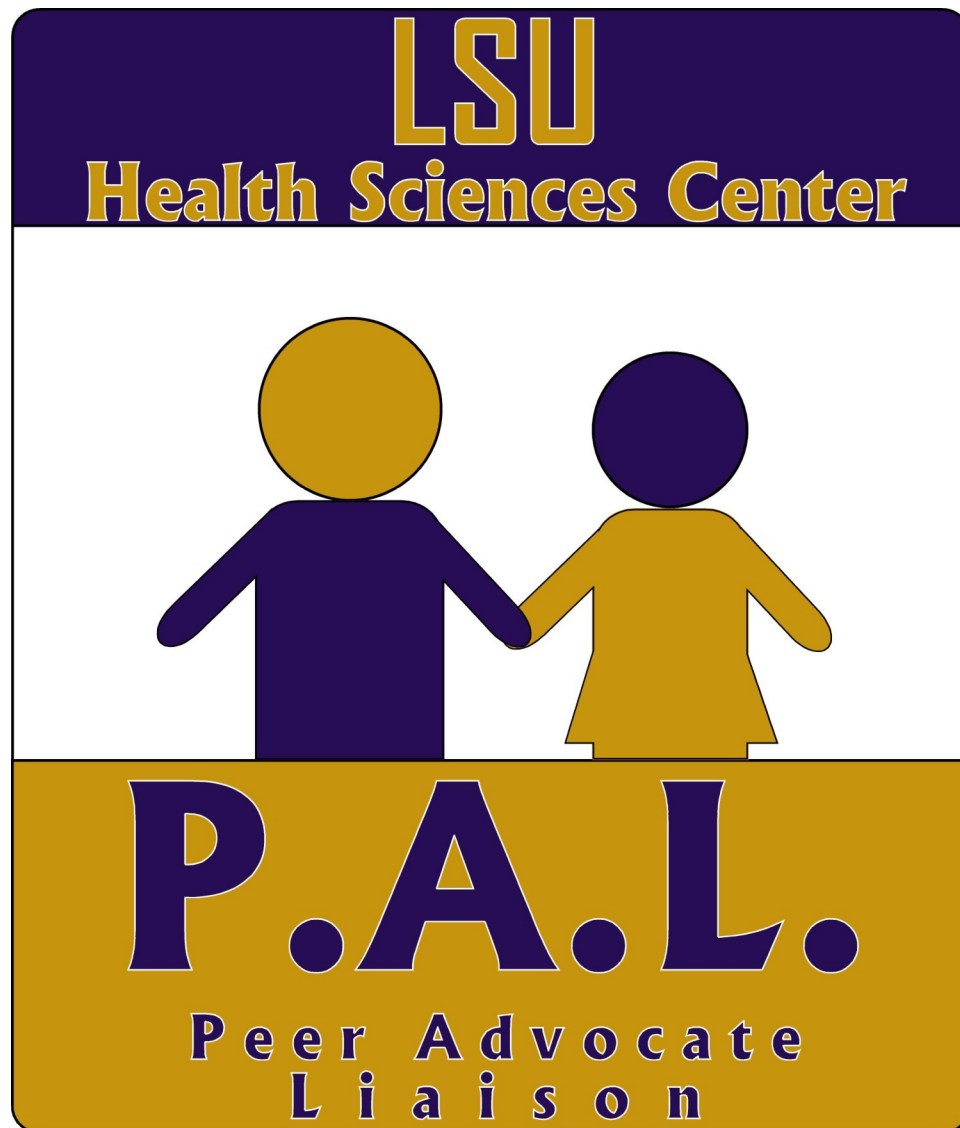


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For more information contact:

LSUHSC Campus Assistance Program
1542 Tulane Ave. Office 866
New Orleans, LA 70112
(504) 568-8888

Table of Contents

Greetings from the Chancellor	2
Goals and Objectives	3
Emergency Numbers	4
LSUHSC Resources and Programs	5
Online Resources	7
LSUHSC Policies	8
Professional Health Programs	10
Code of Ethics for Nurses	11
ADA Principles of Ethics and Code of Professional Conduct	12
School of Medicine Technical Standards	15
Medicine Oath of Hippocrates	17
PAL Student Team	18
PAL Mentors	19

Greetings from the Chancellor

Dear Student Leaders,

Every organization has natural leaders. Leaders are members of the organization who peers depend on for guidance and support in times of need and crisis. The honor of being selected as a class representative makes you one of LSU Health Sciences Center's leaders.

The Peer Advocate Liaison (PAL) program was created to empower you to assist your classmates and peers when they are in need or in a time of crisis. Students know their classmates better than anyone else at LSUHSC. Students who are having academic problems or problems with depression, alcohol, drugs, or relationships are more likely to come to you first in the search for help.

The primary goal of the Peer Advocate Liaison program is to empower you to direct your classmates and peers when they are in need or in a time of crisis. You will be asked to attend a brief orientation to the PAL program, followed by a reception hosted by administration. During the orientation you will receive additional information about the programs available on campus, information on assisting peers when needing to get connected with available resources, and a chance to talk with the various program directors. During the reception you will have an opportunity to meet the Chancellor, the Vice Chancellor of Academic Affairs, and the Deans of Student Affairs from the various schools.

This book contains information you can provide to your classmates, within times of crisis, that will assist them in seeking assistance. The materials contained within this guide consists of information that students of the past have requested on various occasions and have found helpful. Please take time to get to know the resources and the associated faculty within this guide.

We would like to take this opportunity to welcome the incoming officers to their positions at LSU Health Sciences Center.

Sincerely,

Larry Hollier, MD
Chancellor

Joseph Moerschbaeche, PhD
Vice Chancellor of Academic Affairs

Goals and Objectives

The primary goal of the Peer Advocate Liaison (PAL) program is to empower you to direct your classmates and peers when they are in need or in a time of crisis. Ongoing problems or crises happen from time to time making it difficult for someone to get connected with available resources. Many times students just don't know where to turn. As mentioned earlier, students know their classmates better than anyone else at LSU Health Sciences Center. Students who are having academic problems or problems with depression, alcohol, drugs, or relationships are more likely to come to you first in the search for help. PALs act as temporary liaisons between students and the campus resources that can assist them. PALs are not trained for counseling or crisis intervention.

In the PAL Program, LSUHSC student volunteers learn about the resources outlined in this booklet. PALs are available to help guide students to the appropriate resources for any of the following problems: relationship or family issues, academic problems, depression, stress, alcohol or drug concerns, adjustment to a new environment, and health concerns. The information contained in this book can be utilized to assist your classmates in seeking appropriate support.

NOTE: Unless otherwise noted, all phone numbers within this guide are in the 504 area code.

Emergency Numbers

ON CAMPUS

LSUHSC Police 568-8999
Campus Assistance Program 568-8888

Administration

Chancellor
Larry Hollier, MD 568-4800
Vice Chancellor of Academic Affairs
Joseph Moerschbaecher, PhD 568-4804

Student Affairs

LSUHSC School of Dentistry
Darlene Brunet, RDH, MEd 941-8122
LSUHSC School of Allied Health Professions
Yudi Stoute 568-4253
LSUHSC School of Nursing
Demetrious Porche, DNS, PhD 568-4106
LSUHSC School of Medicine
Joe Delcarpio, PhD 568-4874
LSUHSC School of Graduate Studies
Kathleen McDonough, PhD 568-6197
LSUHSC School of Public Health
Alice LeBlanc, MPH 568-5747

OFF CAMPUS

Local Police 911

Crisis Line & Community Resource Directory 800-749-COPE (2673)

Suicide Prevention Lifeline 800-273-TALK (8255)

River Oaks Hospital
Free assessments for admission 24/7 734-1740

Domestic Violence Hotlines
Orleans Parish 866-9554
Jefferson Parish 837-5400
National Hotline 800-799-SAFE (7233)

Poison Control 800-222-1222

Child Abuse Hotline 800-4-A-CHILD (422-4453)

SAMHSA Substance Abuse & Mental Health Helpline 800-662-HELP (4357)

LSUHSC Resources & Programs

Americans with Disabilities Act (ADA)

Individuals who have an ADA concern should contact their Dean of Student Affairs or the ADA Coordinator, Michael Levitzky, PhD at: 568-6184

Associate Vice Chancellor for Academic & Multicultural Affairs

Assists the Vice Chancellor for Academic Affairs with an array of academic matters ranging from accreditation to governmental relations. This office is responsible for overseeing and evaluating multicultural affairs at LSUHSC. This is accomplished through consulting and advising with each Dean's Office, each school's Multicultural/Diversity Committee, and the LSUHSC-NO Multicultural Advisory Committee. Assistance is available for any LSUHSC student, faculty, staff member, or group.

For more information contact Dereck Rovaris, PhD at: 568-4804

Behavioral Sciences Center

Offers a full range of outpatient treatment, including diagnostic evaluation, medication management, and short and long term psychotherapy for individuals or couples. Also offers academic and neuropsychological testing to determine the presence of attention, learning, or psychological disorders affecting the following areas: intelligence, academic performance, memory, attention and concentration, and psychological functioning.

For treatment appointment call: 412-1580

For psychological testing appointment call Susan Gould at: 903-9213

Or call the LSUHSC CAP for other referral sources: 568-8888

Campus Assistance Program (CAP)

Offers problem assessment, short-term counseling, and community referral information, as well as a 24-hour crisis line for students and their family members who are experiencing issues that may have a negative impact on school or job performance. CAP services are free and confidential.

For crisis line or appointment call: 568-8888

Campus Police

The Campus Police are here to help you, and your safety and security is their primary goal. The Chief is available to consult with you about any potential safety issues. Additionally, they have police officers that have been trained specifically to deal with individuals who have been victims of sexual assault and other crimes.

For emergencies or other information call: 568-8999

Community and Minority Health Education (CMHE)

The CMHE Office in the School of Medicine offers academic and emotional support to promote retention of minority and disadvantaged medical students, and to facilitate successful progress and graduation from medical school.

For more information contact Jane Parker, JD, RN, MBA: 568-8501

LSUHSC Resources & Programs (continued)

Department of Communication Disorders

Offers assessments in speech-language pathology, including: spoken language, speech, written language, reading skills, oral structure and functioning, augmentative and alternate modes of communication. Offers assessments and treatment in audiology, including: comprehensive assessments in hearing or listening skills, aural rehabilitation, auditory prostheses, ear molds or swim molds, and musician earplugs.

For more information contact Barbara Wendt-Harris, PhD: 568-4348

Off Campus Professional Counseling

Provides free, confidential assessment, crisis intervention, referrals, and brief counseling for individuals, couples, and families. Long-term counseling services also available.

For an appointment contact Bonnie Adelsberg, MN, CS: 455-7296

Psychological Services Center

Located on the Baton Rouge campus, the facility offers diagnostic and outpatient therapeutic psychological services, as well as psychological testing to determine the presence of an attention, learning, or psychological disorder. Evaluations are offered for a flat fee of \$325 and performed by Clinical Psychology doctoral students who are closely supervised by LSU faculty.

For more information call: 225-578-1494

Rehabilitation Counseling Clinic

Offers short term, problem-solving oriented counseling and guidance services to selected individuals. There is no charge for these services which are provided by advanced graduate students under the supervision of Department faculty.

For more information contact Henry McCarthy, PhD: 568-4320

All referrals made through LSUHSC CAP: 568-8888

Student Health Clinic

Offers a variety of services, including primary health care, immunizations, lab tests, x-rays, allergy injections, and women's health exams. Appointments encouraged, but walk-ins welcome.

Main office: 2020 Gravier St., 7th Floor, Suite B 525-4839

New Orleans Clinic: 3700 St. Charles Ave. 412-1366

Kenner Clinic: 200 W. Esplanade Ave., Suite 205 412-1705

Wellness Center

Located on the 3rd and 4th floors of Stanislaus Hall, the facility offers cardiovascular and strength-training equipment, free weights, group exercise classes, and individual fitness assessments. Amenities include locker rooms, shower facilities, saunas, wireless internet, lounge and snack bar area.

For more information contact Nijel Baron: 568-3700

Online Resources

ULifeline

<http://ulifeline.org>

ULifeline is an anonymous online resource where you can learn more about emotional health and ways to help yourself or a friend if you are struggling with your thoughts or feelings.

Half of Us

<http://www.halfofus.com>

College students are especially at risk of depression, with half reporting that they have been so stressed that they couldn't function during the past year. Half of Us is an online project developed with mtvU to raise awareness about the prevalence of mental health issues and connect students to the appropriate resources to get help. See videos and stories from your favorite artists and other students sharing how they have coped with mental health issues.

Helpguide

<http://www.helpguide.org>

Helpguide's mission is to help you understand, prevent, and resolve many of life's challenges, and to empower you with the knowledge and support you need to take charge of your life and make healthy choices. Helpguide provides free online articles that are motivating, balanced, and ad-free—easy to look at, easy to understand, and focused on information you can use to help yourself.

Psychology Help Center

<http://www.apa.org/helpcenter>

The American Psychological Association's Psychology Help Center is an online consumer resource featuring articles and information related to psychological issues affecting your daily physical and emotional well-being.

VIA LINK

<http://vialink.org>

A local resource serving the Greater New Orleans area. Provides crisis counseling and suicide intervention through their 24/7 confidential hotline at 800-749-2673, and a comprehensive community resource directory online or through the hotline. VIA LINK also works in conjunction with city, parish and state governments and other organizations to provide disaster-related information and available resources.

LSUHSC Policies

Alcohol Use

<http://www.lsuhscc.edu/no/administration/cm/cm-36.aspx>

The purpose of CM-36 is to establish guidelines for the responsible use of alcohol at LSUHSC and LSUHSC-sponsored functions. The use of alcohol is prohibited in classroom buildings, laboratories, auditoriums, library buildings, faculty and administration buildings, athletic facilities, hospitals and clinics and all other public campus areas. Alcohol may be served for special events, on or off campus, sponsored by the institution with written authorization from the Dean, Chancellor, or their authorized designee and when the guidelines for responsible use of alcohol are followed.

Substance Abuse

<http://www.lsuhscc.edu/no/administration/cm/cm-38.aspx>

The purpose of CM-38 is to promote and safeguard the workplace/school environment from the consequences of alcohol and drug use. It is important for students to understand that initial and continued enrollment is contingent upon a willingness to comply with this policy.

Violence-Free Workplace

<http://www.lsuhscc.edu/no/administration/cm/cm-44.aspx>

The purpose of CM-44 is to recognize that every student should have a reasonable expectation to perform his/her assigned duties in an atmosphere free of threats and assaults. The policy incorporates LSUHSC's Workplace Violence Prevention Plan, which specifies that it is illegal and expressly prohibited to engage in the unauthorized carrying of a firearm, or dangerous weapon, by a student or non-student on University property at anytime. This includes but is not necessarily limited to school sponsored functions or in a firearm-free zone. Violators will be arrested and prosecuted to the fullest extent of the law.

Fitness for Duty

<http://www.lsuhscc.edu/no/administration/cm/cm-37.aspx>

The purpose of CM-37 is to promote and protect the well-being of students. Any individual who works or is enrolled at LSUHSC is expected to report to work/school in a fit and safe condition. An individual who has an alcohol, drug, psychiatric, or medical condition that could be expected to impair his ability to perform in a safe manner must self report his medical status to his supervisor and provide a signed medical release indicating his fitness for work/school to the Campus Assistance Program (CAP).

LSUHSC requires all faculty, staff, residents, students, or other LSUHSC workers who observe an individual who is believed to be impaired or is displaying behavior deemed unsafe at work/school to report the observation(s) to their supervisor for appropriate actions. Supervisors are then required to make an administrative referral to CAP for assessment.

LSUHSC Policies (continued)

Student Responsibilities and Rights

<http://www.lsuhscc.edu/no/administration/cm/cm-56.aspx>

The purpose of CM-56 is to clarify the expectation that all students are responsible for complying with all policies/procedures, rules and regulations and other information published by LSUHSC, as well as all federal, state and local laws. In addition, mistreatment and abuse of students by faculty, residents, staff, or fellow students is contrary to the educational objectives of LSUHSC and will not be tolerated. CM-56 also describes the procedures for addressing student complaints including informal conflict resolution and filing a formal complaint.

Information Technology

<http://www.lsuhscc.edu/no/administration/cm/cm-42.aspx>

The purpose of CM-42 is to institute an enforceable policy to protect the performance, integrity, security, reliability, and continuity of vital services that rely on the LSUHSC IT infrastructure through good citizenship and legal and ethical use. Users are expected to exhibit responsible behavior and comply with all federal and state laws, LSUHSC rules and policies, computing contracts, and software licensing rules. Students should not engage in any activity that jeopardizes the availability, performance integrity, or security of the IT infrastructure. For example, students should not:

- Use peer-to-peer applications that take up bandwidth for the downloading of music, games, and video, or
- Deliberately or recklessly overload access links or switching equipment by using streaming media such as web radio and other mechanisms.

By using a computer on the LSUHSC-NO IT infrastructure, students acknowledge that they are subject to the terms of CM-42 and give their unrestricted consent to the monitoring, copying, and unrestricted distribution of any transmission/communication or image generated, received by, sent by, or stored in the computer.

Weather Related Emergency Procedures

<http://www.lsuhscc.edu/no/administration/cm/cm-51.aspx>

The purpose of CM-51 is to give guidance for response to weather related emergencies such as hurricanes, storms, and flooding. During a weather event that requires closing of the campus, LSUHSC-NO will not function as an evacuation site for students. More information about disaster preparedness can be found within the policy or at <http://gohsep.la.gov/>.

Professional Health Programs

Dental Well-Being Advisory Committee

<http://www.ladental.org/cms/content/view/181/41/>

Offers confidential peer intervention and advocacy to assist dentists who are experiencing difficulties due to issues with mental health, physical health, or drug/alcohol abuse.

For more information contact Jamie Manders, DDS: 394-7702 (H) or 650-0319 (C)

Physicians Health Program (PHP)

<http://www.phfl.org/>

Offers a confidential, voluntary alternative to formal disciplinary action for physicians who are experiencing difficulties due to substance use, mental health, physical ailments, or disruptive behavior patterns. Physicians may also be mandated for PHP monitoring when there is disciplinary action.

For more information contact Julie Alleman: 888-743-5747

Recovering Nurse Program (RNP)

<http://www.lsbn.state.la.us/departments/rnp.asp>

Offers a confidential, voluntary alternative to formal disciplinary action for nurses who are experiencing difficulties due to chemical dependency or abuse. Nurses may also be mandated for RNP monitoring when there is disciplinary action.

For more information contact Danielle Smith: 225-755-7544

Nursing Code of Ethics

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
 2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.
 3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
 4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
 5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
 6. The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
 7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
 8. The nurse collaborates with other health care professionals and the public in promoting community, national, and international efforts to meet health needs.
 9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.
-

American Dental Association: Principles of Ethics and Code of Professional Conduct

The dental profession holds a special position of trust within society. As a consequence, society affords the profession certain privileges that are not available to members of the public-at-large. In return, the profession makes a commitment to society that its members will adhere to high ethical standards of conduct. These standards are embodied in the ADA Principles of Ethics and Code of Professional Conduct (ADA Code). The ADA Code is, in effect, a written expression of the obligations arising from the implied contract between the dental profession and society.

Members of the ADA voluntarily agree to abide by the ADA Code as a condition of membership in the Association. They recognize that continued public trust in the dental profession is based on the commitment of individual dentists to high ethical standards of conduct.

The ADA Code has three main components: The Principles of Ethics, the Code of Professional Conduct and the Advisory Opinions.

The Principles of Ethics are the aspirational goals of the profession. They provide guidance and offer justification for the Code of Professional Conduct and the Advisory Opinions. There are five fundamental principles that form the foundation of the ADA Code: patient autonomy, nonmaleficence, beneficence, justice and veracity. Principles can overlap each other as well as compete with each other for priority. More than one principle can justify a given element of the Code of Professional Conduct. Principles may at times need to be balanced against each other, but, otherwise, they are the profession's firm guideposts.

The Code of Professional Conduct is an expression of specific types of conduct that are either required or prohibited. The Code of Professional Conduct is a product of the ADA's legislative system. All elements of the Code of Professional Conduct result from resolutions that are adopted by the ADA's House of Delegates. The Code of Professional Conduct is binding on members of the ADA, and violations may result in disciplinary action.

The Advisory Opinions are interpretations that apply the Code of Professional Conduct to specific fact situations. They are adopted by the ADA's Council on Ethics, Bylaws and Judicial Affairs to provide guidance to the membership on how the Council might interpret the Code of Professional Conduct in a disciplinary proceeding.

The ADA Code is an evolving document and by its very nature cannot be a complete articulation of all ethical obligations. The ADA Code is the result of an on-going dialogue between the dental profession and society, and as such, is subject to continuous review.

Although ethics and the law are closely related, they are not the same. Ethical obligations may—and often do—exceed legal duties. In resolving any ethical problem not explicitly covered by the ADA Code, dentists should consider the ethical principles, the patient's needs and interests, and any applicable laws.

American Dental Association: Principles of Ethics and Code of Professional Conduct (continued)

Preamble

The American Dental Association calls upon dentists to follow high ethical standards which have the benefit of the patient as their primary goal. In recognition of this goal, the education and training of a dentist has resulted in society affording to the profession the privilege and obligation of self-government. To fulfill this privilege, these high ethical standards should be adopted and practiced throughout the dental school educational process and subsequent professional career.

The Association believes that dentists should possess not only knowledge, skill and technical competence but also those traits of character that foster adherence to ethical principles. Qualities of honesty, compassion, kindness, integrity, fairness and charity are part of the ethical education of a dentist and practice of dentistry and help to define the true professional. As such, each dentist should share in providing advocacy to and care of the underserved. It is urged that the dentist meet this goal, subject to individual circumstances.

The ethical dentist strives to do that which is right and good. The ADA Code is an instrument to help the dentist in this quest.

ADA Principles of Ethics and Code of Professional Conduct

SECTION 1 – Principle: Patient Autonomy ("self-governance")

The dentist has a duty to respect the patient's rights to self-determination and confidentiality.

This principle expresses the concept that professionals have a duty to treat the patient according to the patient's desires, within the bounds of accepted treatment, and to protect the patient's confidentiality. Under this principle, the dentist's primary obligations include involving patients in treatment decisions in a meaningful way, with due consideration being given to the patient's needs, desires and abilities, and safeguarding the patient's privacy.

SECTION 2 – Principle: Nonmaleficence ("do no harm")

The dentist has a duty to refrain from harming the patient.

This principle expresses the concept that professionals have a duty to protect the patient from harm. Under this principle, the dentist's primary obligations include keeping knowledge and skills current, knowing one's own limitations and when to refer to a specialist or other professional, and knowing when and under what circumstances delegation of patient care to auxiliaries is appropriate.

American Dental Association: Principles of Ethics and Code of Professional Conduct (continued)

SECTION 3 – Principle: Beneficence ("do good")

The dentist has a duty to promote the patient's welfare.

This principle expresses the concept that professionals have a duty to act for the benefit of others. Under this principle, the dentist's primary obligation is service to the patient and the public-at-large. The most important aspect of this obligation is the competent and timely delivery of dental care within the bounds of clinical circumstances presented by the patient, with due consideration being given to the needs, desires and values of the patient. The same ethical considerations apply whether the dentist engages in fee-for-service, managed care or some other practice arrangement. Dentists may choose to enter into contracts governing the provision of care to a group of patients; however, contract obligations do not excuse dentists from their ethical duty to put the patient's welfare first.

SECTION 4 – Principle: Justice ("fairness")

The dentist has a duty to treat people fairly.

This principle expresses the concept that professionals have a duty to be fair in their dealings with patients, colleagues and society. Under this principle, the dentist's primary obligations include dealing with people justly and delivering dental care without prejudice. In its broadest sense, this principle expresses the concept that the dental profession should actively seek allies throughout society on specific activities that will help improve access to care for all.

SECTION 5 – Principle: Veracity ("truthfulness")

The dentist has a duty to communicate truthfully.

This principle expresses the concept that professionals have a duty to be honest and trustworthy in their dealings with people. Under this principle, the dentist's primary obligations include respecting the position of trust inherent in the dentist-patient relationship, communicating truthfully and without deception, and maintaining intellectual integrity.

For more information concerning the ADA Principles of Ethics and Code of Professional Conduct, please go to <http://www.ada.org/194.aspx>

School of Medicine 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.

School of Medicine Technical Standards (continued)

Intellectual Abilities: Conceptual, Integrative and Quantitative

Intellectual abilities include measuring, calculating, reasoning, analyzing, and synthesizing information. Problem solving, 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.
-

Medicine Oath of Hippocrates

I do solemnly swear by whatever I hold most sacred, that I will be loyal to the profession of medicine and will be just and generous to its members and will teach those who follow after me in this profession.

That I will lead my life and practice my art in uprightness and honor.

That into whatever home I shall enter, it shall be for the good of the sick and of the well and to the utmost of my power I will hold myself aloof from wrong and from corruption and from tempting others to vice.

That I will exercise my art solely for the cure of my patients and for the prevention of disease. I will give no drugs or perform no operation for a criminal purpose, and will never recommend such a thing.

That whatever I shall see or hear that concerns the lives of my patients which is not fitting to be spoken, I will keep secret forever.

These things I do promise. In proportion to the degree that I am faithful to this oath, may happiness and good repute be ever mine, and may the opposite befall me if I am false to my word.

PAL Student Team

School of Dentistry

D1— Marcela Jolivet & Mary Webster
D2— Russ Noles & Matt Oubre
D3— Letitia “Mimi” Lacour
D4— Kevin Kidder

School of Graduate Studies

Kristine Kurtz
Elaine Maggi
Jessica Shields

School of Nursing

SGA President— Victoria Wagley
Senior II— Rebecca Levy
Senior I— Craig Redgrave
Junior II— Elizabeth Anderson
Junior I— Emmy Osoinach
Sophomore II— Scottie Caten
Sophomore I— Jonathan Cruse
CARE X— Heather Simon
CARE XI— Julia Donahue

School of Allied Health Professions

Rachel Nelson (OT)
Theresa “Tess” Autin (OT)
Jordan Killeen (CPS)

School of Medicine

Karmynah Helaire
Dara Davenport Jones
Jay Huber

School of Public Health

Laurie Chiasson

PAL Mentors

<u>NAME & TITLE</u>	<u>SCHOOL/DEPARTMENT</u>	<u>PHONE NUMBER</u>
Bonnie Adelsberg, MN Student Health Counselor	Off-Campus Counseling	455-7296
Sandra Andrieu, PhD Associate Dean for Academic Affairs	School of Dentistry	941-8111
Margaret Bishop-Baier, MD CAP Medical Director	Campus Assistance Program	568-7912
Darlene Brunet, RDH, MEd Director of Student Affairs	School of Dentistry	941-8122
Jan Case, PhD Assistant Professor of Rehabilitation Counseling	School of Allied Health Professions	568-2420
Joe Delcarpio, PhD Associate Dean for Student Affairs	School of Medicine	568-4874
John Dolan, RhD Associate Dean of Academic Affairs	School of Allied Health Professions	568-4244
Erin Dugan, PhD Assistant Professor of Rehabilitation Counseling	School of Allied Health Professions	568-4329
Scott Embley, LCSW CAP Assistant Director	Campus Assistance Program	568-8888
Lauren Garnier, LCSW CAP Counselor	Campus Assistance Program	568-8888
Jack Hines Coordinator of Student Affairs	School of Graduate Studies	568-2211
Alice LeBlanc, MPH Director of Admissions and Student Affairs	School of Public Health	568-5747
Michael Levitzky, PhD ADA Coordinator	School of Medicine	568-6184
Cathy Lopez, RN, MEd Assistant Dean for Student Services	School of Nursing	568-4180
Shannon Mangum, MPS Assistant Professor of Occupational Therapy	School of Allied Health Professions	568-4302
Henry McCarthy, PhD Professor of Rehabilitation Counseling	School of Allied Health Professions	568-4320
Sam McClugage, PhD Associate Dean for Admissions	School of Medicine	568-6262
Kathleen McDonough, PhD Associate Dean	School of Graduate Studies	568-6197
Angela McLean, MD Medical Director of Student Health/Co-Director LSU Resident Clinics	School of Medicine	568-5722
Joseph Moerschbaeher, PhD Vice Chancellor of Academic Affairs	LSUHSC	568-4804
Demetrius Porche, DNS, PhD Dean	School of Nursing	568-4106
Scott Rubin, PhD Associate Professor, Communication Disorders	School of Allied Health Professions	568-4350
Yudi Stoute Director of Student Affairs	School of Allied Health Professions	568-4253
Jo Thompson, MA Interim Department Head/Assistant Professor	School of Allied Health Professions	568-4304



Campus Assistance Program
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New Orleans, LA
70112

Phone: 504-568-8888
Fax: 504-568-3892