



LSU Health Sciences Center at New Orleans School of Medicine

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LSU HEALTH SCIENCES CENTER AT NEW ORLEANS SCHOOL OF MEDICINE



Steve Nelson, MD, Dean

Appointed to the Deanship: September 18, 2007

Appointed to the Health Sciences Center Faculty: July 1, 1984

Faculty Academic Rank: Professor of Medicine

Address: LSUHSC School of Medicine
2020 Gravier Street
New Orleans, LA 70112

Telephone Number: (504) 568-4007

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

Administration

STEVE NELSON, MD
Dean

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

CATHI FONTENOT, MD
*Associate Dean for Alumni Affairs and
Development*

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

CHARLES W. HILTON, MD
Associate Dean for Academic Affairs

JANIS G. LETOURNEAU, MD
*Associate Dean for Faculty and Institutional
Affairs*

FRED LOPEZ, MD
*Assistant Dean for Student Affairs and
Records*

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Associate Dean for Admissions

THOMAS NOLAN, MD
Associate Dean for Clinical Affairs

KEITH G. SCHROTH
Associate Dean for Fiscal Affairs

DWAYNE THOMAS, MD
*Associate Dean for Health Care Quality and
Safety*

Administrative Council

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Dean; Chairman

WAYNE BACKES, PhD

Associate Dean for Research

ROBERT BATSON, MD

Head of the Department of Surgery

NICOLAS BAZAN, MD, PhD

Director of the Neuroscience Center

LEONARD BOK, MD

Head of the Department of Radiology

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Assistant Dean for Undergraduate Education

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Head of the Department of Neurology

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Associate Dean for Alumni Affairs

ARTHUR HAAS, PhD

*Head of the Department of Biochemistry and
Molecular Biology*

EDWARD G. HELM, MD

*Associate Dean for Community and Minority Health
Education*

CHARLES W. HILTON, MD

Associate Dean for Academic Affairs

ANN HULL, MD

*Elected Clinical Faculty Representative, Faculty
Assembly*

ALAN KAYE, MD

Head of the Department of Anesthesiology

ANDY KING, MD

Head of the Department of Orthopaedics

CATHI FONTENOT, MD

Associate Dean for Alumni Affairs & Development

KIM EDWARD LEBLANC, MD, PhD

Head of the Department of Family Medicine

JANIS G. LETOURNEAU, MD

Associate Dean for Faculty and Institutional Affairs

FRED LOPEZ, MD

Assistant Dean for Student Affairs & Records

SAMUEL G. McCLUGAGE, PhD

*Associate Dean for Admissions and Head of the
Department of Cell Biology and Anatomy*

JOSEPH M. MOERSCHBAECHER III, PhD (ex-officio)

*Vice Chancellor for Academic Affairs and Dean for
School of Graduate Studies*

PATRICIA MOLINA, MD, PHD

Head of the Department of Physiology

LEE NESBITT, MD

Head of the Department of Dermatology

DANIEL W. NUSS, MD

*Head of the Department of Otorhinolaryngology and
Biocommunication*

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Director of Stanley S. Scott Cancer Center

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Head of the Department of Psychiatry

SETH PINCUS, MD

Director of the Research Institute for Children

ALISTAIR RAMSAY, PhD

*Director of the Gene Therapy Program and Head of
the Department of Microbiology*

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Associate Dean for Fiscal Affairs

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Associate Dean for Health Care Quality and Safety

RICHARD S. VANDER HEIDE, MD

Head of the Department of Pathology

KURT VARNER, PhD

Head of the Department of Pharmacology

JANE WEISS, MD

*Head of the Department of Ophthalmology & Director
of the Eye Center*

J. CHRISTIAN WINTERS, MD

Head of the Department of Urology

PETER WINSAUER, PhD

Elected Basic Science Faculty, Faculty Assembly

AMY YOUNG, MD

*Head of the Department of Obstetrics and
Gynecology*

HISTORY

The original charter creating the Louisiana State University, by Legislative Act 145 of 1877, authorized the creation of the School of Medicine at 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 at 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
Larry H. Hollier, MD (2004-2007)

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 healthcare 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 2011 – 2012

June

Friday	24	Senior registration, 12:00 noon Senior Classes begin
Monday	27	Junior registration, 12:30 pm
Tuesday	28	Junior Ophthalmology and Radiology begin

July

Friday	01	Fourth of July Holiday begins, 5 pm
Tuesday	05	Classes resume
Friday	08	Junior Ophthalmology and Radiology Ends
Monday	11	First Senior & Junior block begins
Monday	25	Sophomore registration, 12:00 noon Sophomore classes begin

August

Friday	05	First Senior Block ends 5 pm
Monday	08	Second Senior block begins
Wednesday	10	Freshman registration
Wednesday to Tuesday	10 to 16	Freshman orientation
Wednesday	17	Freshman classes begin

September

Friday	02	Second Senior block ends, 5:00 pm
Friday	02	Labor Day Holidays begin, 5:00 pm
Tuesday	06	Classes resume
Monday	06	Third Senior Block begins
Friday	30	Third Senior & First Jr Block ends, 5 pm

October

Monday	03	Fourth Senior and Second Junior blocks begin
Friday	28	Fourth Senior Block ends, 5 pm
Monday	31	Fifth Senior Block begins

November

Tuesday	22	Fifth Senior block ends, 5 pm
Tuesday	22	Thanksgiving holidays begin, 5 pm
Monday	28	Classes Resume
Monday	28	Sixth Senior Block begins

December

Friday	23	Sixth Senior and second Junior blocks end at 5:00 pm Winter holidays begin at 5:00 pm
Monday	26	Optional seventh Senior block begins (Must have permission)

January

Monday	09	Classes resume and third Junior block begins Freshmen begin 1 week of clinical preceptorship
Friday	13	Martin Luther King holidays begin, 5:00 pm
Tuesday	17	Classes resume and Freshman classes begin
Friday	20	Optional seventh Senior block ends, 5:00 pm
Monday	23	Eighth Senior block begins

February

Friday	17	Eighth Senior block ends, 5:00 pm & Mardi Gras Holiday begin
Wednesday	22	Classes Resume and Ninth Senior block begins

March

Friday	16	Ninth Senior block ends, 5 pm
Monday	19	Tenth Senior block begins
Friday	30	Third Junior Block Ends

April

Monday	02	Residency Planning Day for Juniors (Attendance Mandatory)
Tuesday	03	Fourth Junior Block Begins
Thursday	05	Spring Holidays begin 5 pm
Tuesday	10	Classes Resume
Friday	13	Tenth Senior block ends
Monday	16	Eleventh Senior (Special Topics) begins

May

Friday	11	Sophomore final exams, 5:00 pm
Friday	11	Senior classes end, 5:00 pm
Wednesday	16	Pre-Commencement
Thursday	17	Commencement
Friday	18	Freshman Classes end, 5:00 pm
Friday	25	Memorial Day Holidays begin, 5 pm
Tuesday	29	Classes resume

June

Friday	15	Sophomore classes end, 5:00 pm
Friday	22	Junior classes end, 11:30 am Senior registration, Class of 2013, 12:00 noon to 5:00 p.m.
Monday	25	Junior Registration, 12:30 pm
Tuesday	19	Summer Semester Ends

ADMISSIONS

LOCATION: Medical Education Building, Room 3201

PHONE: (504) 568-6262

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 AACMC'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

LSUHSC School of Medicine in New Orleans requires every applicant to take the MCAT. The test is administered multiple times during the year at testing centers throughout the nation. This examination must be taken at an appropriate time by all applicants. To obtain an application or additional information write 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

The MCAT is required and must be taken no later than September of the year of application.



SELECTION FACTORS

The LSUHSC 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 will strive to recruit and admit applicants from every geographic, economic, social and cultural dimension of the State of Louisiana or other states within the country. The primary goal of the School of Medicine in New Orleans is to produce competent, humanistic physicians. Those accepted applicants who are not legal residents of Louisiana, will be responsible for out-of-state tuition. In order to achieve this goal, the School of Medicine finds that having a diverse student body is essential. Diversity in all its forms benefits students by creating a dynamic, productive and positive learning environment that promotes better cross-cultural and cross-racial understanding. Ultimately the benefit of classroom diversity will help the School of Medicine produce individuals who are able to be effective clinicians within a multi-cultural environment.

- 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 geographically 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 representative cross-section of the population within the State of Louisiana and for the country at large.

There is no discrimination because of race, religion, sex, age, disability, national origin, or financial status. Minority students are strongly encouraged to apply, and to consult the www.AspiringDocs.org web site which provides undergraduate minority students with the support, information, and guidance they need to apply to and enroll in medical school. The Office of Community and Minority Health Education may be reached by calling (504) 568-8501. Dr. Edward G. Helm is the Associate Dean for this office.

Applications are not accepted from International Students.

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.

Applicants are strongly urged to complete the regular four-year undergraduate curriculum and take the appropriate recommended courses before the study of medicine. The school encourages a balance between the natural sciences, social sciences, and the humanities.

Minimum academic requirements for admission are satisfactory completion of the required subjects as specified below with a total of ninety hours of acceptable semester hours at the time of registration. All coursework must be completed in a satisfactory manner, at a grade-level of C or better, in an educational institution within the United States that has been approved by an appropriate accrediting agency. On-line and/or correspondence coursework is not accepted. Acceptance of advanced placement for credit toward fulfilling specific requirements in the sciences (biology, chemistry, and physics) may be approved on a case-by-case basis. Transfer credit from medical schools outside of the United States is generally not permissible.

REQUIRED SUBJECTS

<u>Chemistry</u>	Eight semester hours of general/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>	Six semester hours of spoken and written English

Other Recommended Courses

Enrollment in any of the following science courses may be beneficial to applicants: biochemistry (strongly recommended), cell biology, comparative vertebrate anatomy, computer sciences, embryology (developmental biology), histology, mathematics, microbiology, molecular genetics, physiology, statistics (epidemiology).

Selection from the following arts and humanities courses is 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 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. The time for the interviews 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 April 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

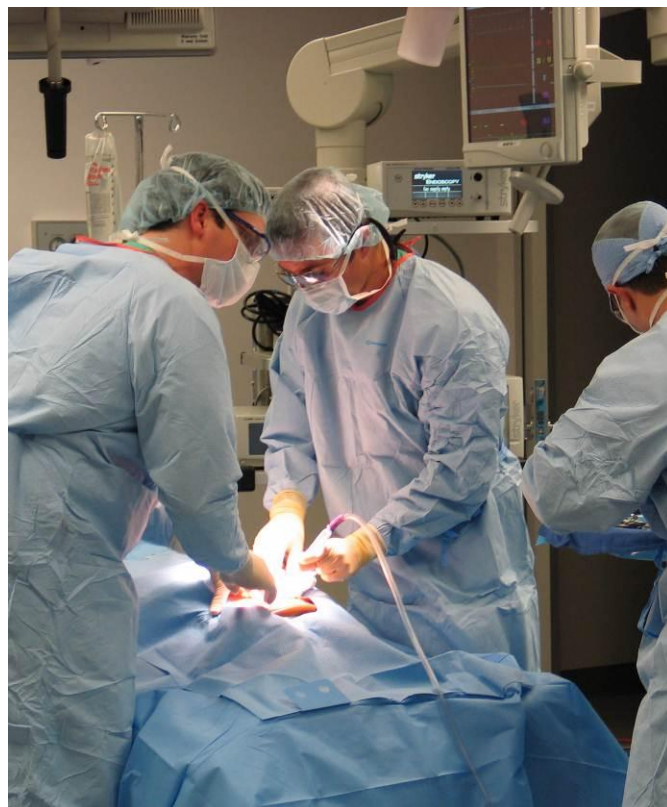
When a student is accepted for transfer from another medical school the student's record will indicate the following.

“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 at 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 \$120 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 \$40 for examination fees for the National Board final examination in Pharmacology. Third year students are charged \$280 for National Board final examination fees in the clinical clerkships of Medicine, Obstetrics and Gynecology, Family Medicine, Pediatrics, Neurosciences, Surgery and Psychiatry. Fourth year students are charged \$75 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 \$525 each. In addition, the cost of a second component of Step 2, Clinical Science (CS) examination is \$1120.

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	\$2,570
Second Year	\$1,800
Third Year	\$2,015
Fourth Year	\$1,245

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 Street
7th Floor
(504) 568-4874
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 Connell, MD Memorial Scholarship](#)

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

[The Adatto Family Scholarship](#)

[Colin D. Goodier, MD \('05\) Memorial Scholarship](#)

[James A. "Buddy" Nobles, Jr., MD \('06\) Memorial 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 & 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 report 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.

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.

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 including passage of the USMLE Step 1, USMLE Step 2 CK and USMLE step 2 CS board examinations.
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 cash award 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 cash award.

The Kornberg Award in Biochemistry - This award is presented 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.

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/ or has performed research in 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 and certificate 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 plaque, 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 Charles Murphy Orthopaedic Award - This award is made by the Louisiana Orthopaedic Association to a Senior student. The award consists of a certificate and recognition at the annual meeting of the Association.

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.

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 plaque.

The George S. Bel Memorial Award - A cash award is 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 cash award 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 cash award 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 University 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 University 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 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

2020 Gravier Street
New Orleans, LA 70112
(504) 568-4009
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 and professorships offered by the School of Medicine.

CONTINUING MEDICAL EDUCATION

LSU School of Medicine-New Orleans
Office of Medical Education
2020 Gravier Street, Ste. 600
New Orleans, LA 70112
<http://www.medschool.lsuhscc.edu/cmeinneworleans/>

The LSUSOM-NO Continuing Medical Education (CME) office provides high-quality, evidence-based, lifelong learning for physicians in the core competencies of the profession and their ongoing pursuit of excellence. CME activities include live conferences featuring symposia, seminars, and lectures, regularly-scheduled series, patient simulators and bio skills workshops. Other formats such as distance learning courses and enduring materials via CD-ROM, audio, video and Web-based learning technologies are offered by the CME office.

The Office of Continuing Medical Education is accredited by the Accreditation Council for Continuing Medical Education to award *AMA PRA Category 1 Credit™* to physicians.

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 LSU Interim Public 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, Ochsner 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 Interim LSU Public Hospital and Ochsner Medical Center-Kenner. It also provides simulation training and clinical rotations for the Tulane, Ochsner and LSU Shreveport anesthesia training programs. The Department of Anesthesiology has an ACGME-accredited residency training program.

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 School of 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
Professor and 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 study of, research in and treatment of disorders of the skin, hair and nails. Our faculty and residents treat complex skin 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 skin cancer 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 a musculoskeletal examination workshop), 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, anatomy, pharmacology, the Health Promotion Elective, and the AHEC summer preceptorship.

The Department has four Family Medicine Residency Programs, located in Bogalusa, Kenner, Lafayette, and Lake Charles, as well as an accredited Fellowship training program in Geriatric Medicine in Lafayette.

GENETICS

Jay Kolls, MD
Professor and Head of the Department

The Department of Genetics is responsible for 15 hours on Human Medical Genetics, which are part of the Medical Biochemistry course (Biochemistry 100) provided by the Department of Biochemistry and Molecular Biology. 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.

MEDICINE

Charles V. Sanders, MD
Head of the Department

Allergy and Clinical Immunology

Prem Kumar, MD
Chief of the 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 are 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. The Section conducts both clinical and fundamental research. Interested students may participate in investigations in the areas of immediate hypersensitivity and transplantation immunology.

Cardiology

Frank Smart, 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 at ILSUPH for patients on the Cardiology Inpatient Service and in the Coronary Care Unit; consultations are available on other inpatients. Invasive cardiac studies and interventions are performed daily in the catheterization laboratory at ILSUPH. Cardiac clinics for adult outpatients are held twice weekly at ILSUPH. Clinical rounds are also conducted daily at Touro Infirmary with training in noninvasive cardiology to include EKGs, echocardiograms, holter monitors, and stress tests. Training in invasive cardiology includes diagnostic and interventional procedures and care of the inpatients. Similar services are provided at Ochsner Medical Center - Kenner.

Weekly conferences include the 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 ILSUPH and Touro Infirmary. 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
Acting 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 settings. In the hospital, students are assigned to faculty-led 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. Students

also evaluate patients with residents and faculty in the MCLANO Medicine Clinic. Students 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 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 four-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 members 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. This fellowship achieved its accreditation on July 1, 2008. It is a one-year program that focuses on all aspects of hyperbaric medicine, including wound care, diving medicine, administration, and research. Fellowship programs are also anticipated in Toxicology and Emergency Preparedness/Disaster Management.

Endocrinology and Metabolism

William T. Cefalu, MD
Chief of the Section

The Endocrinology and Metabolism Section provides training in the diagnosis and management of patients with diabetes and general endocrinology conditions. These disease states include disorders of the pituitary, thyroid, gonads, adrenals, and parathyroid, as well as Type 1 and Type 2 diabetes mellitus. Metabolic bone disease is also a condition that is covered. The didactic program is divided into both 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 given by individual faculty in the section. A comprehensive list of articles relevant to each specific disease state are available on the section website and these topics are covered by the faculty during the rotation. 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

Daniel Raines, MD
Acting Chief of the Section

The Gastroenterology Section provides patient care in the field of digestive disease at both public and private institutions in the New Orleans area. This care is provided in several different settings, including outpatient endoscopy, inpatient consultations, and outpatient clinics. The section is active in fellowship training, with a total of six fellows training at any given time. Training activities are complemented by weekly educational conferences that include LSU faculty and fellows as well as physicians from other academic centers and the community. The LSU Interim Hospital serves as the primary training site for this program. This site is equipped with a state-of-the-art endoscopy unit that includes recently updated endoscopic equipment, esophageal and anorectal manometry, esophageal pH monitoring, capsule endoscopy and endoscopic ultrasound capabilities. The Section is active in research, with routine presentation of research findings in peer-reviewed publications and at national conferences.

General Internal Medicine

David Borne, MD
Chief of the Section

The General Internal Medicine Section is dedicated to excellence in the practice and teaching of internal medicine in the outpatient setting. Students learn the principles of preventive medicine and the basic management of common chronic diseases such as hypertension, diabetes, asthma, and heart disease with the residents and faculty in the ILSUPH Medicine Clinic. 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 have the opportunity to learn the practical applications of the principles of clinical medicine from an experienced clinician.

Geriatrics

Charles Cefalu, MD, MS
Chief of the Section

Today, people over age 60 comprise 25 percent 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 and fellows will develop interviewing skills through direct patient contact and gain an understanding of the patient's illness across the adult lifespan through medical, sociological, and psychological contexts. The Section is dedicated to excellence in teaching while providing the best quality of care to seniors in the New Orleans Metro area through LSUHSC. The Section faculty includes board-certified, fellowship-trained geriatricians with expertise in nursing-home medicine, adult daycare, home care, geriatric inpatient and outpatient consultation, primary care, and palliative care. LSU geriatricians staff area public and private hospital consultation services, area LSU-affiliated nursing homes, an area hospice, and a primary-care clinic. Teaching of medical students, residents, and fellows occurs at these sites with faculty supervision. The Section also sponsors various clinical research projects, including that related to chronic anemia,

osteoporosis/fall-risk health maintenance, and GI-related clinical states. The Section is currently supported by several private foundation grants, including the John A. Hartford Foundation (\$500,545 over five years). Applicants for a Geriatric fellowship must have completed an accredited Internal Medicine or Family Medicine program. Background and experience in research are encouraged.

Hematology and Oncology

John Cole, MD
Acting Chief of the Section

The Hematology and Oncology Section, in collaboration with the hematology laboratory and blood bank of the Interim LSU Public Hospital at New Orleans, is responsible for the diagnosis and treatment of patients with conditions related to hematology and medical oncology. Patients are seen in consultation on all inpatient clinical services such as internal medicine, surgery, and gynecology. The section participates in the management of a wide variety of hematologic and neoplastic problems.

Three outpatient clinics are held weekly, supervised by Hematology/Oncology faculty. Several teaching conferences are held for students and house officers including the Fellowship Core Curriculum lectures, Tumor Board, bi-monthly Journal Club, Clinical Case Conference and Hematopathology Conference. 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.

Hospital Medicine

John Amoss, MD
Chief of the Section

The Hospital Medicine Section is dedicated to excellence in the practice and teaching of internal medicine in the inpatient setting. In the hospital, students are assigned to faculty-led 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. Students also evaluate patients with residents and faculty in the ILSUIH Discharge Clinic.

HIV

C. Lynn Besch, MD
HIV Division Director

The HIV Division, a part of the Infectious Diseases Section, provides inpatient and outpatient staffing for the almost 2,000 HIV-infected patients of ILSUPH. Evaluation and primary and specialty care (including dentistry, ophthalmology, GI, and women's health) are available during daily 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, and residency and fellow lectures; they also staff the Infectious Diseases Consult Service and the HIV Inpatient Unit. Additionally, medical students and house staff rotate through the clinic. 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. 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 at New Orleans as well as at private hospitals affiliated with LSUHSC. Those individuals taking this four-week introductory course learn how to evaluate and treat patients exhibiting a variety of infectious diseases as well as how to collect, transport and process specimens collected from patients seen in consultation with the infectious diseases staff. The rotation experience may include several different facilities, including ILSUPH, Ochsner Medical Center - Kenner, and Touro Infirmary. All of these provide exposure to infectious-disease problems in 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://homepage.mac.com/juliofigueroa/>.

Nephrology and Hypertension

Efrain Reisin, MD
Chief of the Section

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

The section provides education to medical students, interns, residents, and fellows within LSUHSC. Physicians-in-training assigned to the nephrology section attend daily rounds and two weekly clinics with an attending nephrologist and weekly teaching conferences that covered all the aspects of renal pathology.

Nephrology fellows also receive training at the Alton Ochsner Hospital campus, providing additional exposure in transplant and interventional nephrology.

Research activities focus on the evaluation of chronic kidney disease, diabetic nephropathy, metabolic syndrome, end-stage renal disease, and hypertension.

Applicants for a nephrology fellowship must have completed an accredited Internal Medicine program. Background and experience in research are encouraged.

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 such electrodiagnostic procedures 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 that has training affiliations with the ILSUPH, Touro Infirmary, the VA Medical Center, Ochsner, East Jefferson, and Children's Hospital.

Principal facilities are ILSUPH, which includes staffing a 24-bed comprehensive stroke unit, a closed consultation service to the Level 1 Trauma Unit, and a general and pain consultation service, and Touro Infirmary, which includes Touro Rehabilitation Center, which has 63 beds that are CARF-accredited in General Rehabilitation, Spinal Cord Injury, Brain Injury, and Pain. An ACGME-accredited Pain Medicine fellowship is also offered, as well as a fellowship in Brain Injury.

Pulmonary / Critical Care Medicine

Judd Shellito, 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. Patients are cared for at ILSUPH and at other New Orleans hospitals. 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 clinic and in 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: 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. Elective research experience is also provided to interested students.

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. The Section conducts a clinical rheumatology teaching program for house staff, students, and fellows consisting of (1) rounds three times a week, (2) three weekly conferences, (3) a weekly journal club, and (4) a 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. Research is ongoing in the area of immunogenetics in rheumatoid arthritis, Sjogren's Syndrome and systemic lupus erythematosus; rheumatic fever; and reactive arthritis.

CROBIOLOGY, IMMUNOLOGY, AND PARASITOLOGY

Alistair Ramsay, 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

John D. England, 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 Neurology Clerkship begins in the Third 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

Amy Young, MD
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. There is emphasis on early diagnosis, staging, and treatment of malignant diseases of the female genital tract; the use of colposcopy and early examination to aid diagnosis and management; and specialized treatment methods such as cryotherapy, laser therapy, radiotherapy, chemotherapy and advanced extended surgery techniques. 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

Martha Brewer, MD
Chief of the Section

The LSU General Obstetric and Gynecology Section provides patient care which encompasses many aspects of women's health ranging from general gynecology and obstetrics to infertility and uro-gynecology. The section provides care for obstetrical patients as well as outpatient and inpatient surgical care at the LSU Interim Public Hospital, University Medical Center in Lafayette and Touro Infirmary in New Orleans.

Resident and student education is fostered by weekly didactic lectures and conferences, daily faculty rounds, twice daily board rounds, pre-op conference and grand rounds. Well attended low risk and high risk obstetrical and gynecologic clinics are immediately adjacent to LSUIPH. Sub-specialty and ultrasound clinics are in the same convenient location. Resident continuity clinics beginning in the intern year are designed to optimize patient care as well as resident education. A wide range of gyn surgical experience is available for all residents at the various locations. Students are active participants in outpatient and inpatient care, as well as deliveries and gynecological surgeries and all rounds.

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. Antenatal testing includes ultrasound, biophysical profile, Doppler evaluation of intracranial or umbilical artery blood flow and amniocentesis. The rotation is designed for seniors and involves teaching and work rounds, attendance at high-risk clinics, fetal assessment, and weekly didactic conferences. 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

Jayne Weiss, 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, polymer chemistry 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

Andrew King, 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, Total Joint Replacement, Trauma, Sports Medicine, Hand and Upper Extremity, Spine, Foot and Ankle, Musculoskeletal Oncology and Pediatric Orthopaedic Surgery.

The Introduction to 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.

Research is coordinated through the "Consortium for Musculoskeletal Research" a combined program with LSU Orthopaedics, LSU Veterinarian School and the Pennington Research Center.

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

Richard S. Vander Heide, MD
Professor and 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, and pathology fellows. 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 third and fourth year medical students. Our pathology residency educational program is centered at the Interim LSU Public Hospital (ILSUPH) and also enjoys educational programs for residents at Children's Hospital, West Jefferson Medical Center, VA Medical Center, and Ochsner Clinic Foundation. The Department of Pathology is responsible for the Pathology and Laboratory Services at the ILSUPH. The department has been internationally recognized for decades for work in the investigation of atherosclerosis and cancer.

PEDIATRICS

Ricardo U. Sorensen, MD
Professor and Head of the Department
Amy Creel, MD

Director Third Year Pediatrics Student Programs

Robin English, MD
Assistant Director, Third Year Pediatrics Student Programs

Melissa Roy, MD
Director, Fourth Year Pediatrics 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

George Hescocock, MD
Director of Division

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. This is a good opportunity to increase their knowledge in this area and participate in the publication of papers with members of the Division.

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, University 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

Kenneth Paris, 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 Allergy/Immunology clinic, 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. This month long elective includes management of allergic disorders as well as care of children with primary immunodeficiencies. Fourth year students participate in patient care alongside the pediatric residents and A/I fellows, and learn about immunologic diseases in more detail. The rotation includes seeing a wide variety of patients in the outpatient and inpatient setting. Students also attend departmental conferences and didactic sessions relevant to the specialty of allergy/immunology.

Pediatric Cardiology

Robert J. Ascutto, PhD, 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. The use of non-invasive and invasive techniques for diagnosis and treatment are also reviewed. An elective block is offered to fourth year students, which provides excellent 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 in the ER include urgent and emergent medical problems such as asthma, dehydration, febrile illness, seizure, and acute problems in children with chronic illness, i.e. sickle cell disease, cystic fibrosis, and technology dependent children. Additionally surgical emergencies, minor traumas such as lacerations, sprains, strains and fractures are also evaluated and managed.

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

Paul Hyman, M.D.
Director of the Division and Program Head

We cover the diagnosis and treatment of common pediatric GI problems including infant regurgitation, chronic abdominal pain, inflammatory bowel disease, constipation, diarrhea, liver disease and nutritional problems in clinic and hospital settings. Children with mystery illnesses are referred from all around the country for specialized care in enteric neuromuscular disorders such as chronic intestinal pseudo-obstruction and Hirschsprung's disease.

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, enuresis and hypertension. 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 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 elective 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 (Metairie, Baton Rouge, and Lafayette), 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 clinical correlation 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

Patricia Molina, MD, PhD
Professor and 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 105 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
Professor and Head of the Department

General Adult Psychiatry

Mark Townsend, M. D.
Chief of Section

The General Adult Psychiatry Section of the Department consists of many diverse programs, each consistent with the overall academic and clinical mission of the Department. We operate 38 inpatient beds at the LSU Hospitals-DePaul Campus on New Orleans' Audubon Park, including a 9-bed unit focusing on co-occurring alcohol and substance use disorders. We provide psychiatric consultation to approximately 400 patients each month in the emergency

department of the downtown Interim LSU Public Hospital (ILH), where we also direct the consult-liaison service for the hospital's 386 licensed beds. We provide electroconvulsive therapy for inpatients at both DePaul and ILH.

Adult outpatient treatment is delivered at several New Orleans locations. Our principal general adult clinic, the LSU Behavioral Sciences Center (BSC), is located on the Touro Infirmary Campus. BSC clinicians consist of psychiatrists, psychologists, clinical social workers, as well as trainees in each of these professions. BSC is a high-volume clinic that includes patients treated both by faculty and by ILH house officers. Our psychopharmacology clinical trials program is also housed at BSC. Additionally, we deliver psychiatric care from within the specialty clinics of ILH, principally with faculty, residents and fellows associated with our Psychosomatic Fellowship. Faculty and residents also provide treatment at several partial hospitals and nursing homes. We also provide addictive disorders/co-occurring disorders treatment and medical education in neighborhood-based clinics. 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.

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
Professor and Head of the Department

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. 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

Robert C. Batson, MD, FACS
Professor and Head of the Department

The Department of Surgery at the LSU School of Medicine in New Orleans has received recognition for excellence in patient care, resident training, student education, and research.

Students rotate on the Surgical Teams at various hospitals in New Orleans, Baton Rouge, and Lafayette. Six weeks of general surgery and two three-week blocks of surgical subspecialties make up the rotation. Students are expected to learn proper evaluation and management of surgical diseases and participate in operative procedures. Time is spent on the inpatient floors, in outpatient clinics, and in the operating room.

The goal of the surgical experience is to impart an understanding of the basic principles of surgery so that the student will acquire an informational base from which surgical disease can be recognized and appropriate treatment initiated. This is accomplished through direct patient care, faculty and resident teaching, and a series of lectures and conferences. Throughout the course, emphasis is placed on clinical experience and personal interaction with patients. The experience in surgery is intended to prepare students for whatever area of Medicine they ultimately choose for post-graduate residency training.

The clinical clerkship in General Surgery is based on a team concept, wherein students assigned to a service are directly responsible to the residents and attending Faculty on that service. Third year clerks are integrated members of the team, and fully participate in the management of patients on the service. The surgical clerks are responsible for the initial workup of hospitalized patients, daily inpatient rounds, and attendance at outpatient clinics. The specific schedule of hospital rounds, surgical clinics, and conferences will be dictated by Chief Residents and attending faculty.

Cardiothoracic Surgery

William H. Risher, MD, FACS
Chief of the Section

Adult cardiothoracic surgery at LSUHSC at New Orleans includes both general thoracic surgery (pulmonary, esophageal, mediastinal, etc) and cardiovascular surgery (CABG, valves, thoracic/thoraco-abdominal aorta, etc). In addition, pediatric cardiac surgery - provided at the Children's Hospital Medical Center in uptown New Orleans - 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 comprised of one full-time LSUHSC attending and three private practice clinical faculty contracted to provide 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

Evans 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.

Plastic Surgery

Charles L. Dupin, MD, FACS
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.

Simulation

John Paige, MD, FACS
Director, Applied Surgical Simulation

As part of their longitudinal simulation-based educational curriculum within the School of Medicine, students on the surgical rotations have the opportunity to participate in a variety of learning activities using both low and high fidelity simulators. For example, all third year students participate in sessions with the high fidelity Human Patient Simulator (HPS) learning how to treat important surgical disorders. Some third year students also have the opportunity to practice basic minimally invasive surgical (MIS) skills during their OB/GYN rotation using the similar drills on which the general surgical

residents train. Finally, fourth year students participating in the senior anatomy elective have the opportunity to practice their team skills working with students from nursing and nurse anesthesia in high fidelity a Virtual Operating Room setting.

Surgical Endocrinology/Oncology

Eugene A. Woltering, MD, FACS
Chief of the Division

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.

Trauma and Critical Care Surgery

John P. Hunt, III, MD, MPH, FACS
Chief of the Section

The Trauma faculty members provide care to injured patients, patients with general surgical emergencies, and elective general surgery. The Trauma service is very busy, with a high percentage of penetrating trauma. Residents obtain extensive experience in evaluating and operating on injured patients. In addition, training in critical care management is provided by the faculty. Students on the service receive educational benefit from direct patient care and departmental conferences.

Vascular and Endovascular Surgery

Robert C. Batson, MD, FACS
Chief of the Section

The Section of Vascular Surgery is dedicated to the comprehensive care of patients with vascular disease. Our Faculty is comprised of seven vascular surgeons, and is uniquely equipped to offer cutting-edge endovascular therapy as well as traditional open surgical treatment for carotid, aortic and peripheral arterial disease processes. Students will also participate at the Vein Care Center, where minimally-invasive techniques are used to treat varicose veins and chronic venous insufficiency.

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 the endovascular simulators in the Cohn Learning Center.

Participation in the weekly vascular conference, as well as a monthly journal club, serves 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 have the opportunity to receive 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
Professor and 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 6 clinical members of the faculty.



DOCTOR OF MEDICINE PROGRAM - MD

The course of instruction leading to the degree, Doctor of Medicine, extends over a four-year period. A major curriculum renewal effort in 2001 resulted in significant changes in the first two years of school. These changes focused on active involvement of students in small group activities, hands on clinical experiences from day one and introduction of clinical decision making via computer simulations. These changes have resulted in better integration of the basic and clinical sciences by amplifying the clinical relevance of the sciences we teach. They have been uniformly praised by students and faculty alike. Similar changes were made in many other medical schools across the U.S.

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 to the following introductory clinical courses: the Science and Practice of Medicine 100 and 200, Introduction to Clinical Medicine 200, Psychiatry and Medicine 200, and Dermatology 200. The details of the curriculum can be found at www.medschool.lsuhsoc.edu/spm

In the first two years, lectures and most basic science laboratory sessions are held 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, medical ethics, clinical problem solving, clinical skills and public health.

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 Pre-Clinical Promotions Committee for disposition. Failure of the USMLE Step 1 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.

Year three consists of 1 week of ophthalmology and radiology courses followed by 6 clinical clerkships: medicine (10 weeks); surgery (12 weeks); pediatrics (8 weeks); Family Medicine (4 weeks); neurology (2 weeks); obstetrics and gynecology (6 weeks); and psychiatry (6 weeks).

During the fourth year of study, students are required to take both parts of USMLE Step 2 (CK and CS) and achieve a passing score, prior to their graduation.

The final year consists of 32 weeks divided into eight four week blocks. Blocks in ambulatory care, internal medicine, critical concepts, and acting internships are required of all students. All students are also required to take 3 four week electives in the clinical or basic sciences. To end the year, all students take a special-topics course that includes nutrition, geriatrics, drug and alcohol abuse, office management and financial planning. Adequate time is provided for students to travel to interviews at other schools. 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 entire patient care team 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 clinics 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 and Developmental Anatomy ...	230
CELLBIO 100 Cell Biology and Microanatomy	104
MCLIN 101 Science and Practice of Medicine	142
NRSC 100 Neurosciences	110
BIOCH 100 Biochemistry	80
PHYSIO 100 Physiology.....	105
Total Hours First Year	771

Second Year

REQUIRED COURSES

	Hours
MICRO 200 Microbiology, Immunology, and Parasitology.....	135
PATH 200 General and Systemic Pathology.....	123
PATH 201 Clinical Pathology	88
PHARM 200 Pharmacology.....	84
MED 201 Introduction to Clinical Medicine	24
DERM 200 Dermatology	18
PSYC 200 Psychiatry and Medicine	40
MCLIN 201 Science and Practice of Medicine.....	114
Total Hours Second Year	626

Third Year

REQUIRED COURSES

	Hours
OPHTH 300 Ophthalmology	24
RADI 300 Radiology	11

REQUIRED CLERKSHIPS

	Hours
MED 300 Medicine.....	380
NEURO 300 Neurology	76
SURG 300 Surgery	342
CLNE 300 Clinical Elective for Career Planning ...	114
PEDI 300 Pediatrics	304
OBGYN 300 Obstetrics and Gynecology.....	228
FMMD 300 Family Medicine.....	152
PSYC 300 Psychiatry.....	228
Total Hours Third Year	1,824

Fourth Year

REQUIRED CLERKSHIPS

	Hours
MED 400-414	152
MCLIN 400 Critical Concepts.....	152
Acting Internship	152
(One of the following)	
FMMD 419 Family Medicine	
MEDN 419 Medicine	
OBGYN 419 Obstetrics/Gynecology	
SURG 419 Surgery	
PEDI 419 Pediatrics	
Acting Internship.....	152
(A second rotation on one of the above departments or urology, psychiatry, otorhinolaryngology, orthopedics, neurosurgery, neurology, and anesthesiology. 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
Total Hours Fourth Year	1,216

ELECTIVE COURSES

	Hours
Primary Care 120	160
Medical Spanish 120a, 220a, or 320a	30
MCLIN 120 Introduction to Geriatrics.....	28
End of Life Care 220	25
CSE 420 Community Service	75
PDE 421 Professional Development.....	75

COURSE DESCRIPTIONS

Anesthesiology

ANES 419 Anesthesiology Acting Internship

[152 hours] This four week rotation provides senior students with the opportunity to begin functioning as interns with supervision from faculty and upper level residents. Particular emphasis is given to improving skills of clinical judgment and decision making. Students are encouraged to take increasing amounts of patient care responsibility while under close supervision. In addition to improving their patient care skills, students will also enhance their communication skills and develop skills in systems based practice through their involvement with the health care team. Students will continue to develop their medical knowledge and skills of practice based learning through reading, didactic lectures, and conferences.

Biochemistry and Molecular Biology

BIOCH 100 Medical Biochemistry

[80 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; molecular biology (including DNA, RNA, protein synthesis, molecular diagnostics, and the molecular basis of cancer); and the foundations of medical genetics (including chromosome structure and function, chromosomal disorders, inheritance patterns, the genetic basis of metabolic disorders and cancer, and population genetics). 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 in order to provide students with the background necessary to be excellent physicians who are well-equipped to diagnose and treat patients. The course consists of lectures and review sessions.

Cell Biology and Anatomy

ANAT 100 Gross and Developmental Anatomy

[230 hours] This course consists of lectures and a laboratory in which students dissect an entire embalmed cadaver. The objectives of this course are to provide the first year medical students with the opportunity to learn the foundations of medicine and to introduce them to aspects of professionalism. Students learn the basic concepts of human anatomy and clinical applications of these concepts. Normal and abnormal prenatal development is also presented in lectures and demonstration labs. Lectures and lab dissections are supplemented by clinical correlations and hands-on exercises supervised by physicians from different specialties. A radiologist gives lectures on imaging of different areas of the body. A surgeon presents a weekly survey of important clinical issues related to the anatomy to be dissected each week. Each student has the opportunity to perform emergency procedures such as lumbar puncture, oral intubation, insertion of thoracostomy tubes, and urethral catheterization in the Cadaver Procedure Labs. A significant part of the course is designed to emphasize the clinical importance of the anatomy students are learning.

Dermatology

DERM 200 Dermatology

[18 hours] This course serves as an introduction to clinical dermatology during the sophomore year. The 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 on the Family Medicine inpatient services of either Ochsner Medical Center – Kenner, University Medical Center in Lafayette, Lake Charles Memorial Hospital, or LSU Bogalusa Medical Center in Bogalusa. 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 Medicine 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. The acting intern is required to attend 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.
- Sports Medicine in Family Medicine. 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. The elective is in Lafayette.

Medicine

MED 300 Internal Medicine Clerkship

[380 hours] Instruction during this ten week block is centered on the 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, 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 the 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 the management of clinical problems, including the use of the history and physical examination, the interpretation and cost effectiveness of necessary laboratory tests, the performance of diagnostic procedures and the 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, Ochsner 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 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

[135 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

NEURO300 Neurology

[76 hours] This is a two week coordinated clerkship of clinical training, demonstrations, conferences, and patient presentations given by the staff of the Department of Neurology. Emphasis is placed on performing and interpreting the neurological examination, and diagnosis and treatment of patients with neurologic disorders. Students see patients in child neurology clinic, faculty clinics, epilepsy clinic, and a variety of in-patient settings. Students rotate on the neurology clerkship at some point during the 12-week block that is primarily devoted to internal medicine.

Neurology lectures are given along with the internal medicine lecture series over the duration of the 12-week block.

NEURO419 Neurology Acting Internship

[152 hours] This four week rotation provides senior students with the opportunity to begin functioning as interns with supervision from faculty and upper level residents. Particular emphasis is given to improving skills of clinical judgment and decision making. Students are encouraged to take increasing amounts of patient care responsibility while under close supervision. In addition to improving their patient care skills, students will also enhance their communication skills and develop skills in systems based practice through their involvement with the health care team. Students will continue to develop their medical knowledge and skills of practice based learning through reading, didactic lectures, and conferences.

Neurosurgery

NSURG419 Neurosurgery Acting Internship

[152 hours] This four week rotation provides senior students with the opportunity to begin functioning as interns with supervision from faculty and upper level residents. Particular emphasis is given to improving skills of clinical judgment and decision making. Students are encouraged to take increasing amounts of patient care responsibility while under close supervision. In addition to improving their patient care skills, students will also enhance their communication skills and develop skills in systems based practice through their involvement with the health care team. Students will continue to develop their medical knowledge and skills of practice based learning through reading, didactic lectures, and conferences.

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

[24 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.

Orthopaedics

ORTHO 419 Orthopaedics Acting Internship

[152 hours] This four week rotation provides senior students with the opportunity to begin functioning as interns with supervision from faculty and upper level residents. Particular emphasis is given to improving skills of clinical judgment and decision making. Students are encouraged to take increasing amounts of patient care responsibility while under close supervision. In addition to improving their patient care skills, students will also enhance their communication skills and develop skills in systems based practice through their involvement with the health care team. Students will continue to develop their medical knowledge and skills of practice based learning through reading, didactic lectures, and conferences.

Otorhinolaryngology

OTOR 419 Otorhinolaryngology Acting Internship

[152 hours] This four week rotation provides senior students with the opportunity to begin functioning as interns with supervision from faculty and upper level residents. Particular emphasis is given to improving skills of clinical judgment and decision making. Students are encouraged to take increasing amounts of patient care responsibility while under close supervision. In addition to improving their patient care skills, students will also enhance their communication skills and develop skills in systems based practice through their involvement with the health care team. Students will continue to develop their medical knowledge and skills of practice based learning through reading, didactic lectures, and conferences.

Pathology

PATH 200 General and Systemic Pathology

[123 hours] This course is an introduction to the study of disease, its causes, its mechanisms, and its effects upon the body. General Pathology, the first part of the course, concentrates on reactions of cells and tissue to different types of injury, as well as inflammatory and neoplastic processes. In Systemic Pathology, the second part of the course, the basic principles are applied to each organ system. Each disease is related to the clinical signs and symptoms encountered in patients. The subject material is taught by lectures, laboratory sessions, and selected case studies, using fixed tissue, virtual slides, video clips, and selected web-based, independent learning modules.

PATH 201 Clinical Pathology

[88 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 exercises are designed to enhance the student's understanding of the performance, and technical limitations, of a few selected clinical laboratory procedures (e.g. examination of peripheral blood smears, macroscopic and microscopic urinalysis, etc.) most likely to be of value to the student in subsequent practice.

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. Didactics for the course include participation in Pediatrics Forums, small group modules aimed at helping students learn curricular material and gain clinical reasoning skills.

PEDI 415-418 Ambulatory 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. An Ambulatory elective is offered where, 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 Acting Internship

[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

[84 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

[105 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

[40 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.

PSYC 419 Psychiatry Acting Internship

[152 hours] This four week rotation provides senior students with the opportunity to begin functioning as interns with supervision from faculty and upper level residents. Particular emphasis is given to improving skills of clinical judgment and decision making. Students are encouraged to take increasing amounts of patient care responsibility while under close supervision. In addition to improving their patient care skills, students will also enhance their communication skills and develop skills in systems based practice through their involvement with the health care team. Students will continue to develop their medical knowledge and skills of practice based learning through reading, didactic lectures, and conferences.

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

[342 hours] Students rotate through a nine week block, which consists of six weeks on general surgery, and three weeks on surgical specialties. During the surgical specialty block, the student will spend three weeks on a service 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.

UROLOGY

UROL 419 Urology Acting Internship

[152 hours] This four week rotation provides senior students with the opportunity to begin functioning as interns with supervision from faculty and upper level residents. Particular emphasis is given to improving skills of clinical judgment and decision making. Students are encouraged to take increasing amounts of patient care responsibility while under close supervision. In addition to improving their patient care skills, students will also enhance their communication skills and develop skills in systems based practice through their involvement with the health care team. Students will continue to develop their medical knowledge and skills of practice based learning through reading, didactic lectures, and conferences.

Interdisciplinary Teaching Programs

Interdisciplinary teaching programs include courses in Cellular and Molecular Biology, Introduction to Clinical Medicine, Science and Practice of 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

[104 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)

CSE 420 Community Service Elective

[75 hours]

PDE 421 Professional Development Elective

[75 hours]

MED 201 Introduction to Clinical Medicine

[24 hours] In conjunction with the Science and Practice of Medicine courses, this course also trains students in history taking and physical diagnosis. Students are taken on hospital rounds where they are taught proper technique for physical examination and directly observed performing these techniques. Students are also assigned specific patients for history taking and/or physical exams. These are written up (with problem list and differential diagnosis) and critiqued by a faculty member. In this course, students are also expected to begin practicing patient presentations in preparation for the third year. They present patients to a faculty member and receive constructive feedback on their presentation. (Catherine Hebert, MD, Director)

MCLIN 120 Introduction to Geriatrics

[28] hours]

MCLIN 101 Science and Practice of Medicine

[142 hours] This interdisciplinary course begins the clinical education of medical students. It has three components: computer-based cases, small group clinical forums, and training in the Clinical Skills Laboratory.

Computer-based cases are assigned to all students on a weekly basis. They are selected to reflect complaints that are commonly seen in clinical practice. They are also selected to enhance the teaching of basic science concepts. 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. The basic scientist reviews the relevant underlying anatomy, physiology or biochemistry that students recently learned. These assignments ensure that students begin to develop some skill at clinical problem solving within the first few weeks of medical school. In the first year, the major focus is on making the appropriate diagnosis via history, physical examination and appropriate diagnostic testing.

Students meet in with clinical faculty on a regular basis in their small group clinical forums. First year forums focus on professionalism, patient-physician communication, history taking, medical ethics, human development, social issues and cultural competency.

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, direct observation and assurance of student competency in basic medical procedures. The procedures and skills increase in complexity as a student progresses from the first year through the second. During the first year, students are certified in Basic Life Support. Physical examination skills are also taught in small groups in the laboratory.

All students are expected to complete a 1-week primary care preceptorship at the beginning of the second semester. This is largely an observational experience, but students are expected to practice the history taking and physical examination skills learned during the first semester of the SPM 100 course. (Robin English, MD, Director)

MCLIN 201 Science and Practice of Medicine

[114 hours] This interdisciplinary course continues the clinical education of medical students. Like the SPM 100 course, it has three components: computer-based cases, small group clinical forums, and the Clinical Skills Laboratory.

Computer-based case discussions in the second year place greater emphasis on the pathophysiology of disease and patient management. The small group clinical forums focus on population medicine, public health, disease prevention and wellness, healthcare policy, epidemiology, biostatistics and medical informatics. Basic principles of these disciplines are taught in a series of lectures. Students meet in small groups to discuss and research questions pertinent to problem areas in public health (e.g. immunization, screening, substance abuse, diet and obesity, sexually transmitted diseases etc.).

The Clinical Skills Laboratory sessions for second year students include such things as catheterization, insertion of IV lines, intubation, arrhythmia recognition and management, and lumbar puncture. (Richard DiCarlo, MD, Director).

NRSC 100 Neurosciences

[110 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. (R. Ranney Mize, PhD, Director)

MCLIN 300 Clinical Elective for Career Planning

[114 hours] This 3-week clerkship provides third year students with the opportunity to rotate on a specialty or subspecialty in which they are potentially interested for residency. Some of the specialties allowed for this elective have not been formally available to third year students in the past (ophthalmology, emergency medicine, radiology, pathology, dermatology, anesthesiology). Students may also choose to rotate on a second surgical subspecialty (such as orthopedics, urology, ENT, neurosurgery, plastic surgery, vascular surgery) as an elective even though they are required to select one surgical subspecialty as part of their required surgery clerkship. While on the clinical elective, students will perform clinical duties (e.g. patient evaluations) and attend required didactic sessions as determined by department-specific directors. The course falls within the 12-week block during which students will take their required Surgery clerkship, so students will also be required to attend Surgery didactics sessions while on the clinical elective.

Faculty Roster

Emeriti

- ALLISON, FRED, JR., MD, Vanderbilt University, 1946
Emeritus Professor of Medicine
- LOUIS BARKER, PhD, Tulane U of Louisiana, 1968
Emeritus Professor of Pharmacology
- 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 Univ. Medical College, 1967
Emeritus Assistant Professor of Cell Biology and Anatomy
- CASTANEDA-ZUNIGA, WILFRIDO, MD, Mexico Univ of, 1965
Emeritus Professor of Radiology
- CODDINGTON, R. DEAN, MD, University of Rochester, 1951
Emeritus Professor of Psychiatry
- COHN, JR., ISIDORE, MD, University of Pennsylvania, 1945
Emeritus Professor & Emeritus Chairman of Surgery
- DAVIS, GEORGE D., PhD, Yale University, 1951
Emeritus Professor of Physiology
- DESSAUER, HERBERT, C., PhD, LSU Medical Center, 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 U of Louisiana, 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
- GEBHARDT, BRYAN M., PhD, Tulane U of Louisiana, 1967
Emeritus Professor of Ophthalmology
- HACKETT, EARL R., MD, Case Western Reserve Univ., 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
- HENEHGAN, JAMES B., PhD, University of Notre Dame, 1962
Emeritus Professor of Physiology
- HERBERT, JACK, PhD, LSU Medical Center, 1967
Emeritus Professor of Biochemistry
- HORNICK, CONRAD, PhD, University of Hawaii, 1979
Emeritus Professor of Physiology
- 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
- KAUFMAN, HERBERT, MD, Harvard University, 1956
Emeritus Professor of Ophthalmology
- KEATS, BRONYA, PhD, Australian Natl Univ, 1976
Emeritus Professor of Genetics
- KLEIN, RUSSELL, MD, LSU Medical School, 1959
Emeritus Professor of Medicine
- KLINE, DAVID, MD, Pennsylvania, U of, 1960
Emeritus Professor of Neurosurgery
- LILES, SAMUEL, PhD, Louisiana State University, 1968
Emeritus Professor of Physiology
- LOPEZ, ALFREDO, MD, PhD, Tulane U of Louisiana, 1958
Emeritus Professor of Medicine
- LUFTIG, RONALD, PhD, Chicago, University of, 1967
Emeritus Professor of Microbiology, Immunology, & Parasitology
- LYONS, GEORGE D. JR., M. D., LSU Medical Center, 1954
Emeritus Professor of Otolaryngology
- MACOMBER, ANN H., MLS, Emory University, 1953
Emeritus Professor of Medical Bibliography
- MALCOM, GRAY T., PhD, LSU 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, 1945
Emeritus Professor of Surgery
- MARTINEZ-LOPEZ, JORGE I., MD, LSU Medical Center, 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
- MIZE, EMEL, PhD, Pennsylvania, U of, 1979
Emeritus Professor
- MORGAN, LEE R., JR., MD, PhD, Tulane U of Louisiana, 1960
Emeritus Professor of Pharmacology and Experimental Therapeutics
- MONCADA, ROGELIO, MD, Mexico Univ of, 1959
Professor
- NAKAMOTO, TETSUO, DDS, PhD, Nihon University (DDS), 1964, Mass. Institute of Technology (PhD), 1978
Emeritus Professor of Physiology
- NANCE, FRANCIS C., MD, University of Tennessee, 1959
Emeritus Professor of Physiology and Surgery
- NARAYANAN, CHANDRASEKAR H., PHD, Univ 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 P., MD, Florida, University of, 1967
Emeritus Professor and Emeritus Chairman of Surgery
- O'QUINN, SILAS E., MD, Univ of Michigan Medical Sch, 1949
Emeritus Professor of Dermatology
- PARKINS, CHARLES W., MD, Univ of Rochester Med School, 1963
Emeritus Professor of Otolaryngology
- PELIAS, MARY Z., PhD, Tulane University, 1970; JD, Loyola University, 1989
Emeritus Professor of Genetics
- RAO, JAYARAMAN, MD, Kasturba Medical College, 1969
Emeritus Professor of Neurology
- RICHARDSON, LYMAN K., MD, Washington University, 1933
Emeritus Clinical Professor of Surgery
- ROSKOSKI, ROBERT, MD, PhD, University of Chicago, 1964
Emeritus Professor of Biochemistry
- RUBY, JOHN, PhD, University of Pittsburgh, 1963
Emeritus Professor of Cell Biology and Anatomy
- 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 Head 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

STRONG, JACK, MD, LSU Medical Center, 1951
Emeritus Boyd Professor

SUMMER, WARREN, MD, Georgetown University, 1965
Professor

SVEC, FRANK, MD, PhD, Case Western Reserve U, 1974
Emeritus Professor of Medicine

SWAIN, JAMES M., MD, University of Tennessee, 1947
Emeritus Associate Professor of Radiology

THOMPSON, JAMES, PhD, Iowa, University of, 1970
Emeritus Professor of Microbiology, Immunology, &
Parasitology

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

WELSH, RONALD, MD, Tex Medl Br Galveston, U, 1950
Emeritus Professor of Pathology

WHITE JR., CHARLES A., MD, University of Utah School of
Medicine, 1955
Emeritus Professor of Obstetrics and Gynecology

ATHAS, GRACE, PhD, Tulane U of Louisiana, 1994
Assistant Professor

AVILES, DIEGO, MD, Puerto Rico All Cam, U of, 1987
Professor

BABINEAUX, KELLY, MD, LSU Health Sciences Center, 2003
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BACKES, WAYNE, PhD, West Virginia University, 1979
Professor

BAGBY, GREGORY, PhD, Washington St University, 1976
Professor

BAKER, CHRISTOPHER C., MD, Harvard Medical School, 1974
Professor

BAMGBOLA, OLUWATOYIN, F., MD, University of Ilorin, 1986
Associate Professor

BARBATO, LOUIS, MD, LSU Medical Center, 1972
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BARBEAU, JAMES, MD, Case Western Reserve University,
1999
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BARCELONA, TINA, Southeastern La University, 1983
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BAREFIELD, DARREN, Northeast Louisiana U, 1986
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BARKEMEYER, CHARLES, MD, LSU Medical Center, 1973
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BARKEMEYER, BRIAN, MD, LSU Medical Center, 1987
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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
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BARTON, CAROLINE, MD, Suny Hlth Sci Ctr Stny Bk, 1996
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BATES, KAREN, MD, LSU Medical Center, 1989
Assistant Professor

BATSON, ROBERT, MD, LSU Medical Center, 1971
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BAZAN, HAYDEE, PhD, Bahia Blanca Natl Coll of, 1975
Professor

BAZAN, NICOLAS, MD, PhD, Tucuman Univ, 1971
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BEAHM, DONALD, MD, University of Kansas School of
Medicine, 2004
Assistant Professor

BEAHM, MINDI, MD, University of Kansas, 2004
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BEATTY, KATHRYN, MD, Mercer U All Campuses,
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BECNEL, JAMES M., LPC, MSW, Tulane University, 1989,
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BEDESTANI, AHMET, MD, Ross University, 2003
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BEGUE, RODOLFO, MD, Peru State College, 1984
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BELAYEV, LUDMILA, MD, Novosibirsk Medical School, 1976,
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BELMADANI, SOUAD, PhD, University Paris VII, 2003
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BERRY, SUSAN, MD, Med & Dent of NJ Newark, C, 1981
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BESCH-MCTERNAN, CERYL, MD, LSU Medical Center, 1979
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AGUILAR, ERWIN, PharmD, U of Nicaragua, 1966
Assistant Professor

AHMED, JAMEEL, MD, Boston University, 2003
Assistant Professor

AITA-LEVY, JERUSSA, MD, SUNY Upstate Medical Ctr, 1996
Assistant Professor

AIYAR, ASHOK, PhD, Case Western Reserve University, 1994
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ALAHARI, SURESH, PhD, Drexel University, 1994
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ALI, JUZAR, MD, Dow Medical Coll, 1973
Professor

ALI, MURTUZA, MD, LSU Medical Center, 2001
Assistant Professor

ALLEYN, JAIME, MD, Universidad Central del Caribe School of
Medicine, 2002
Instructor

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

ANTHONY, LOWELL, MD, Vanderbilt University, 1979
Professor

ARDOIN, JUSTIN, MD, LSU Medical Center, 2006
Assistant Professor

ASCUITTO, ROBERT, MD, Yale University, 1981
Professor

LSU Health Sciences Center at New Orleans School of Medicine

BLUE, KENNETH, MD, LSU Medical Center, 1969
Assistant Professor

BOK, LEONARD, MD, Wayne State U, 1981
Professor

BORNE, DAVID, MD, LSU Medical Center, 1987
Professor

BORNE, JESSICA, MD, Tulane U of Louisiana, 1986
Associate Professor

BOUDREAUX, J. Philip, MD, LSU Medical Center, 1978
Professor

BOUDREAUX, KRISTI, MD, LSU Medical Center, 2004
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BOULARES, ABDEL, PhD, Connecticut College, 1997
Associate Professor

BOULIGNY, RANDY, MD, Cornell U Medical Center, 1992
Assistant Professor

BOULMAY, BRIAN, MD, LSU Medical Center, 2002
Assistant Professor

BOURGEOIS, MICHAEL, MD, LSU Medical Center, 1969
Associate Professor

BOYD, CLAY, MD, LSU Medical Center, 1982
Assistant Professor

BRANCH, LIONEL, MD, Alabama in Birmingham, U, 1996
Assistant Professor

BRAZDA, FREDERICK, MD, LSU Medical Center, 1970
Professor

BRESLIN, JEROME, PhD, University of Medicine and Dentistry
of New Jersey, 2002
Assistant Professor

BRESLIN, MARY, PhD, LSU Medical Center, 1998
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BREWER, MARTHA, MD, Mississippi Medl Ctr, U of, 1979
Associate 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

BURAK, MAANASI, MD, Virginia Commonwealth University,
2005
Assistant Professor

BURNS, LEIGHANNE, Louisiana Tech University, 1992
Instructor

BYERLEY, LAURI, PhD, Cal-Los Angeles, U of, 1987
Associate Professor

CABALLERO, ARMANDO, PhD, LSU Medical Center, 1993
Assistant Professor

CAIN, ELIZABETH, MD, LSU Medical Center, 1991
Assistant Professor

CAMPBELL, JAMES, MD, Virginia All Cam, U of, 1981
Associate Professor

CANAVIER, CARMEN, PhD, Rice University, 1991
Professor

CARSON, THOMAS, MD, Cincinnati All Cam, U of, 1978
Associate Professor

CARTER, DESIREE, MD, LSU Medical Center, 2004
Assistant Professor

CASEY, GREGORY, PhD, LSU Health Sciences Center, 2010
Instructor

CASEY, STEPHANIE, MD, LSU Medical Center, 2001
Assistant Professor

CASPI, JOSEPH, MD, Hebrew Univ, 1976
Professor

CATLING, ANDREW, PhD, Glasgow Univ, 1992
Associate Professor

CEFALU, CHARLES A., MD, LSU Medical Center, 1975
Professor

CHALEW, STUART, MD, Maryland All Cam, U of, 1977
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
Associate Professor

CHEN, QIAOYI, MD, PhD, Monash Univ, 1996
Assistant Professor

CHERMANSKY, CHRISTOPHER, MD, Georgetown University,
1990
Assistant Professor

CHESSON, RALPH, MD, Med Coll of Virginia, 1972
Professor

CHOU, CHAU-WEN, PhD, Arizona State University, 1996
Assistant Professor

CLARK, REBECCA, MD, PhD, Washington, University of, 1984
Professor

CLAYCOMB, WILLIAM, PhD, Ind-Purdue U Indianapolis, 1969
Professor

COLEMAN, CHARLES, MD Medical School of South Carolina
1986
Assistant Professor

CONRAD, ERICH, MD, LSU Medical Center, 1999
Assistant Professor

CORMIER, STEPHANIE, PhD, LSU Medical Center, 1997
Associate Professor

CORK, ROBERT JOHN, PhD, Leeds Univ, 1981
Associate Professor

CORTINA, MARIA, MD, Buenos Aires Univ of, 2001
Assistant Professor

COSTA, RICHARD, PhD, Georgia, University of, 2003
Assistant Professor

COUSIN, DARREN, MD, University of California San Francisco,
1999
Assistant Professor

CRABTREE, JUDY, PhD, Oklahoma Univ of, 1997
Assistant Professor

CRAIG, MARY, Pennsylvania, U of, 1998
Instructor

CRAVER, RANDALL, MD, Ark Medl Sci Campus, U of, 1979
Professor

CREEL, AMY, MD, University of Mississippi Medical Center,
2002
Assistant Professor

CUCHACOVICH, RAQUEL, MD, University of Chile, 1984
Assistant Professor

CUI, YAN, PhD, Alberta Univ, 1995
Associate Professor

CULOTTA, ROY, MD, LSU Medical Center, 1996
Assistant Professor

CURRY, KAREN, MD, LSU Medical Center, 1991
Assistant Professor

CUTLER, JIM, PhD, Tulane U of Louisiana, 1972
Professor

DAL CORSO, MARK, MD, Monterrey Univ of, 1984
Associate Professor

DARGIS, JULIE, LSU Medical Center, 1998
Instructor

DASA, VINOD, MD, Albany Medical College, 2001
Assistant Professor

DAVIS, GEHL, MD, Loyola U of Chicago, 1976
Assistant Professor

LSU Health Sciences Center at New Orleans School of Medicine

DAWKINS, RACHEL, MD, University of Miami School of Medicine, 2004
Assistant Professor

DE JESUS, GUIDO, MD, LSU Medical Center, 1993
Assistant Professor

DEBLIEUX, PETER, MD, LSU Medical Center, 1988
Professor

DEBOISBLANC, BENNETT, MD, LSU Medical Center, 1981
Professor

DEL VALLE, LUIS, MD, Univ Nacional Automania M, 1990
Associate Professor

DELCARPIO, JOSEPH – PhD, LSU Medical Center, 1986
Professor

DEPUTY, STEPHEN, MD, Nthwstn St U of La, 1992
Associate Professor

DESAI, SHYAMAL, PhD, University of Bombay, 1991
Assistant Professor

DESILVA, TANIYA, MD, NY Medical College, 2003
Assistant Professor

DESSELLE, BONNIE, MD, LSU Medical Center, 1988
Associate Professor

DEVIER, DEIDRE, PhD, Columbia U Central Off, 2008
Assistant Professor

DEWENTER, TRACY, MD, LSU Medical Center, 2003
Assistant Professor

DEWITT, DAVID, DMin, Graduate Theological Foundation, 1997
Assistant 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

DOROTAN, JAIME, MD, Santo Tomas Univ of, 1980
Assistant Professor

DOUSSAN, DONALD, MD, LSU Medical Center, 1981
Assistant Professor

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

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

DUET, JESS, MD, LSU Medical Center, 2008
Assistant Professor

DUHON, GARY, MD, LSU School of Medicine, 1992
Associate Professor

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

EDWARDS, MELANIE, MD, Loma Linda University, 2001
Assistant Professor

EEG, KURT, MD, British Columbia University, 2000
Assistant Professor

ELIAS, DARRYL, SR, MD, LSU Medical Center, 1970,
Instructor

ELISON, JASMINE, MD, Georgetown University, 2000
Assistant Professor

EMBLEY, SCOTT, Louisiana Tech University, 1997
Instructor

ENGEL, LEE S, MD, PhD LSU Medical Center, 2001
Assistant Professor

ENGLAND, JOHN, MD, West Virginia University, 1980
Professor, Dept Head

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

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

ERNY, EIRINN, MD, LSU Medical Center, 2001
Assistant 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

EULER, D. STEVEN, MD, U of Tn C of Med, 2005
Assistant Professor

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

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

FARRIS, HAMILTON, PhD, Cornell University, 2000
Assistant Professor

FECHETE, MARTA, MD, Toronto Univ, 1996
Instructor

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

FERRIS, MICHAEL, PhD, Montana State University, 1997
Associate Professor

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

FILIPEANU, CATALIN, PhD, Rijksuniversiteit Groningen, 2001
Assistant Professor

FLINT, JANNA, MD, Loyola Stritch School of Medicine, 2001
Assistant Professor

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

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

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

FOUNDAS, ANNE, MD, LSU Medical Center, 1986
Professor

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

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

FREMAUX, RICHARD, MD, LSU Medical Center, 1969
Assistant Professor

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

FRIDAY, KAREN, MD, Wayne State, 1982
Associate Professor

FRONTINI, MARIA, PhD, Tulane U of Louisiana, 1996
Assistant Professor

FUSELIER, HAROLD, MD, LSU Medical Center, 1967
Professor

GADANI, SAMEER, MBBS, Smt. NHL Municipal Medical College, 1996
Assistant Professor

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

GAMBLE, MATTHEW, MD, LSU Medical Center, 2004
Assistant Professor

GARDNER, JASON, PhD, Louisiana Tech University, 1997
Assistant 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

GAYLE, JULIE, MD, LSU School of Medicine, 2004,

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Assistant Professor
GEDALIA, ABRAHAM, MD, Hebrew Univ at Hadassahm, 1970
Professor
GENG, CHUAN-DONG, PhD, Shanghai Institute of
Biochemistry, 1999
Assistant Professor
GIAIMO, MARY, Tulane U of Louisiana, 1979
Instructor
GIAMBRONE, NICOLE, MD, LSU Medical Center, 2006
Assistant Professor
GILBERT, JILL, MD, Alabama in Birmingham, U, 1994
Assistant Professor
GILLEN, GEOFFREY, MD, LSU Medical Center, 2004
Assistant Professor
GILMORE, JARED, MD, LSU Medical Center, 1989
Assistant Professor
GILPIN, NICHOLAS, PhD, Purdue University, 2005
Assistant Professor
GLANCY, DAVID, MD, Johns Hopkins University, 1961
Professor
GODKE, JOHN, MD, LSU Medical Center, 1995
Assistant 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
GORMAN, MELISSA, MD, Tulane University School of
Medicine, 2004
Assistant Professor
GOULD III, HARRY, MD, PhD, Brown University, 1974
Professor
GRABCZYK, EDWARD, PhD, Harvard University, 1992
Associate 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
GRIFFIN, PHILLIP, PhD, University of South Carolina, 1975
Professor
GU, ZIAOGANG, MD, PhD, Shanghai 2nd Medical University,
1986
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
Professor
HANNA, ELIAS, MD, St. Joseph Univ Lebanon, 2002
Assistant Professor
HANNA, JAMIE, MD, University of Alabama, 2005
Assistant Professor
HANSEL, TONYA, PhD, Tulane University, 2008
Instructor
HAPPEL, KYLE, MD, LSU Medical Center, 1997
Associate Professor
HARDY, MELISSA, MSW, Tulane University, 2005
Instructor
HARELSON, SAMUEL, MD, LSU Medical Center, 1976
Professor
HARKRIDER, WILLIAM, MD, LSU Medical Center, 1974
Assistant Professor
HARRELL, BRIAN, MD, Texas A&M Health Sciences Center,
2006
Assistant Professor
HARRISON, LAURA, PhD, Tulane U of Louisiana, 1998
Assistant Professor
HARRISON-BERNARD, LISA, PhD, Tulane U of Louisiana, 1990
Associate Professor
HARTMAN, MICHAEL, MD, LSU Health Sciences Center, 2001
Assistant Professor
HATCHETTE, ROGER, MD, Tulane U of Louisiana, 1977
Assistant Professor
HAU, TOAN, MD, La State U Shreveport, 1996
Assistant Professor
HE, JUICHENG, PhD, Kyoto University, 1999
Instructor
HEBERT, CATHERINE, MD, LSU Medical Center, 1997
Associate 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
HENKE, AMY, PhD, Nova
Southeastern University, 2008
Assistant Professor
HESCOCK JR., GEORGE, MD, Maryland All Cam, U of, 2000
Assistant Professor
HETZLER, LAURA, MD, LSU School of Medicine, 2004
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
Associate Professor
HOLLENBACH, ANDREW, PhD, Johns Hopkins University, 1995
Associate Professor
HOLLIER, LARRY, MD, LSU Medical Center, 1968
Chancellor
HOLLMAN, JAY, MD, Oregon Hlth Sci Ctr, U of, 1975
Assistant Professor
HOLMAN, STACEY, MD, LSU Medical Center, 2004
Instructor
HONG, SONG, PhD, Georgia, University of, 1996
Assistant Professor
HOWES, RICHARD, MD, LSU Medical Center, 1973
Professor
HOXSEY, RODNEY, MD, Northwestern U, 1971
Professor
HUBBELL, GERALD, MD, LSU Medical Center, 1965
Assistant Professor
HUDSON, JANICE, MD, LSU Medical Center, 1979
Assistant Professor
HULL, ANNE, MD, Case Western Reserve U, 1983
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HUNT, JOHN, MD, Albany Medical College, 1988
Professor

HUTCHINGS, JOHN, MD, Medical University of SC, 2001
Assistant Professor

HYMAN, PAUL, MD, University of Connecticut School of
Medicine, 1975
Professor

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

IZUMI, TADAHIDE, PhD, Kyoto Univ, 1993
Associate Professor

JACK, AVANELLE, MD, LSU Medical Center, 1995
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JACKSON, JAMIE, MD, American University of the Caribbean
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JACOB, JEAN, PhD, Tulane U of Louisiana, 1988
Professor

JAGNEAUX, TONYA, MD, LSU Medical Center, 1998
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JAIN, NEERAJ, MD, LSU Medical Center, 1997
Assistant Professor

JALIGAM, VIJAYENDRA, MD, Osmania Univ, 2001
Instructor

JAMES, ERNEST, MD, Boston U, 2001
Assistant Professor

JETLY-SHRIDHAR, RACHNA, MD, Netaji Subhash Chandra
Boise Medical Center, 1996
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JOHNSON, ANGELA, MD, LSU Medical Center, 2000
Instructor

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

JOHNSON, SHAMALON, MD, LSU Medical Center, 2004
Assistant Professor

JOHNSTON, KENNETH, PhD, Mcmaster Univ, 1970
Professor

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

JUDD, THOMAS, MD, LSU Med Center, 1978
Assistant Professor

KALIEBE, KRIS, MD, St. George's University School of
Medicine, 1999
Assistant Professor

KAMBOJ, SANJAY, DAU College, 1984
Assistant Professor

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

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

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

KARL, ROBERT, MD, Georgetown University, 1984
Assistant Professor

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

KEITH, BRENT, MD, Ross University School of Medicine, 2004
Assistant 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, SUNYOUNG, PhD, University of Michigan, 1994
Assistant Professor

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

KISELOV, VLADIMIR, MD, Lugansk State Medical University,
1992
Instructor

KISHNER, STEPHEN, MD, Ottawa Univ, 1981
Professor

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

KNAUS, TRACEY, PhD, Tulane University, 2003
Assistant Professor

KOLLS, JAY, MD, Maryland Univ of, 1985,
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, 1996
Associate Professor

KRETSCHMER, THEODORE, LSU Medical Center, 1975
Assistant Professor

KUEBLER, RICHARD, MD, Mississippi Medl Ctr, U of, 1976
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

LACOUR, STEPHEN, MD, LSU Medical Center, 1998
Assistant Professor

LAKSHMIPRASAD, LEELA, MD, Gandhi Medical College,
Osmania University, 1979
Associate Professor

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

LAMARTINA, JOHN, MD, Tulane U of Louisiana, 1977
Assistant Professor

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

LANDRENEAU, STEPHEN, MD, LSU Medical Center, 2005
Assistant Professor

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

LAURET, DEAN, MD, LSU Medical Center, 2003
Assistant Professor

LAZARTIGUES, ERIC, PhD, U of Sciences Paul Sabatier, 1999
Associate 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

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

LELORIER, PAUL, MD, McGill U, 1994
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

LI, XIAO CHING, PhD, Princeton University, 1991
Assistant Professor

LILJE, CHRISTIAN, MD, Albert-Ludwigs-Universitat - Freiburg, Germany, 1994
Associate Professor

LILLIS, REBECCA, MD, LSU Medical Center, 1998
Assistant Professor

LIN, JAMES, MD, Medical College of Virginia/VCU, 2000
Assistant Professor

LIN, TARA, M D, Med College of VA, 2001
Assistant Professor

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

LIU, SIQIONG JUNE, PhD, University of Rochester, 1990
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
Professor

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

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

LOVERA, JESUS, MD, Pontificia Univ Javeriana, 1997
Assistant Professor

LU, YOUMING, PhD, Toronto Univ, 1999
Professor

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

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

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

MAFFEI, JOANNE, MD, LSU Medical Center, 1988
Associate Professor

MANCUSO, KENNETH, MD, LSU School of Medicine, 2005
Assistant Professor

MANDAL, DIPTASRI, PhD, LSU Medical Center, 1996
Associate 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

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
Professor

MARTIN, DAVID, MD, Harvard University, 1969
Professor

MARTINEZ, JORGE ALAN, MD, JD, LSU Medical Center, 1976
Professor

MASON, CAROL, MD, LSU Medical Center, 1982
Professor

MASRI, NAJY, MD, LSU Medical Center, 2002
Assistant Professor

MATHAI, MARY, MD, Trivadrum Medical College, 2001
Assistant Professor

MATHERNE, DAVID, DO, Okla State U, 1983
Assistant Professor

MAUPIN, ROBERT, MD, Maryland All Cam, U of, 1989
Associate Professor

MCDERMOTT, DIANA T., MD, Tulane U of Louisiana, 2003
Assistant Professor

MCGOEY, ROBIN, MD, LSU Medical Center, 2000
Associate 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
Associate Professor

MCWHORTER, ANDREW, MD, Johns Hopkins University, 1995
Associate Professor

MELANCON, KEITH, MD, University of Mississippi, 1996
Assistant Professor

MIKLOWSKI, MARIA, MD, Wright State, 2005
Assistant Professor

MILLER, THOMAS, CMET, American Medical EEG Society, 1975
Instructor

MIZE, RICHARD, PhD, Chicago, University of, 1975
Professor

MOERSCHBAECHER, JOSEPH, PhD, American University, 1975
Vice-Chancellor of Academic Affairs; Dean, School of Graduate Studies

MOLINA, PATRICIA, MD, PhD, LSU Medical Center, 1990
Professor

MONAGAS, JAVIER, MD, Central University of Venezuela School of Medicine, 2002
Assistant Professor

MONCADA, LAINIE, MD, LSU Medical Center, 1998
Assistant Professor

MONTGOMERY, ELIZABETH, La State U and A&M C, 1992
Instructor

MOORE, FERNEY, MD, LSU Medical Center, 1977
Assistant Professor

MORALES ARIAS, JAIME A., MD, Augonomous University of Guadalajara, 1999
Assistant Professor

MORAN, THEA, MD, South Alabama, U of, 1994
Assistant Professor

MORGAN, BARBARA, MD, 1973, LSU Medical Center, 1973
Assistant Professor

MORRIS, DIEP, Okla Health Sci Ctr, U of, 1991
Instructor

MORRISON, CORI, MD, LSU School of Medicine, 2003
Assistant Professor

MORRISON, JR., JOHN E., MD, LSU Medical Center, 1979
Associate Professor

MORSE, STEPHEN, D.O., Okla State U All Campuses, 1982
Associate Professor

MOUALLEM, RAJA, MD, Damascus Med Sch, 1964
Associate Professor

MUKHERJEE, PRANAB, PhD, Calcutta Univ of, 1974
Associate Professor

MUNCIE, HERBERT, MD, Medical College of Georgia, 1971
Professor

MUSTO, ALBERTO, MD, PhD, University of Buenos Aires, Argentina, 1990
Assistant Professor

MUTHUSAMY, MURTHY, MD, U. of Sint Eustatius Sch of Md, 2004
Instructor

NASS, MELISSA, MD, Tulane U of Louisiana, 2005
Assistant Professor

NELSON, STEVE, MD, Mcgill Univ, 1978
Professor

NERVEZ, CECILIA, MD, Far Eastern Univ, 1962
Associate Professor

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- NESBITT, LEE, MD, Tulane U of Louisiana, 1966
Professor
- NEUMANN, DONNA, PhD, University of New Orleans, 2004
Assistant 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
- NGUYEN, LAN, MD, LSU Medical Center, 2003
Instructor
- NICHOLS, CHARLES, PhD, Carnegie-Mellon U, 1997
Associate Professor
- NOEL, R. Adam, MD, Emory School of Medicine, 1985
Associate Professor
- NOLAN, THOMAS, MD, Virginia Commonwealth University,
Medical College, 1977
Professor
- NSEIR, BACEL, MD, Tishreen University, 2001,
Assistant Professor
- NSUAMI, MALANDA, Tulane U of Louisiana, 1993
Associate Professor
- NULL, DANETTE, MD, LSU Medical Center, 2001
Assistant Professor
- NUSS, DANIEL, MD, LSU Medical Center, 1981
Professor
- OCHOA, AUGUSTO, MD, Antiuguia Univ of, 1981
Professor
- OGE, LINDA, MD, LSU Medical Center, 1992
Assistant Professor
- OLEJNICZAK, PIOTR, MD, Wroclaw Univ of, 1984
Professor
- OLISTER, STACI, MD, LSU Medical Center, 1991
Assistant Professor
- OLIVER, PETER, PhD, Southern California, U of, 1981
Assistant Professor
- O'NEAL, CATHERINE, MD, LSU Medical Center, 2003
Assistant Professor
- O'NEAL, HOLLIS, MD, LSU Medical Center, 2002
Assistant Professor
- OPELKA, FRANK, MD, University of Health Sciences, Chicago
Medical School, 1981
Professor
- ORTENBERG, JOSEPH, MD, McGill University, 1976
Clinical Professor
- ORY, BRIDGET, MD, LSU Medical Center, 2005
Assistant Professor
- OSOFSKY, JOY, PhD, Syracuse U All Campuses, 1969
Professor
- OSOFSKY, HOWARD, MD, PhD, Syracuse U Main Campus,
1974
Professor
- O'SULLIVAN, PATRICK, MD, University of Mississippi Medical
Center, 2003
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
Associate Professor
- PALIT, TAPASH, MD, Baylor College of Medicine, 2000
Assistant Professor
- PALMER, GLEN, PhD, Leicester Univ of, 2001
Assistant Professor
- PANDEY, UDAI, PhD, Sanjay Gandhi Post Grad Inst, 2003
Assistant Professor
- 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
- PATEL, PRERANA, MD, Duke University School of Medicine,
2000
Assistant Professor
- PATIRCK, ERIC, MD, Columbia University, 1996
Assistant Professor
- PATRICK, ROBERT, MD, Columbia U All Campuses, 1996
Assistant Professor
- PAUL, DENNIS, PhD, British Columbia Univ, 1988
Associate Professor
- PENN, DUNA, MD, Wayne State University, 1971
Professor
- PEPIAK, DERK, LSU Medical Center, 2003
Assistant Professor
- PERRET, ROBERT, MD, LSU Medical Center, 1978
Professor
- PERUZZI, FRANCESCA, PhD, Siena Univ, 1992
Associate Professor
- PETTITT, TIMOTHY, MD, Rutgers the St U Cen Off, 1990
Associate Professor
- PHAM, TUAN, MD, LSU Medical Center, 2001
Assistant Professor
- PIAZUELO, MARIA, MD, Columbia Natnl Univ of, 1986
Instructor
- PINCUS, SETH, MD, New York University, 1973
Professor
- PITTMAN-VILLEMARETTE, NICOLE, PhD, University of New
Orleans, 2003
Instructor
- POCIASK, DEREK, PhD, LSU Medical Center, 1999
Assistant Professor
- POLITE, FLORENCIA, MD, Pennsylvania, U of, 2002
Assistant Professor
- POTTER, BARRY, PhD, London Univ of, 1975
Associate Professor
- POU, ANNA, MD, LSU Medical Center, 1990
Professor
- PRASAD, PINKI, MD, University of Sint Eustatius School of
Medicine, 2000
Assistant Professor
- PRIMEAUX, STEFANY, PhD, U of GA, 2000
Assistant 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
- RAINES, DANIEL L., MD, LSU Medical Center, 2001
Assistant Professor
- RAJ, MADHWA, PhD, Indian Inst of Science, 1969
Professor
- RAMSAY, ALISTAIR, PhD, Otago University, New Zealand ,
1986
Professor
- RAO, JAYASHREE, MD, Kasturbia Medical College, 1970
Associate Professor
- REED, KEVIN, MD, LSU Medical Center, 1990
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REED, JAMES, PhD, Nevada Reno, U of, 1995
Assistant Professor

REEHLMANN, DAVID, Tulane U of Louisiana, 1975
Assistant Professor

REISIN, EFRAIN, MD, Cordoba Natl Univ of, 1966
Professor

REISS, KRZYSZTOF, PhD, Jagellonian Univ, 1989
Professor

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Associate Professor

RICHEY, THOMAS, MD, LSU Medical Center, 1972
Assistant Professor

RICHTER, ERICH, MD, Ohio State U All Campuses, 1999
Assistant Professor

RIGBY, PETER, MD, Virginia All Cam, U of, 1988
Associate Professor

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RIOPELLE, JAMES, MD, Emory University, 1986
Professor

RISHER, WILLIAM H., MD, LSU Medical Center, 1985
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RIVERA, DANA, MD, LSU Medical Center, 1991
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ROBERTSON, HUGH, MD, Ottawa Univ, 1959
Professor

RODRIGUEZ JR, FRED, MD, La State U Medical Center, 1975
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ROSSI, JANET, MD, LSU Medical Center, 1997
Assistant Professor

ROY, MELISSA, MD, LSU Medical Center, 2006
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RUAN, SANBAO, MD, Tianjin University, 1982
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RUIZ, MARCO, MD, U of San Marcos, 1994
Assistant Professor

SAKAMURO, DAITOKU, PhD, Osaka University, 1991
Assistant Professor

SAKETKOO, LESLIE, MD, Tulane Med Ctr, 2002
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

SANTANA, LENAY, MD, Ponce School of Medicine, 2005
Assistant Professor

SANTIAGO, KERRI, MD, LSU Medical Center, 1992
Instructor

SEAGO, NEVA, MD, LSU Medical Center, 1987
Assistant Professor

SEAL, PAULA, MD, LSU Medical Center, 2005
Assistant Professor

SEDLMAYR, JAYC, PhD, Ohio U all campuses, 2002
Assistant Professor

SELBY, MARIAN, PhD, La State U and A&M C, 1998
Instructor

SERNICH, STEFFAN, MD, Colombia School of Medicine, 1991
Assistant Professor

SERRANO, LUIS, MD, Escuela Columbiana De Medicina, 1993
Associate Professor

SHAH, SAROJ, MD, Grant Medical College, 1979,
Assistant Professor

SHEAHAN III, MALACHI, MD, Boston University, 1994
Associate Professor

SHEAHAN, CLAUDIE, MD, Boston University, 1995
Assistant Professor

SHELINE, CHRISTIAN, PhD, Cal-Los Angeles, U of, 1989
Associate Professor

SHELLITO, JUDD, MD, Tulane U of Louisiana, 1974
Professor

SHEN, LI, MD, Chongqing Univ of Med Sciences, 1994
Assistant Professor

SHEPHERD, RAYMOND, PhD, Washington St University, 1975
Professor

SIGGINS, ROBERT, PhD, LSU Health Sciences Center, 2006
Instructor

SHIMIZU, TOKO, MD, PhD, Kurume Univ School of Medicine, 1990
Assistant Professor

SIMON, LAWRENCE, MD, Baylor College of Medicine, 2003
Assistant Professor

SIWIK, ERNEST, MD, Wayne State University, 1989
Associate Professor

SMART, FRANK, MD, LSU Medical Center, 1985
Professor

SMITH, DAVID, MD, Columbia University, 2004
Assistant Professor

SMOLEK, MICHAEL K., PhD, Indiana U Bloomington, 1986
Associate Professor

SOILEAU, E. JAY, MD, LSU Medical Center, 1983
Assistant Professor

SOLTANI, ZOREH, MD, Iran Univ of Med Sciences, 1998
Assistant Professor

SORENSEN, RICARDO, MD, Chile Univ of, 1984
Professor

SORRELLS, KELLY, MD, LSU Medical Center, 1994
Assistant Professor

SPIELER, BRADLEY, MD, LSU Medical Center, 2005
Assistant Professor

SPILLER, CATHERINE, MD, LSU Medical Center, 2000
Assistant Professor

ST. HILAIRE, HUGO, DDS, MD, Mount Sinai School of Medicine, 2001
Assistant Professor

ST. JOHN, PATTI, LSU Medical Center, 1992
Instructor

STARK, MATTHEW, MD, Peru State College, 1969
Professor

STARR, SHANNON, MD, Texas Tech University, 1992
Assistant Professor

STEEB, GLEN, MD, UMDNJ New Jersey Medical School, 1988
Assistant Professor

STELLINGWORTH, MARK, MD, LSU Medical Center, 2000
Assistant Professor

STENDER, SARAH, MD, Medical University South Carolina, 1979
Associate Professor

STOKES, HAROLD, MD, Cal-Irvine, U of, 1965
Professor

STOPA, ALUIZIO, MD, Universidad de Los Andes, 1968
Associate Professor

STUEBEN, EUGENE, MD, LSU Medical Center, 1975
Assistant Professor

STUKE, LANCE, MD, Tulane U of Louisiana, 2002
Assistant Professor

STURTEVANT, JOY, PhD, Duke University, 1985
Associate Professor

SUAREZ, ALFREDO, MD, Central Univ of Venezuela, 1965
Associate Professor

SUBRAMANIAM, PRAMILLA, MD, LSU Medical Center, 1979
Professor

SUMNER, AUSTIN, MD, New Zealand Univ, 1963
Professor

SURCOUF, JEFFREY, MD, LSU Medical Center, 2004
Assistant Professor

SWARTZ, WILLIAM, PhD, Loyola U of Chicago, 1971
Professor

TALLEY, P. STANLEY, Southern University, 1994
Instructor

TANG, YAPING, PhD, Nagoya University, 1998
Associate Professor

TAYLOR, DEBORAH, MD, Florida University of, 2003
Assistant Professor

TAYLOR, STEPHANIE, MD, LSU Medical Center, 1988
Associate Professor

TEJEDOR, RICHARD, MD, U of S Fla C of Med, 1980
Assistant Professor

TENDER, GABRIEL, MD, LSU Medical Center, 1994
Assistant Professor

THIBODAUX, ROBERT, MD, LSU Medical Center, 1992
Assistant Professor

THIEN, PAUL, MD, LSU Medical Center, 2005
Assistant Professor

THOMAS, CHRISTOPHER, MD, Ohio State U, 2002
Assistant Professor

THOMAS, DWAYNE, MD, LSU Medical Center, 1984
Associate Professor

THOMAS, MARY, MD, LSU Medical Center, 1980
Assistant Professor

THOMPSON, HILARY W., PhD, LSU Medical Center, 1986,
Professor

TILTON, ANN, MD, Texas Medl Ctr Joint Lib, 1978

TORRANCE, BRUCE, MD, LSU Health Sciences Center, 2003
Assistant Professor

Professor

TOSHAV, ARAN, MD, Jefferson Medical College, 2004
Assistant Professor

TOWNSEND, MARK, MD, Tulane U of Louisiana, 1988
Professor

TRAN, TRI, MD, Hue Medical School, 1990
Assistant Professor

TSIEN, FERN, PhD, Tulane U of Louisiana, 2002
Instructor

URRUTIA, GUILERMO, MD, San Carlos Univ, 1958
Associate Professor

USHER, ANDREA, MD, LSU Medical Center, 2002
Instructor

UWAIFO, GABRIEL, MD, U of Ibadan C of Med, 1990
Associate Professor

VALERIE, EVANS, MD, Brown University, 1994
Assistant Professor

VARGAS, ALFONSO, MD, Columbia Natl Univ of, 1973
Professor

VARGAS, JUAN, MD, LSU Medical Center, 2002
Assistant Professor

VANDER HEIDE, RICHARD, MD, PhD Northwestern University,
1989
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
Associate Professor

VILLAVASSO, CARMEN, MD, Meharry Medical College, 2005
Assistant Professor

VISWANATHAN, SUSHEELA, MD, Jawaharlal Nehru Ag Univ,
1976
Associate Professor

WAINFORD, RICHARD, PhD, Aberdeen Univ, 1990
Assistant Professor

WALKER, WILLIAM, PhD Long Island University, 1995
Assistant Professor

WALLIS, JOHN B., MD, Medical College GA, 2000
Assistant Professor

WALSH, MICHAEL, MD, LSU Medical Center, 1991
Assistant Professor

WALVEKAR, ROHAN, MD, University of Bombay, Padmashree
Dr. D.Y. Patil Medical College, 1998
Assistant Professor

WALVEKAR, SEEMA, MD, U of Bombay, 1997
Assistant Professor

WANG, GUOSHUN, DVM, PhD, Nanjing Univ, 1985
Associate Professor

WANG, PING, PhD, Cornell U All Campuses, 1991
Assistant Professor

WANG, WILSON, MD, LSU Medical Center, 1998
Assistant Professor

WANG, YI-ZARN, DDS, MD, Oregon Hlth Sci Ctr, U of, 1990
Professor

WEILBAECHER, THOMAS, MD, LSU Medical Center, 1975
Associate Professor

WEIMER, MARIA, MD, LSU Medical Center, 1994 Associate
Professor

WEISS, JAYNE, MD, Mt. Sinai School of Medicine, 1979
Professor

WELLINGTON, BRIANA T., MD, LSU Medical Center, 1999
Instructor

WELSH, DAVID, MD, Washington, University of, 1989
Associate Professor

WERNER, SHARON, MD, Texas at Austin, U of, 1985
Assistant Professor

WEY, JANE, MD, Cal-San Diego, U of, 1999
Assistant Professor

WEYAND, THEODORE, PhD, Conn All Campuses, U of, 1983
Professor

WEYER, SUSAN, MD, LSU Medical Center, 1977
Assistant Professor

WHIM, MATTHEW, PhD, Cambridge University, 1989
Associate Professor

WHITWORTH JR., RICHARD, PhD, West Virginia University,
1981
Associate Professor

WILCOX, RONALD, MD, Kansas All Campuses, U, 1992
Associate Professor

WILENSKY, DIANE, Tulane U of Louisiana, 1973
Assistant Professor

WILLIAMS, ANDREW, MD, Michigan State University, 2003
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

WOJCICK, 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

WOODARD, TRACI, MD, Michigan State University, 2001
Assistant Professor

WORTHYLAKE, DAVID, PhD, Utah, University of, 1998
Associate Professor

WU, CHUNLAI, PhD, Washington University, 2002
Assistant Professor

XIA, HOUHUI, PhD, Cal-San Francisco, U of, 1997
Assistant Professor

XIA, HUIJING, PhD, China Pharmaceutical University,
Instructor

XIN, HONG, PhD, LSU Medical Center, 2003
Assistant Professor

YAZDANI, MALEKTAJ, MD, Univ of Esfahan, 1972
Professor

YODZIS, SHIRLEY, MD, Univ of Republic Uruguay, 1986
Associate Professor

YOUNG, AMY, MD, University of Mississippi School of
Medicine, 1990
Professor

YU, LOLIE, MD, Santo Thomas Univ of, 1979
Professor

YUE, XINPING, MD, PhD, Beijing Medical University, 1995
Assistant Professor

ZAMBRANO, REGINA, MD, Universidad del Norte, 1999
Assistant Professor

ZATARAIN, JUDITH, MD, LSU Medical Center, 1988
Assistant Professor

ZEA, ARNOLD, PhD, Del Valle Univ, 1986
Assistant Professor

ZEMBO, MICHELE, MD, Pa St U Hershey Medl Ctr, 1980
Associate Professor

ZHANG, XIAN-YANG, PhD, Shanghai Med Coll, 1968
Assistant Professor

ZHENG, MICHAEL (MINGQUAN), MD, Xinjiang Medical School,
1986
Associate Professor

ZHENG, YIHONG, MD, Shaghai Medical University, 1988
Assistant Professor

ZHOU, YONGDONG, MD, PhD, 1990, Nantong Medical College,
Sichuan University, 2001
Assistant Professor

ZIESKE, ARTHUR, MD, LSU Medical Center, 1993
Associate 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: Viswanathan

ASSISTANT PROFESSOR: Barbato; Cousin; Doussan; Davis;
Flower; Gayle; Johnson; Labrie-Brown; Lousteau;
Mancuso; Padnos; Patel; Patty; Rubin; Salinas; Samm;
Shah; Williams

Biochemistry and Molecular Biology

PROFESSOR: Claycomb; Haas; Vedeckis

ASSOCIATE PROFESSOR: Alahari; Worthylake

ASSISTANT PROFESSOR: Kim; Wojcik; Geng; Desai

Cell Biology and Anatomy

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

ASSOCIATE PROFESSOR: Cork; Lallier; Liu; Tang; Whim;
Whitworth

ASSISTANT PROFESSOR: Bruck; Cork; Landry; Mussell;
Oliver; Sedlmayr;

INSTRUCTOR: Casey

Family Medicine

PROFESSOR: LeBlanc; Muncie

ASSOCIATE PROFESSOR: Barootes; Campbell; Galland;
Howe; Jones

ASSISTANT PROFESSOR: Broussard; Cain; DeWitt; Friend;
Griebrok-Assercq; Harrell; Hau; Hudson; James;
LaMartina; LeBato; Moncada; Oge; Null; Pham;
Reehmann; Soileau; Starr; Velu; Werner; Williams;
Zheng

INSTRUCTOR: Chen; Fechete; Talley

Genetics

PROFESSOR: Kolls

ASSOCIATE PROFESSOR: Grabczyk; Gregory; Hollenbach;
Liu; Mandal; Zheng

ASSISTANT PROFESSOR: Crabtree; Iwakuma; Pandey;
Pociask

INSTRUCTOR: Tsien; Nguyen

Medicine

PROFESSOR: Ali, J.; Anthony; Borne, Cefalu; Chauvin; Clark; Deboisblanc; Espinoza; Glancy; Hagensee; Hilton; Karam; Kishner; Kumar; Lopez; Martin; Martinez; Mason; Nelson; Ramsay; Reisin; Reiss; Rigby; Sanders; Shellito; Smart; Subramaniam; Taylor

ASSOCIATE PROFESSOR: Besch-McTernan; Cui; Del Valle; Dicarlo; Figueroa; Fontenot; Friday; Happel; Hebert; Hull; Kantrow; Lakshmi Prasad; LeLorier; Lo; Maffei; Mclean; Morse; Nsuami; Peruzzi; Richards; Thomas; Uwaifo; Wilcox; Welsh

ASSISTANT PROFESSOR: Aguilar; Ahmed; Ali, M.; Amoss; Ardoin; Bates; Boudreaux; Boulmay; Cuchacovich; Culotta; Curry; Desilva; Duet; Engel; Erny; Eubanks; Euler; Frontini; Gamble; Giambone; Godke; Hanna; Helmcke; Hubbell; Hutchings; Jain, N.; Jack; Jagneaux; Judd; Kamboj; Landreneau; Lauret; Lillis; Lin; Masri; Mathai; McDermott; Miklowski; O'Neal C; O'Neal H; Ory; Primeaux; Raines; Ruiz; Saketkoo; Seal; Spiller; Soltani; Stellingworth; Stueben; Tejedor; Thien; Thomas; Wallis; Walvekar; Wang; Wang W; Weyer
INSTRUCTOR: Burns; Dargis; Jaligam; Muthuswamy

Microbiology, Immunology and Parasitology

PROFESSOR: Johnston; Ramsay
ASSOCIATE PROFESSOR: Aiyar; Amedee; Cui; Hobden; Kozlowski; Quayle; Sturtevant; Wang, G

ASSISTANT PROFESSOR: Foster; Kelly; Rodriguez; Shen; Zea

Neurology

PROFESSOR: Foundas; Gould; Olejniczak; Sumner; Tilton

ASSOCIATE PROFESSOR: Deputy; Gutierrez; Weimer

ASSISTANT PROFESSOR: Barkemeyer; Barton; Branch; Devier; Knaus; Lovera; Mader; McGuire; Wong

INSTRUCTOR: Miller; Villemarette-Pittman

Neuroscience Center

PROFESSOR: Bazan H; Bazan N; Lu; Canavier

ASSOCIATE PROFESSOR: Belayev; Chen; Erickson; Gordon; Lukiw; Mukherjee; Sheline; Xia;

ASSISTANT PROFESSOR: Farris; Gasparini; Hong; Harrison; He; Jin; Li; Musto; Wu; Zhou;

Neurosurgery

BOYD PROFESSOR: Kline

ASSOCIATE PROFESSOR: Belayev; Tender

ASSISTANT PROFESSOR: Musto; Richter

Obstetrics and Gynecology

PROFESSOR: Barnhill; Chesson; Hoxsey; Miller; Nolan; Raj

ASSOCIATE PROFESSOR: Bourgeois; Brewer; Chau; Diket; Fabacher; Maupin

ASSISTANT PROFESSOR: Bedestani; Dildy; Gillen; Moore; Neumann; Nevils; Polite; Taylor; Winfield

INSTRUCTOR: Alleyn; Craig; Elias; Holman; Floyd; Nguyen; Truehill; Usher; Vargas

Ophthalmology

PROFESSOR: Bazan; Bergsma; Canavier; Hill; Insler; Jacob; Khoobehi; Weiss

BOYD PROFESSOR: Bazan; Kaufman

ASSOCIATE PROFESSOR: Acierno; Gordon; Lukiw; Mukherjee; Sheline

ASSISTANT PROFESSOR: Boulogny; Cortina; Elison; He; Hong; O'Sullivan; Zhou

Orthopaedics

PROFESSOR: King

ASSOCIATE PROFESSOR: Krause; Rooney

ASSISTANT PROFESSOR: Accousti; Dasa; Gorman; Hartman; Melancon; Marrero; Patel

Otorhinolaryngology and Biocommunication

PROFESSOR: Kluka; Nuss; Pou

ASSOCIATE PROFESSOR: Chen; McWhorter; Izumi

ASSISTANT PROFESSOR: Beahm; Farris; Hetzler; Lin; Simon; Walvekar; Weiss;

INSTRUCTOR: Montgomery; St. John

Pathology

PROFESSOR: Brazda; Craver; Newman; Rodriguez; Ruiz; Vander Heide

ASSOCIATE PROFESSOR: Barbeau; Carson; Lorusso; McGoe; Ragan; Suarez; Weilbaecher; Zieske

ASSISTANT PROFESSOR: Athas; Belmadani; Sakamuro; Sorrells

INSTRUCTOR: Santiago

Pediatrics

PROFESSOR: Ascuitto; Aviles; Barkemeyer; Begue; Chalew; Cutler; Feinstein; Gardner; Gedalia; Howes; Hyman; Lacassie; Lan; Ochoa; Osofsky; Penn; Pincus; Ross-Ascuitto; Sorensen; Vargas; Vehaskari; Yazdani; Yu

ASSOCIATE PROFESSOR: Bamgbola; Berry; Brown, R.; Dal Corso; Desselle; Duhon; English; Estrada; Ferris; Gastanaduy; Gordon; Hempe; Leiva; Lilje; ; Lo; Mangat; Marble; Mouallem; Nervez; Noel; Rivera; Siwik; Stender; Stopa; Velez-Yanguas; Venters; Wang; Williams;

ASSISTANT PROFESSOR: Acka; Aita-Levy; Alonso-Rubiano; Armstrong; Barnes; Beatty; Breslin; Buis; Creel; Dawkins; Dickinson; Dimitriades; Flint; Fox; Gajewski; Gomez; Graham; Grant; Gu; Hescoock; Jackson; Keith; Khouri; Kretschmer; Lefevre; Linares; Monagas; Morales; Morrison; Nass; Olister; Paris; Pasternak; Pepiak; Prasad; Riojas; Rossi; Roy; Seago; Sernich; Spiller; Surcouf; Thomas; Tran; Villavasso; Wilcox; Wilson; Woodard; Xin; Zambrano; Zatarain

Pharmacology and Experimental Therapeutics

PROFESSOR: Backes; Kapusta; Moerschbaecher; Varner; Winsauer

ASSOCIATE PROFESSOR: Boulares; Catling; Cormier; Erickson; Lazartigues; Nichols; Paul

ASSISTANT PROFESSOR: Filipeanu; Harrison; Neumann; Reed; Wainford

INSTRUCTOR: Guidry, ; Xia

Physiology

PROFESSOR: Bagby; Levitzky; McDonough; Molina; Shepherd

ASSOCIATE PROFESSOR: Byerley; Harrison-Bernard; Potter

ASSISTANT PROFESSOR: Breslin; Chou; Gardner; Gilpin; Yue

INSTRUCTOR: Giaimo; LeCapitaine; Siggins

Psychiatry

PROFESSOR: Drell; Griffin; Osofsky, Quintana; Townsend

ASSOCIATE PROFESSOR: Urrutia

ASSISTANT PROFESSOR: Bishop-Baier; Carter; Coleman; Conrad; Costa; Dickson; Drennan; Gamble; Hatchette; Hanna; Henke; Johnson; Leffler; Many; Walker M.; Walker W.; Walsh; Williams

INSTRUCTOR: Hansel; Hardy; Selby

Radiology

PROFESSOR: Bok; Letourneau; Robertson

ASSOCIATE PROFESSOR: Ferreyro; Gonzalez; Serrano; Yodzis

ASSISTANT PROFESSOR: Burak; Casey; Fremaux; Gadani; Karl; Kuebler; Maristany; Moran; Patrick; Smith; Spieler; Toshav

Surgery

PROFESSOR: Batson; Boudreaux; Caspi; Chappuis; Dupont; Frey; Harelson; Heck; Helm; Hollier; Hunt; Lee; Marr; Opelka; Stokes; Wang; Woltering

ASSOCIATE PROFESSOR: Morrison; Paige; Pettitt; Risher; Sheahan, M

ASSISTANT PROFESSOR: Babineaux; Beahm; Dorotan; Edwards; Gilmore; Harkrider; Palit; Richey; Sheahan, C; St. Hilaire; Stuke; Torrance; Valerie; Wey; Wise

INSTRUCTOR: Barcelona; Kiselov

Urology

PROFESSOR: Fuselier; Ortenberg; Winters

ASSISTANT PROFESSOR: Blue; Boyd; Chermansky; Eeg; Lacour; Roth