Center, 1988  
*Assistant Professor*

MAGEE, JEFFREY, PhD, Tulane U of Louisiana, 1992  
*Associate Professor*

MANDAL, DIPTASRI, PhD, LSU Medical Center, 1996  
*Assistant Professor*

MANGAT, RAGHUBIR, MD, Gandha Medical College, 1975  
*Associate Professor*

MANY, MICHELE, Tulane U of Louisiana, 1996  
*Instructor*

- MARBLE, MICHAEL, MD, Indiana U All Campuses, 1986  
*Associate Professor*
- MARCHESELLI, VICTOR, PhD, New Orleans, University of, 2003  
*Associate Professor*
- MARINO, MARK, MD, LSU Medical Center, 1999  
*Assistant Professor*
- MARISTANY, MICHAEL, MD, University of Texas, 2000  
*Assistant Professor*
- MARQUART, MARY, PhD, Saint Louis U All Cam, 1997  
*Assistant Professor*
- MARR, ALAN, MD, East Carolina University, 1981  
*Associate Professor*
- MARTIN, DAVID, MD, Harvard University, 1969  
*Professor*
- MARTIN, LOUIS, MD, Brown University, 1976  
*Professor*
- MASON, CAROL, MD, LSU Medical Center, 1982  
*Professor*
- MAUPIN, ROBERT, MD, Maryland All Cam, U of, 1989  
*Associate Professor*
- MCGOEY, ROBIN – MD, LSU Medical Center, 2000  
*Assistant Professor*
- MCGUIRE, SHANNON, MD, LSU Medical Center, 1996  
*Assistant Professor*
- MCCLUGAGE, SAMUEL, PhD, Cincinnati Main Cam, U of, 1970  
*Professor*
- MCDONOUGH, KATHLEEN, PhD, Mo Cen Admin Cen Off, U of, 1977  
*Professor*
- MCLAUGHLIN, KEVIN, MD, Emory University, 1994  
*Assistant Professor*
- MCLEAN, ANGELA, MD, Cal-San Francisco, U of, 1991  
*Assistant Professor*
- MCWHORTER, ANDREW, MD, Johns Hopkins University, 1995  
*Assistant Professor*
- MILLER, FERN, PhD, Tulane U of Louisiana, 2002  
*Instructor*
- MILLER, JOSEPH, MD, Duke University, 1973  
*Professor*
- MILLER, THOMAS  
*Instructor*
- MIZE, RICHARD, PhD, Chicago, University of, 1975  
*Professor*
- MIZE, EMEL, PhD, Pennsylvania, U of, 1979  
*Professor*
- MOERSCHBAECHER, JOSEPH, PhD, American University, 1975  
Vice-Chancellor of Academic Affairs; Dean, School of Graduate Studies
- MOLINA, PATRICIA, PhD, LSU Medical Center, 1990  
*Professor*
- MONCADA, LAINIE, MD, LSU Medical Center, 1998  
*Assistant Professor*
- MONCADA, ROGELIO, MD, Mexico Univ of, 1959  
*Professor*
- MONTGOMERY, ELIZABETH, La State U and A&M C, 1992  
*Instructor*
- MOORE, CLEVELAND, MD, Stanford University, 1976  
*Associate Professor*
- MORGAN, BARBARA, MD, 1973, LSU Medical Center, 1973  
*Assistant Professor*
- MORRIS, DIEP, Okla Health Sci Ctr, U of, 1991  
*Instructor*
- MORSE, STEPHEN, D.O., Okla State U All Campuses, 1982  
*Professor*
- MORSE, PATRICIA, PhD, Tulane U of Louisiana, 1990  
*Associate Professor*
- MOUALLEM, RAJA, MD, Damascus Med Sch, 1964  
*Assistant Professor*
- MROCZKOWSKI, TOMASZ, MD, Warsaw Univ of, 1968  
*Associate Professor*
- MUKHERJEE, PRANAB, PhD, Calcutta Univ of, 1974  
*Assistant Professor*
- MULDER, THEODORUS, MD, Amsterdam Univ, 1987  
*Assistant Professor*
- MUNCIE, HERBERT, MD, Medical College of Georgia, 1971  
*Professor*
- MURPHY, MARY, MD, New York Medical College, 1985  
*Assistant Professor*
- NELSON, STEVE, MD, Mcgill Univ, 1978  
*Professor*
- NERVEZ, CECILIA, MD, Far Eastern Univ, 1962  
*Associate Professor*
- NEUMANN, DUANE, MD, LSU Medical Center, 1984  
*Assistant Professor*
- NEVILLE, R. SCOTT  
*Instructor*
- NEVILS, BOBBY, MD, LSU Medical Center, 1963  
*Assistant Professor*
- NEWMAN III, WILLIAM, MD, LSU Medical Center, 1967  
*Professor*
- NGUYEN, DOAN, PhD, LSU Medical Center, 1997  
*Instructor*
- NICHOLS, CHARLES, PhD, Carnegie-Mellon U, 1997  
*Assistant Professor*
- NOLAN, THOMAS, MD, Virginia Commonwealth University, Medical College, 1977  
*Professor*
- NSUAMI, MALANDA, Tulane U of Louisiana, 1993  
*Assistant Professor*
- NUSS, DANIEL, MD, LSU Medical Center, 1981  
*Professor*
- O'CALLAGHAN, RICHARD, PhD, Mississippi Medl Ctr, U of, 1970  
*Professor*
- OCHOA, AUGUSTO, MD, Antiuguia Univ of, 1981  
*Professor*
- OLEJNICZAK, PIOTR, MD, Wroclaw Univ of, 1984  
*Associate Professor*
- OLISTER, STACI, MD, LSU Medical Center, 1991  
*Assistant Professor*
- OLIVER, PETER, PhD, Southern California, U of, 1981  
*Instructor*
- OPELKA, FRANK, MD, University of Health Sciences, Chicago Medical School, 1981  
*Professor*
- OSOFSKY, JOY, PhD, Syracuse U All Campuses, 1969  
*Professor*
- OSOFSKY, HOWARD, MD, PhD, Syracuse U Main Campus, 1974  
*Professor*

- OUHTIT, ALLAL, PhD, University Claude Bernard, Lyon-I France, 1995  
*Assistant Professor*
- OVELLA, TY, MD, LSU Medical Center, 1996  
*Assistant Professor*
- PADNOS, IRA, MD, Sthn Illinois U All Inst, 1990  
*Assistant Professor*
- PAIGE, JOHN, MD, Cal-San Diego, U of, 1994  
*Assistant Professor*
- PALIT, TAPASH, MD, Baylor College of Medicine, 2000  
*Assistant Professor*
- PALMER, GLEN, PhD, Leicester Univ of, 2001  
*Assistant Professor*
- PAN, FUMING, Houston All Campuses, Univ of, 1998  
*Instructor*
- PARIS, KENNETH, MD, LSU Medical Center, 2000,  
*Assistant Professor*
- PARKER, JANE, Tulane U of Louisiana, 1992  
*Assistant Professor*
- PASTERNAK, RYAN, MD, Eastern Virginia Medical School, 1999  
*Assistant Professor*
- PATEL, KIRIT, MD, Gujarat Univ of, 1971  
*Assistant Professor*
- PAUL, DENNIS, PhD, British Columbia Univ, 1988  
*Associate Professor*
- PELON, WILLIAM, PhD, Kansas St U Agr & App Sci, 1954  
*Professor*
- PENN, DUNA, MD, Wayne State University, 1971  
*Professor*
- PERRET, ROBERT, MD, LSU Medical Center, 1978  
*Professor*
- PETTITT, TIMOTHY, MD, Rutgers the St U Cen Off, 1990  
*Associate Professor*
- PIAZUELO, MARIA, MD, Columbia Natnl Univ of, 1986  
*Instructor*
- PINCUS, SETH, MD, New York University, 1973  
*Professor*
- PINDARO, CAROLE, Mississippi Main Cam, U of, 1990  
*Instructor*
- PORTER, JOHNNY, PhD, LSU Medical Center, 1973  
*Professor*
- POST, ROBERT, MD, Missouri-Columbia, U of, 1989  
*Assistant Professor*
- POTTER, BARRY, PhD, London Univ of, 1975  
*Associate Professor*
- POU, ANNA, MD, LSU Medical Center, 1990  
*Associate Professor*
- QUAYLE, ALISON, PhD, Edinburgh Univ, 1988  
*Associate Professor*
- QUINTANA, HUMBERTO, MD, SUNY Downstate Medl Ctr, 1977  
*Professor*
- RAGAN JR., FRANCIS, PhD, University of Alabama, 1978  
*Associate Professor*
- RAJ, MADHWA, PhD, Indian Inst of Science, 1969  
*Professor*
- RAMSAY, ALISTAIR, PhD, New Zeland Univ, 1986  
*Professor*
- RAO, JAYASHREE, MD, Kasturbia Medical College, 1970  
*Associate Professor*
- RAUM, WILLIAM, MD, PhD, Bowling Grn St U All Cam, 1974  
*Professor*
- REDDIX, RHODA, PhD, Indiana State U All Cam, 1990  
*Assistant Professor*
- REED, KEVIN, MD, LSU Medical Center, 1990  
*Assistant Professor*
- REED, JAMES, PhD, Nevada Reno, U of, 1995  
*Assistant Professor*
- REEHLMANN, DAVID, Tulane U of Louisiana, 1975  
*Assistant Professor*
- REES, ALBERT, MD, LSU Medical Center, 1964  
*Associate Professor*
- REID, JOSEPH, MD, LSU Medical Center, 1990  
*Assistant Professor*
- REINBOLD, WILLIAM, MD, Tulane U of Louisiana, 1977  
*Assistant Professor*
- REISER, JAKOB, PhD, Basel Univ, 1976  
*Associate Professor*
- REISIN, EFRAIN, MD, Cordoba Natl Univ of, 1966  
*Professor*
- RICCIARDI, JAMES, MD, Marquette University, 1968  
*Associate Professor*
- RICHARDS, ROBERT, MD, LSU Medical Center, 1991  
*Assistant Professor*
- RIEMER, BARRY, MD, Pittsbg All Campuses, U of, 1975  
*Professor*
- RIGBY, PETER, MD, Virginia All Cam, U of, 1988  
*Associate Professor*
- RIOPELLE, JAMES, MD, Emory University, 1986  
*Professor*
- RIVERA, DANA, MD, LSU Medical Center, 1991  
*Associate Professor*
- ROCA, HENRI, MD, LSU Medical Center, 1997  
*Assistant Professor*
- RODRIGUEZ JR, FRED, MD, La State U Medical Center, 1975  
*Professor*
- RODRIGUEZ, PAULO, LSU Medical Center, 2000  
*Instructor*
- ROJAS, PAULINA, MD, University of Chile, 1989  
*Assistant Professor*
- ROJAS, RAFAEL, MD, Mexico Univ of, 1985  
*Associate Professor*
- ROONEY, RONALD, MD, New York Medical College, 1967  
*Associate Professor*
- ROSS-ASCUITTO, MD, Yale University, 1981  
*Professor*
- RUAN, SANBAO, MD, Tianjin Unversity, 1982  
*Instructor*
- RUDNER-HOBDEN, XIAOWEN, PhD, Wayne State University, 1992  
*Assistant Professor*
- RUIZ, BERNARDO, MD, PhD, LSU Medical Center, 1995  
*Associate Professor*
- SADOWSKA-KROWICKA, HALINA, MD, PhD, Silesian University, 1985  
*Assistant Professor*
- SAKAMURO, DAITOKU, PhD, Osaka University, 1991  
*Assistant Professor*

- SALINAS, ORLANDO, MD, University of Texas, 1994  
*Assistant Professor*
- SAMM, PAUL, MD, Hahnemann Univ School of Medicine, 1995  
*Assistant Professor*
- SANDERS, CHARLES, MD, LSU Medical Center, 1964  
*Professor*
- SANTIAGO, KERRI, MD, LSU Medical Center, 1992  
*Instructor*
- SARMINI, MAHMOUD, MD, Beirut American Univ, 1988  
*Assistant Professor*
- SARPHIE, THEODORE, PhD, Mississippi Medl Ctr, U of, 1969  
*Associate Professor*
- SCHEER, WILLIAM, PhD, LSU Medical Center, 1976  
*Professor*
- SCHMIDT-SOMMERFELD, EBERHARD, MD, PhD, Gottingen Univ, 1971  
*Professor*
- SCHUTH-SHEPHERD, CLAUDIA, MD, LSU Medical Center, 1970  
*Associate Professor*
- SCOTT, JACK, PhD, Northern Colorado, U of, 1996  
*Assistant Professor*
- SEAGO, NEVA, MD, LSU Medical Center, 1987  
*Assistant Professor*
- SELBY, MARIAN, PhD, La State U and A&M C, 1998  
*Instructor*
- SERNICH, STEFFAN, MD, Colombia School of Medicine, 1991  
*Assistant Professor*
- SHAH, SAROJ, MD, Grant Medical College, 1979,  
*Assistant Professor*
- SHEAHAN III, MALACHI, MD, Boston University, 1994  
*Assistant Professor*
- SHEAHAN, CLAUDIE, MD, Boston University, 1995  
*Assistant Professor*
- SHELLITO, JUDD, MD, Tulane U of Louisiana, 1974  
*Professor*
- SHEPHERD, RAYMOND, PhD, Washington St University, 1975  
*Professor*
- SHIMIZU, TOKO, MD, PhD, Kurume Univ School of Medicine, 1990  
*Assistant Professor*
- SHOLAS, MAURICE, MD, PhD, Harvard University, 1998  
*Assistant Professor*
- SIDANI, MOHAMAD, MD, Beirut American Univ, 1987  
*Assistant Professor*
- SINCLAIR, HEIDI, MD, Tulane U of Louisiana, 2000  
*Assistant Professor*
- SINGLETON, TAMMUCELLA, MD, LSU Medical Center, 1995  
*Assistant Professor*
- SMOLEK, MICHAEL, PhD, Indiana U Bloomington, 1986  
*Assistant Professor*
- SORENSEN, RICARDO, MD, Chile Univ of, 1984  
*Professor*
- SORRELLS, KELLY, MD, LSU Medical Center, 1994  
*Assistant Professor*
- SPILLER, CATHERINE, MD, LSU Medical Center, 2000  
*Assistant Professor*
- SPRIGGS, LOUAINE, PhD, Tulane U of Louisiana, 1990  
*Associate Professor*
- ST. JOHN, PATTI, LSU Medical Center, 1992  
*Instructor*
- STARR, SHANNON, MD, Texas Tech University, 1992  
*Assistant Professor*
- STEEB, GLEN, MD, UMDNJ New Jersey Medical School, 1988  
*Assistant Professor*
- STOCK, MARK, MD, Guadalajara Univ, 1974  
*Assistant Professor*
- STOPA, ALUIZIO, MD, Universidad de Los Andes, 1968  
*Associate Professor*
- STRONG, JACK, MD, LSU Medical Center, 1951  
*Professor*
- STUART, MICHAEL, MD, LSU Medical Center, 1986  
*Assistant Professor*
- STURTEVANT, JOY, PhD, Duke University, 1985  
*Associate Professor*
- SUAREZ, ALFREDO, MD, Central Univ of Venezuela, 1965  
*Associate Professor*
- SUBRAMANIAM, PRAMILA, MD, LSU Medical Center, 1979  
*Professor*
- SUMMER, WARREN, MD, Georgetown University, 1965  
*Professor*
- SUMNER, AUSTIN, MD, New Zealand Univ, 1963  
*Professor*
- SVEC, FRANK, MD, PhD, Case Western Reserve U, 1974  
*Professor*
- SWARTZ, WILLIAM, PhD, Loyola U of Chicago, 1971  
*Professor*
- TARDO, CARMELA, MD, Tulane U of Louisiana, 1969  
*Professor*
- TAYLOR, STEPHANIE, MD, LSU Medical Center, 1988  
*Associate Professor*
- THIBODAUX, ROBERT, MD, LSU Medical Center, 1992  
*Assistant Professor*
- THOMAS, DWAYNE, MD, LSU Medical Center, 1984  
*Associate Professor*
- THOMAS, MARY, MD, LSU Medical Center, 1980  
*Assistant Professor*
- THOMPSON, JAMES, PhD, Iowa, University of, 1970  
*Professor*
- THOMPSON, HILARY, PhD, LSU Medical Center, 1986  
*Associate Professor*
- TIEL, ROBERT, MD, Minnesota All Cam, U of, 1980  
*Associate Professor*
- TILTON, ANN, MD, Texas Medl Ctr Joint Lib, 1978  
*Professor*
- TOWNSEND, MARK, MD, Tulane U of Louisiana, 1988  
*Professor*
- TRAN, TRI, MD, Hue Medical School, 1990  
*Assistant Professor*
- TROXCLAIR, DANA, MD, LSU Medical Center, 2000  
*Instructor*
- TRUEHILL, BRIANA, MD, LSU Medical Center, 1999  
*Instructor*
- URRUTIA, GUILERMO, MD, San Carlos Univ, 1958  
*Associate Professor*
- VALERIE, EVANS, MD, Brown University, 1994  
*Assistant Professor*
- VARGAS, ALFONSO, MD, Columbia Natl Univ of, 1973  
*Professor*

- VARNELL, EMILY, Northeastern University, 1958  
*Assistant Professor*
- VARNER, KURT, PhD, Michigan State University, 1987  
*Professor*
- VEDECKIS, WAYNE, PhD, Northwestern University, 1974  
*Professor*
- VEHASKARI, VESA, MD, PhD, Helsinki Univ of, 1981  
*Professor*
- VELEZ-YANGUAS, MARIA, MD, Puerto Rico All Cam, U of, 1987  
*Associate Professor*
- VELU, PRIYA, MD, American University, 2003  
*Assistant Professor*
- VENTERS, CHARMAINE, MD, Baylor College Medicine, 1977  
*Assistant Professor*
- VENUTI, JUDITH, PhD, SUNY at Buffalo All Cam, 1986  
*Associate Professor*
- VISWANATHAN, SUSHEELA, MD, Jawaharlal Nehru Ag Univ, 1976  
*Associate Professor*
- WANG, WILSON, MD, LSU Medical Center, 1998  
*Instructor*
- WANG, GUOSHUN, DVSc, PhD, Nanjing Univ, 1985  
*Assistant Professor*
- WANG, PING, PhD, Cornell U All Campuses, 1991  
*Assistant Professor*
- WANG, YI-ZARN, DDS, MD, Oregon Hlth Sci Ctr, U of, 1990  
*Associate Professor*
- WEILBAECHER, THOMAS, MD, LSU Medical Center, 1975  
*Associate Professor*
- WEIMER, MARIA, MD, LSU Medical Center, 1994  
*Assistant Professor*
- WEINTRAUB, SHARON, MD, New York Medical College, 1995  
*Assistant Professor*
- WELSH, DAVID, MD, Washington, University of, 1989  
*Associate Professor*
- WELSH, RONALD, MD, Tex Medl Br Galveston, U, 1950  
*Professor*
- WERNER, SHARON, MD, Texas at Austin, U of, 1985  
*Assistant Professor*
- WESSELY, OLIVER, PhD, Vienna Univ of, 1997  
*Assistant Professor*
- WEYAND, THEODORE, PhD, Conn All Campuses, U of, 1983  
*Professor*
- WHITWORTH JR., RICHARD, PhD, West Virginia University, 1981  
*Associate Professor*
- WILCOX, RONALD, MD, Kansas All Campuses, U, 1992  
*Assistant Professor*
- WILENSKY, DIANE, Tulane U of Louisiana, 1973  
*Assistant Professor*
- WILLIAMS, DAVE, MD, California – San Francisco, University of, 1991  
*Assistant Professor*
- WILLIAMS, KAREN, MD, Howard University, 1978  
*Associate Professor*
- WILLIAMS, MICHAEL, MD, LSU Medical Center, 1990  
*Assistant Professor*
- WILSON, DONNA, MD, Tex Hlth Sci Ctr Houstn, U, 1985  
*Assistant Professor*
- WINSAUER, PETER, PhD, American University, 1989  
*Professor*
- WINTERS, J. CHRISTIAN, MD, LSU Medical Center, 1988  
*Professor*
- WISE, M. WHITTEN, MD, University of South Alabama, 1998  
*Assistant Professor*
- WOJCIK, EDWARD, PhD, University of Michigan, 1994  
*Assistant Professor*
- WOLTERING, EUGENE, MD, Ohio State U All Campuses, 1975  
*Professor*
- WONG, JOAQUIN, MD, Panama Univ, 1984  
*Assistant Professor*
- WORTHYLAKE, DAVID, PhD, Utah, University of, 1998  
*Assistant Professor*
- WORTHYLAKE, REBECCA, PhD, Utah, University of, 1998  
*Assistant Professor*
- WU, GUANGYU, PhD, Beijing Medical University, 1992  
*Associate Professor*
- XIA, HOUHUI, PhD, Cal-San Francisco, U of, 1997  
*Assistant Professor*
- XIN, HONG, PhD, LSU Medical Center, 2003  
*Assistant Professor*
- YAZDANI, MALEKTAJ, MD, Univ of Esfahan, 1972  
*Associate Professor*
- YU, LOLIE, MD, Santo Thomas Univ of, 1979  
*Professor*
- ZACHARY, JAMES, MD, LSU Medical Center, 1983  
*Assistant Professor*
- ZATARAIN, JUDITH, MD, LSU Medical Center, 1988  
*Assistant Professor*
- ZEA, ARNOLD, Del Valle Univ, 1986  
*Assistant Professor*
- ZEMBO, MICHELE, MD, Pa St U Hershey Medl Ctr, 1980  
*Associate Professor*
- ZHANG, PING, MD, PhD, Bengbu Medical College Chi, 1990  
*Associate Professor*
- ZHANG, XIAN-YANG, PhD, Shanghai Med Coll, 1968  
*Assistant Professor*
- ZHONG, QIU, MD, PhD, Hokkaido University, 1997,  
*Assistant Professor*



## RECAPITULATION OF FACULTY

Listed below are the active full-time faculty members of the School of Medicine in New Orleans; by department or other designation; academic rank; and in alphabetical order.

### Anesthesiology

PROFESSOR: Kaye; Riopelle

ASSOCIATE PROFESSOR: Bayhi; Eyrich; Viswanathan

ASSISTANT PROFESSOR: Barbato; Cousin; Davis; Flower; Johnson; Kozmenko; Labrie-Brown; Lousteau; Lucore; Morgan; Padnos; Patel; Salinas; Samm; Shah; Williams

### Biochemistry and Molecular Biology

PROFESSOR: Claycomb; Haas; Lindberg; Vedeckis

ASSOCIATE PROFESSOR: Alahari

ASSISTANT PROFESSOR: Kim; Wojcik; Worthylake; Pedersen; Geng; Chiu

### Cell Biology and Anatomy

PROFESSOR: Alliegro; Delcarpio; Dyer; Gasser; Green; Kratz; McClugage; Mize; Ruby; Smith; Swartz; Weyand

ASSOCIATE PROFESSOR: Lallier; Sarchie; Spriggs; Venuti; Whitworth

ASSISTANT PROFESSOR: Bruck; Cork; Landry; Malloy; Wessely; Xia

INSTRUCTOR: Oliver

### Family Medicine

PROFESSOR: LaRavia; LeBlanc; Muncie

ASSOCIATE PROFESSOR: Galland; Howe; Jones; Rees

ASSISTANT PROFESSOR: Austin; Barootes; Broussard; Campbell; Carter; Friend; Griebrok-Assercq; Hau; Humble; Larzelere; LeBato; Moncada; Post; Reehmann; Roca; Soileau; Starr; Stock; Velu; Werner; Williams

INSTRUCTOR: Chen

### Genetics

PROFESSOR: Keats

ASSOCIATE PROFESSOR: Gregory; Liu

ASSISTANT PROFESSOR: Grabczyk; Hollenbach; Iwakuma; Mandal

INSTRUCTOR: Miller; Nguyen

### Medical Bibliography

Abbott; Bishop; Bridgewater; Fulda; Kerdolff; Knapp; Kwasiak; Lloyd; Marix; Schiavo; Strother; Swearingen

### Medicine

PROFESSOR: Ali; Brown; Chauvin; Cohen; Deblieux; Deboisblanc; Espinoza; Ferrante; Glancey; Hilton; Karam; Klein; Kumar; Lopez; Martin; Mason; Nelson; Ramsay; Reisin; Rigby; Sanders; Shellito; Subramaniam; Summer; Svec; Thakur;

ASSOCIATE PROFESSOR: Anthony; Balart; Besch; Borne; Clark; Daberkow; Dicarolo; Figueroa; Fontenot; Hagensee; Hull; Kantrow; Kishner; Lopez; Mclean; Mroczkowski; Reiser; Richards; Taylor; Thomas; Welsh; Zhang

ASSISTANT PROFESSOR: Abell; Al-Bataineh; Amoss; Barton; Brierre; Chuang; Cui; Culotta; Curry; Eubanks; Happel; Hebert; Helmcke; Hubbell; Jain, N.; Lawrence; Legardeur; Lewis; Lillis; Ma; Maffei; Marino; Mathai; Morse; Murphy; Nsuami; Rudner-Hobden; Sarmini; Scott; Sholas; Siddiqui; Wang; Wilcox; Zachary; Zhang, X.;

INSTRUCTOR: Burns; Dumestre; Erny; Gootee; Hoffman; Johnson; Kamboj; Kurtz-Burke; Pindaro; Wang

### Microbiology, Immunology and Parasitology

PROFESSOR: Fidel; Johnston; Luftig; Thompson

ASSOCIATE PROFESSOR: Amedee; Aiyar; Quayle; Sturtevant

ASSISTANT PROFESSOR: Foster; Hobden; Kelly; Koochekpour; Kozlowski; Palmer; Zea; Zhong

### Neurology

PROFESSOR: Fisch; Happel; Rao; Sumner; Tilton; Tardo

ASSOCIATE PROFESSOR: Deputy; Gould; Gutierrez; Olejniczak

ASSISTANT PROFESSOR: Barkemeyer; Barton; Mader; Mcguire; Weimer; Wong

INSTRUCTOR: Miller

### Neuroscience Center

PROFESSOR: Bazan H; Bazan N

ASSOCIATE PROFESSOR: Anand; Canavier; Erickson J; Gordon; Lukiw; Magee; Marcheselli

ASSISTANT PROFESSOR: Chen; Erickson H; Mukherjee; Xia

INSTRUCTOR: Cui; Hardy; He

### Neurosurgery

PROFESSOR: Carey

BOYD PROFESSOR: Kline

ASSOCIATE PROFESSOR: Tiel

## Obstetrics and Gynecology

PROFESSOR: Barnhill; Chesson; Miller; Nolan; Raj  
ASSOCIATE PROFESSOR: Bourgeois; Chau; Diket; Fabacher;  
Hoxsey; Maupin  
ASSISTANT PROFESSOR: Dildy; Ibeanu; Neumann; Nevils;  
Winfield  
INSTRUCTOR: Alleyn; Craig; Floyd; Truehill

## Ophthalmology

PROFESSOR: Barron; Bazan; Bergsma; Hill; Jacob; Klyce;  
Khoobehi  
BOYD PROFESSOR: Bazan; Kaufman  
ASSOCIATE PROFESSOR: Diloreto; Thompson  
ASSISTANT PROFESSOR: Fuller; Gill; Smolek; Varnell  
INSTRUCTOR: Dass; Nguyen

## Orthopaedics

PROFESSOR: King; Riemer  
ASSOCIATE PROFESSOR: Ricciardi; Rooney; Zembo  
ASSISTANT PROFESSOR: Krause; Sellards; Ward; Wilson

## Otorhinolaryngology and Biocommunication

PROFESSOR: Nuss  
ASSOCIATE PROFESSOR: Kluka; Pou; Rigby;  
ASSISTANT PROFESSOR: McLaughlin; McWhorter  
INSTRUCTOR: Montgomery; St.John

## Pathology

PROFESSOR: Brazda; Carr; Craver; Espinoza; Kao; Lipscomb;  
Newman; Rodriguez; Ruiz; Scheer; Welsh  
BOYD PROFESSOR: Strong  
ASSOCIATE PROFESSOR: Carson; Gaumer; Lorusso;  
Lipscomb; Ragan; Suarez; Weilbaeher  
ASSISTANT PROFESSOR: Barbeau; Kim; Hayden; McGoey;  
Ouhtit; Sakamuro; Sorrells; Stern;  
INSTRUCTOR: Athas; Santiago; Troxclair

## Pediatrics

PROFESSOR: Ascuitto; Chalew; Cutler; Feinstein; Gardner;  
Gedalia; Howes; Lacassie; Ochoa; Osofsky; Penn;  
Pincus; Ross-Ascuitto; Schmidt-Sommerfeld; Sorensen;  
Vargas; Vehaskari; Yu  
ASSOCIATE PROFESSOR: Aviles; Barkemeyer; Begue; Berry;  
Bonis; Brown, R.; Dal Corso; Desselle; Estrada;  
Gastanaduy; Gordon; Gottschalk; Hempe; Lan; Leiva;  
Lo; Mangat; Marble; Moore; Nervez; Rivera; Schuth-  
Shepherd; Stopa; Velez-Yanguas; Venters; Williams;  
Yazdani  
ASSISTANT PROFESSOR: Aita-Levy; Albrecht; Alonso-  
Rubiano; Armstrong; Atzemis; Barnes; Breslin; Buis;  
Davila; Davis-Jackson; Dickinson; Dimitriades; Duhon;  
English; Ferris; Fogarasi; Fox; Gomez; Graham; Grant;  
Hauser; Hescocock; Jayasinghe; Khouri; Kirby; Lefevre;  
Linares; Mouallem; Mulder; Ollister; Paris; Pasternak;  
Rojas; Sadowska-Krowicka; Seago; Sernich; Sinclair;  
Singleton; Spiller; Thomas; Tran; Wang; Wilcox; Wilson;  
Xin; Zatarain  
INSTRUCTOR: Debata; Loud; Rodriguez;

## Pharmacology and Experimental Therapeutics

PROFESSOR: Backes; Kapusta; Lucchesi; Moerschbaeher;  
Songu-Mize; Varner; Winsauer  
ASSOCIATE PROFESSOR: Catling; Erickson; Kirkendol; Paul;  
Wu  
ASSISTANT PROFESSOR: Berthold; Boulares; Cormier;  
Lazartigues; Nichols; Reddix; Reed; Worthylake  
INSTRUCTOR: Guidry

## Physiology

PROFESSOR: Bagby; Levitzky; McDonough; Molina; Porter;  
Shepherd  
ASSOCIATE PROFESSOR: Harrison-Bernard; Potter  
ASSISTANT PROFESSOR: Chou  
INSTRUCTOR: Gialmo

## PSYCHIATRY

Professor: Barbee, Drell, Griffin, Morse, Osofsky, Quintana, Townsend

Associate: Urrutia

Assistant: Bishop-Baier; Becnel; Calderon; Coleman; Conrad, Costa, Dickson; Drennan; Griffin; Griffies; Jackson; Kaliebe; Kronenberg; Leffler; Murdock; Reinbold; Walker M.; Walker W.

Instructor: Cross; Hardy; Hoffman; Landis; Many; Selby

## **Radiology**

PROFESSOR: Bok; Castaneda; Chalpin; Letourneau;  
Moncada; Robertson

ASSOCIATE PROFESSOR: Ferreyro; Gonzalez

ASSISTANT PROFESSOR: Hamide; Maristany; Reid

## **Surgery**

PROFESSOR: Batson; Boudreaux; Caspi; Chappuis; Dupont;  
Heck; Frey; Helm; Hollier; Lee; Opelka; Raum;  
Woltering

ASSOCIATE PROFESSOR: Harelson; Hill; Hunt; Labat; Marr;  
Pettit; Wang

ASSISTANT PROFESSOR: Bazan; Paige; Palit; Sheahan, C;  
Sheahan, M; Steeb; Valerie; Weintraub; Wise;

INSTRUCTOR: Barcelona

## **Urology**

PROFESSOR: Winters

ASSISTANT PROFESSOR: Collins