

**LOUISIANA STATE UNIVERSITY
HEALTH SCIENCES CENTER
NEW ORLEANS**



**CATALOG / BULLETIN
2011 – 2012**

JULY 1, 2011

NOTE:

This Catalog/Bulletin represents a flexible program of the current curricula, educational plans, offerings, and requirements, which may be altered from time to time to carry out the purposes and objectives of the Louisiana State University and Agricultural and Mechanical College System. The provisions of this catalog do not constitute an offer of a contract, which may be accepted by students through registration and enrollment in the LSU System. The LSU System reserves the right to change any provision, offering, or requirement at any time within a student's period of study in the LSU System. The LSU System further reserves the right to require a student to withdraw from the LSU System for cause at any time.

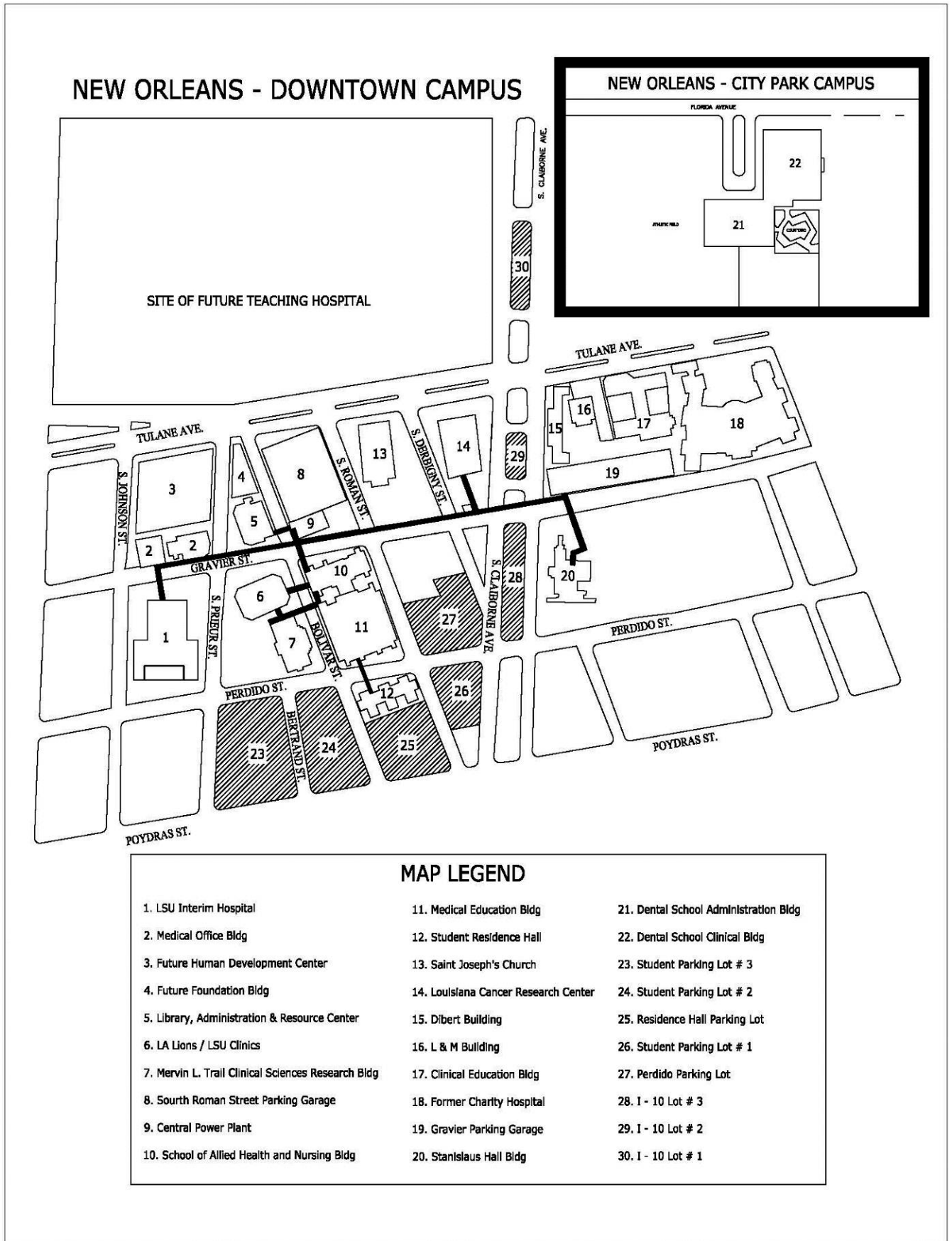
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MAP OF LSUHSC-NO BUILDING LOCATIONS

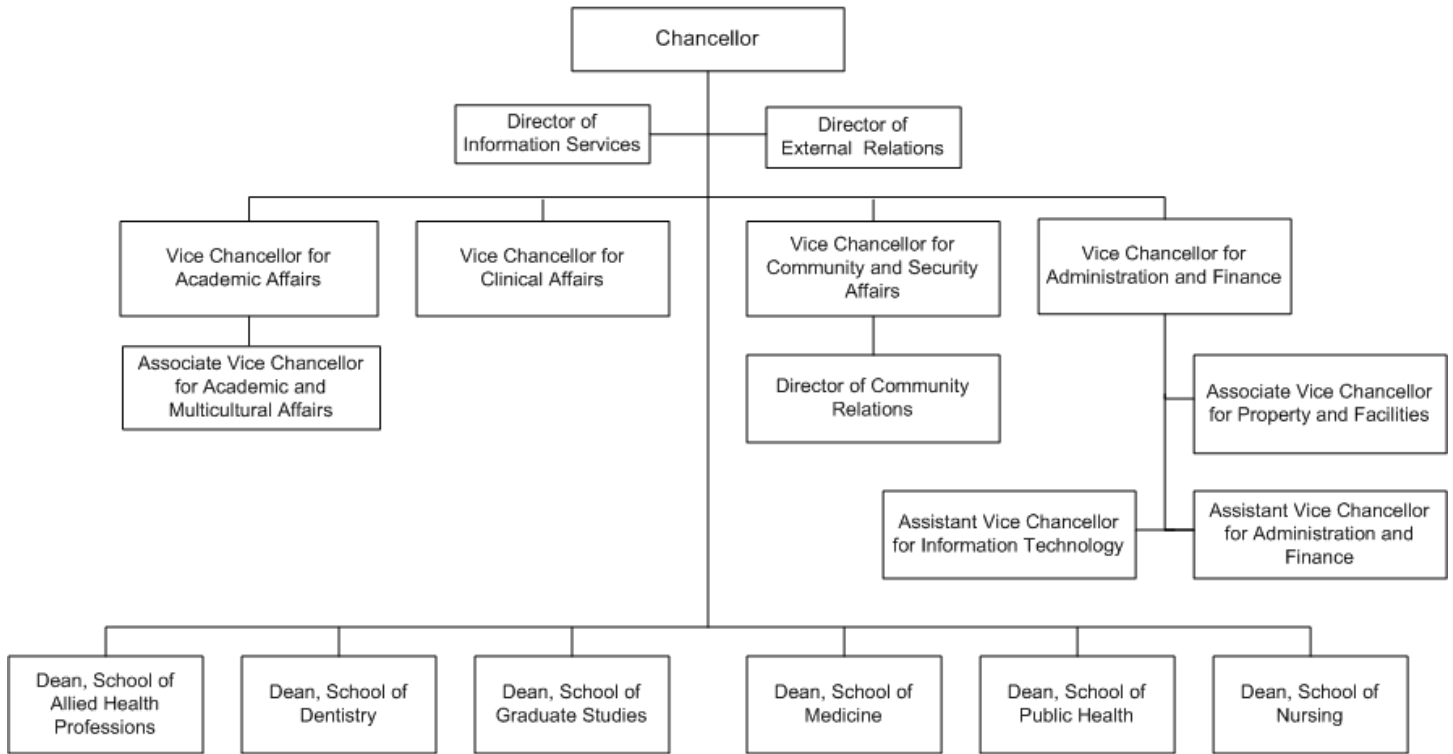


INDEX OF DEGREES OFFERED

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ORGANIZATIONAL CHART

LSU Health Sciences Center in New Orleans



STUDENT RESPONSIBILITY

It is the responsibility of each student to read, understand, and inform themselves of all the terms conditions, and regulations set forth in the current LSU Health Sciences Center at New Orleans *Catalog/Bulletin*. The printed form of the current *Catalog/Bulletin* is available from the LSU Health Sciences Center, Office of the Registrar. The electronic version of this *Catalog/Bulletin* is available at WWW.LSUHSC.EDU/NO/CATALOG/.

Each student is personally responsible for observing dates relevant to registration, adding courses, dropping courses, withdrawals, and resignation from the University. In addition, each student is expected to comply with time limits set forth by their school for the attainment of their degree or certificate.

INQUIRIES

Any inquiries relative to the text or faculty listings contained herein should be directed to the Office of the Dean, or to the Office of Student Affairs of the particular school of interest.

ADMINISTRATION OF THE LOUISIANA STATE UNIVERSITY SYSTEM



JOHN V. LOMBARDI, PHD
APPOINTED PRESIDENT
SEPTEMBER 1, 2008

Dr. John V. Lombardi is the fifth President of the Louisiana State University System. As its Chief Executive Officer, Dr. Lombardi oversees 11 institutions as well as 10 public hospitals located throughout the state. In addition, Dr. Lombardi is a Professor of History at Louisiana State University and Agricultural and Mechanical College.

Dr. Lombardi was born in Los Angeles, California and attended Pomona College where he earned his bachelor's degree. He received his M.A. and Ph.D. degrees in history from Columbia University. He joined the faculty in the Department of History at Indiana University, where he later served as Dean of International Programs and Dean of the College of Arts and Sciences. In 1987, he became Provost and Vice President for Academic Affairs at the Johns Hopkins University. From 1990-1999, Dr. Lombardi was President of the University of Florida. Prior to his appointment as President of the LSU System, he served as Chancellor of the University of Massachusetts Amherst.

He is a Latin American scholar, with a special interest in Venezuela. Dr. Lombardi is also one of the country's foremost authorities in higher education, serving as Co-Editor of *The Top American Research Universities*. He is the author of numerous professional publications, and along with his wife, Cathryn, co-authored a teaching atlas on Latin American History. He has taught courses in history, intercollegiate sports, and university management.

JOHN V. LOMBARDI, PhD
President

CAROLYN H. HARGRAVE, PhD
Chief of Staff: Vice President for Academic Affairs and Technology Transfer

WENDY SIMONEAUX
Chief Financial Officer / Assistant Vice President for Budget and Finance Comptroller

FRED CERISE, MD, MPH
Vice President for Health Affairs and Medical Education

CHARLES F. ZEWE
Vice President of Communications and External Affairs

MIKE GARGANO
Vice President of Student and Academic Support Services

ADMINISTRATION OF THE HEALTH SCIENCES CENTER AT NEW ORLEANS



LARRY H. HOLLIER, MD
APPOINTED CHANCELLOR
FEBRUARY 3, 2006

Dr. Larry H. Hollier is Chancellor of LSU Health Sciences Center at New Orleans, which includes six professional schools.

Dr. Hollier is a native of Crowley, La. and a LSU School of Medicine graduate. He served as Dean of the LSU School of Medicine from January 2004 through September 2007 and was Appointed Chancellor of the

LSU Health Sciences Center in 2006. Before being named Dean, Dr. Hollier was President of the Mount Sinai Hospital in New York and has served as Professor of Surgery and Chairman of the Department of Surgery at the Mount Sinai School of Medicine for eight years.

Chronology

Six individuals have served as Permanent Chancellor of the Louisiana State University Medical Center since its present organizational structure was implemented in 1965.

The names of the former Chancellors and their period of chancellorship follow.

- William Wesley Frye, PhD, MD (1956-1969)
- William Huffman Stewart, MD. (1969-1974)
- John Charles Finerty, PhD (1974) Acting
- Allen Anthony Copping, DDS (1974-1985)
- Donna Harrington Ryan, MD (1985) Acting
- Perry Gardner Rigby, MD (1985-1994)
- Mervin Lee Trail, MD (1994-2000)
- Mary Ella Sanders, MD (2000-2002) Interim
- John A. Rock, MD (2002-2005)

Administration

HOLLIER, LARRY H., MD
Chancellor

CAPO, LESLIE L., BA
Director of Information Services

VIDRINE, CHRISTOPHER, MBA
Director of External Relations

MOERSCHBAECHER III, JOSEPH M., PhD
Vice Chancellor for Academic Affairs
Dean of the School of Graduate Studies

ROVARIS, DERECK J. PhD
*Associate Vice Chancellor for Academic and
Multicultural Affairs*

CHATELAIN, ROSE D.
Director of International Services

FAUST, WILLIAM BRYANT, IV, MAST
University Registrar

GONZALES, REYNALDO R., DVM
Director of Animal Care

GORMAN, PATRICK, BS
Director of Financial Aid

HARDY, JAMES, BS
Director of Technology Development

KRATZ, KENNETH, PhD
Director Office of Research Services

RIGBY, PERRY G., MD
Director of Health Care Systems

SIBLEY, DEBORAH, MEd, MLS
Interim Director of Libraries

VACANT
Director of Planning and Institutional Research

OPELKA, FRANK, MD
Vice Chancellor for Clinical Affairs

GARDNER, RONALD E., MPH
Vice Chancellor for Community, and Security Affairs

BAJOIE, DIANA E.
Director of Community Relations, BA

SMITH, RONALD E., MPA
Vice Chancellor for Administration and Finance

BALL, JOHN, ME
Associate Vice Chancellor for Property and Facilities

FAHEY, ROBERT, ME
*Executive Director of Environmental Health
and Safety*

ULLRICH, TERRY W., MPA
*Assistant Vice Chancellor for Administration
and Finance*

OWENS, BETTINA, MPA
*Assistant Vice Chancellor for Information
Technology*

LANDRY, PATRICK, BBA
Executive Director of Accounting Services

CLAY, ROY, III, BS
Compliance Officer

HAROLD, BRENT D., MS
Director of Supply Chain Management

LABBE, DUANE, MBA
Director of Human Resource Management

VACANT
Executive Director of Auxiliary Enterprises

CAIRO, J.M., PhD
Dean of the School of Allied Health Professions

FONTHAM, ELIZABETH T. H., MPH, DrPH
Dean of the School of Public Health

GREMILLION, HENRY, DDS
Dean of the School of Dentistry

NELSON, STEVE, MD
Dean of the School of Medicine

PORCHE, DEMETRIUS J., DNS
Dean of the School of Nursing

GOVERNING BOARDS

THE BOARD OF SUPERVISORS LOUISIANA STATE UNIVERSITY SYSTEM

LOCATION: 104B System Bldg.
3810 W. Lakeshore Drive
Baton Rouge, LA
PHONE: (225) 578-2154
FAX: (225) 578-5524
<http://www.lsusystem.lsu.edu/>

The Board of Supervisors of Louisiana State University and Agricultural and Mechanical College serves as the management board for the Louisiana State University System. The Board is composed of 16 members who serve overlapping terms of six years.

Two members are appointed from each congressional district and one member from the state at large. As provided by the Louisiana Constitution, the Board also has a student member who serves a one-year term.

Chairman

Mr. James W. Moore, Jr., Monroe

Chairman-Elect

Mr. Ben W. Mount, Lake Charles

Board Members

Mr. Ronald R. Anderson, Baton Rouge
Dr. Jack A. Andonie, Metairie
Mr. R. Blake Chatelain, Alexandria
Mr. Garret "Hank" Danos, Larose
Ms. Ann Duplessis, New Orleans
Mr. Anthony G. "Tony" Falterman, Napoleonville
Dr. John George, Shreveport
Mr. Stanley J. Jacobs, New Orleans
Mr. Alvin Kimble, Baton Rouge
Mr. Ray Lasseigne, Bossier City
Mrs. Laura A. Leach, Lake Charles
Mr. Roderick K. West, New Orleans
Mr. Robert "Bobbie" Yarborough, Baton Rouge
Mr. Ryan Perkins (student-member)

THE BOARD OF REGENTS FOR HIGHER EDUCATION FOR THE STATE OF LOUISIANA

LOCATION: 1201 North Third Street, Suite 6200
Baton Rouge, LA 70802
PHONE: (225) 342-4253
FAX (225) 342-9318
<http://www.regents.state.la.us/>

The Board of Regents for Higher Education of the State of Louisiana was created by the Constitution of 1974 with 15 members on the Board, as prescribed in the Constitution. A student member was added by constitutional amendment in 1980. Fifteen of the members are appointed by the Governor with the advice and consent of the Senate for overlapping terms of six years, and the student member serves a one-year term beginning June 1 of each year after being selected from the Council of Student Body Presidents-Elect of the colleges and universities under the jurisdiction of the Board. The Board of Regents has the power to revise or eliminate existing programs, departments and divisions; to study and/or recommend the creation of a new higher-education institution or management board; to formulate and revise a master plan for higher education; to recommend budgets for all institutions of higher education to the Governor and the Legislature; and to perform all other duties as prescribed by law. (Constitution of 1974, Article VIII, Section 5; Act 313 of the Louisiana Legislature, 1975 Regular Session)

Board of Regents 2010

Chairman

Robert Levy, Ruston

Vice Chairman

Mary Ellen Roy, New Orleans

Secretary

Charlotte Bollinger, Lockport

Board Members

Ed Antie, Carencro
Scott Ballard, Covington
Robert J. Bruno, Covington
Maurice C. Durbin, Denham Springs
Joseph P. Farr, Monroe
Chris D. Gorman, Shreveport
Donna Guinn Klein, New Orleans
W. Clinton "Bubba" Rasberry, Jr., Shreveport
Albert D. Sam II, Baton Rouge
Victor T. Stelly, Lake Charles
Harold M. Stokes, Metairie
Joseph C. Wiley, Baton Rouge
John D. Mineo, IV, New Orleans (student)

GENERAL INFORMATION

INSTITUTIONAL PROFILE

The Louisiana State University Health Sciences Center at New Orleans has teaching, research, and health care functions state-wide through its six professional schools; as well as the more than one hundred hospitals and other health science related institutions throughout the State, region, nation, and the world, with which they maintain affiliations. The Health Sciences Center provides health care for approximately 75 percent of Louisiana's indigent population.

Component professional schools, each headed by a dean, which now constitute the Health Sciences Center include, in the order of their establishment.

- The School of Medicine in New Orleans, 1931
- The School of Graduate Studies of the Health Sciences Center, 1965
- The School of Dentistry, 1966
- The School of Nursing, 1968
- The School of Allied Health Professions, 1970
- The School of Public Health, 2003

This *Catalog/Bulletin* is an official publication of The Louisiana State University System relating to the professional schools of the Health Sciences Center at New Orleans, compiled, edited, and published by the Office of the Registrar, LSU Health Sciences Center New Orleans, by authority of the
Office of the Chancellor
LSU Health Sciences Center at New Orleans
433 Bolivar Street
New Orleans, LA 70112-2223

Catalog/Bulletins published by, and relating to, other segments of The Louisiana State University System may be obtained directly from the individual institutions concerned.

Information regarding faculty contained in the individual rosters of the respective professional schools of the Health Sciences Center reflects the academic status of the person concerned, as recorded in the department files at the time the regular *Catalog/Bulletin* was printed. Faculty who are promoted after the publication of the current *Catalog/Bulletin* will be correctly listed in this electronic version of the *Catalog/Bulletin*.

The current electronic version of the *Catalog/Bulletin* is available online at <http://www.lsuhscc.edu/no/catalog>.

ROLE, SCOPE, AND MISSION

The mission of the Louisiana State University Health Sciences Center at New Orleans (LSUHSC-NO) is to provide education, research, and public service through direct patient care and community outreach. LSUHSC-NO comprises the Schools of Allied Health Professions, Dentistry, Graduate Studies, Medicine, Nursing, and Public Health.

LSUHSC-NO educational programs prepare students for careers as health care professionals and scientists. The Health Sciences Center disseminates and advances knowledge through State and national programs of basic and clinical research, resulting in publications, technology transfer, and related economic enhancements to meet the changing needs of the State of Louisiana and the nation.

LSUHSC-NO provides vital public service through direct patient care, including care of uninsured and indigent patients. Health care services are provided through LSUHSC-NO clinics in allied health, dentistry, medicine, nursing, and in numerous affiliated hospitals, and clinics throughout Louisiana.

LSUHSC-NO provides referral services, continuing education, and information relevant to the public health of the citizens of Louisiana. In addition, LSUHSC-NO works cooperatively with two Area Health Education Centers (AHECs), whose programs focus on improving the number and distribution of health care providers in underserved rural and urban areas of Louisiana and on supporting existing rural health care providers through continuing education programs.

FACULTY MEMBERSHIP

The faculty of the Health Sciences Center is composed of approximately 1,000 professionals including physicians, dentists, nurses, research scientists, and other allied health professionals, nearly 800 of whom are involved in full-time teaching and research activities of its professional schools. They are augmented by more than 200 who are involved part-time in the Health Sciences Center's academic programs.

Full-time members of the faculty have the same academic status as members of the faculty of other institutions of The LSU System.

The four faculty academic levels are, in the ascending order of their rank: Instructor, Assistant Professor, Associate Professor and Professor, or their equivalents.

- Full-time academic personnel of the Health Sciences Center whose primary role is related to a clinical setting but who do not hold tenure at the rank indicated are designated by the word "Clinical" following their academic rank.
- Full-time academic personnel of the Health Sciences Center whose primary role is related to a research setting but who do not hold tenure at the rank indicated are designated by the word "Research" following their academic rank.
- Part-time academic personnel whose primary role is related to a clinical setting are designated by the word "Clinical" preceding their academic rank.
- Part-time academic personnel whose primary role is related to a non-clinical setting are designated by the words "Part-time" following their academic rank.
- Faculty primarily involved in activity outside of The LSU System are designated by the term "Adjunct."
- Adjunct faculty of exceptional distinction are designated by the term "Consulting."
- Retired faculty members may be designated by the term "Emeritus".
- The term "Visiting" indicates a courtesy title held by a visiting full-time faculty member.

The title "Special Lecturer" is authorized and limited to part-time appointments without rank or designation and is restricted to specialists and professional people whose primary occupation is the practice of their profession.

Boyd Professorships

Boyd Professorships, authorized by the LSU Board of Supervisors in 1952, are The LSU System's highest designated professorial rank, awarded only to faculty scholar-researchers who have attained singular international recognition in their respective academic disciplines. The Professorships honor brothers who were presidents of The LSU System, David French Boyd (1865-1880) (1884-1886) and Thomas Duckett Boyd (1896-1927).

Boyd Professorships have been awarded to LSU Health Sciences Center faculty, as follows.

Active

- Nicolas G. Bazan, MD, Boyd Professor of Biochemistry and Molecular Biology, Neurology and Ophthalmology

Emeriti

- Herbert E. Kaufman, MD, Boyd Professor of Ophthalmology, and Pharmacology and Experimental Therapeutics
- John N. Kent, DDS, Boyd Professor of Oral and Maxillofacial Surgery
- David G. Kline, MD, Boyd Professor of Neurosurgery
- Jack P. Strong, MD, Boyd Professor of Pathology; and Boyd Professor of Medical Technology
- John J. Spitzer, MD, Boyd Professor of Physiology



ACCREDITATION

Regional Accreditation

Louisiana State University Health Sciences Center (LSUHSC) is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award associate degrees, baccalaureate degrees, masters degrees, doctoral degrees and professional certificates. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of this institution.

National, Institutional, and Specialized Accrediting Bodies

Commission on Accreditation of Allied Health Education Programs, Committee for Accreditation of Respiratory Care

- Respiratory Therapy

Commission on Accreditation of Allied Health Education Programs, Joint Review Committee on Education in Cardiovascular Technology

- Cardiovascular Technology

National Accrediting Agency for Clinical Laboratory Sciences

- Medical Technology

Council on Rehabilitation Education

- Rehabilitation Counseling

American Dental Association, Commission on Dental Accreditation

- Dental Hygiene
- Dental Laboratory Technology
- Dentistry

American Occupational Therapy Association, Accreditation Council for Occupational Therapy Education

- Occupational Therapy

American Physical Therapy Association, Commission on Accreditation in Physical Therapy Education

- Physical Therapy

American Psychological Association, Committee on Accreditation

- Professional Psychology

Council on Academic Accreditation of the Speech-Language-Hearing Association

- Audiology
- Speech-Language Pathology

Commission on Collegiate Nursing Education

- Nursing

Council on Accreditation of Nurse Anesthesia Educational Programs

- Nurse Anesthesia

Liaison Committee on Medical Education

- Medicine

REGISTRAR

LOCATION: Resource Center Building, Room 401C

PHONE: (504) 568-4829

FAX: (504) 568-5545

<http://www.lsuohsc.edu/no/students/registrar@lsuohsc.edu>

Degrees Conferred

Through June 2010, a total of 33,393 LSU System degrees and certificates in the health sciences have been conferred on students completing academic programs included in the LSU Health Sciences Center's professional schools, dating from the initial academic convocation of the LSU Medical Center, October 1, 1931. Approximately 70 percent of these graduates are now actively involved in practice, teaching, research and service in the health sciences within the State of Louisiana. They are also located throughout the United States of America, as well as in many foreign countries.

Academic Credit

LSU Health Sciences Center does not award academic credit for course work taken on a non-credit basis.

Student Identification Cards

Student identification cards are issued upon matriculation by the Office of the Registrar, and are electronically validated each subsequent semester of enrollment. Students must present their cards for identification to authorized University authorities, for building access, for access to library services, and for use with the campus wide Pay-Paw system. The identification card must be worn at all times while on campus. Replacement identification cards are available from the Office of the Registrar. A fee of \$10 will be charged for each replacement of a lost card.

Registration

Registration in any program of study is valid only when all appropriate fees have been paid and the conditions of enrollment have been fully satisfied.

The dates for registration are determined by the individual schools and are listed in the calendars throughout this publication. Registration after the designated dates incurs the assessment of the Special Registration Fee.

Any person who is eligible to register for the federal draft and has not done so will be denied permission to register as a student in LSU Health Sciences Center. A statement of Selective Service status is required at the time of applying for admission.

Auditing Courses

The auditing of courses is permitted only by authorization from the student's advisor. Regular fees apply to audited courses as courses taken for credit. The intent to audit must be noted on the Schedule of Courses at the time of registration.

Adding and Dropping Courses

The adding and dropping of courses may be accomplished only in accordance with the dates specified in the school calendars. The effective dates of drops and the applicable grades are determined when the Request for Course Change form is received in the Registrar's Office and validated with the imprint of the date/time stamp. Courses scheduled as "audit" at registration, may be changed to "for credit" only up to the final date for adding courses for credit as specified in the calendar of the school in which the course is offered.

Termination of Enrollment

The Registrar is the designated institutional official for the notification of termination of enrollment. Termination of Enrollment Forms are available in the Office of Student Affairs in each school.

Effective Date of Change of Status

The official date-of-record for all changes in student status shall be determined by the last date of class attendance, last exam taken or the date on which other actions were last initiated and approved by the respective schools.

Leave of Absence

A school may authorize a student leave of absence, which like the Termination of Enrollment, requires authorization from the dean or other school official, and clearance by certain campus departments.

Student Academic Appeals

Each of the professional schools of the Health Sciences Center has a procedure for the implementation of student academic appeals of final grades. Detailed information concerning same may be obtained from the Office of the Dean of the school concerned.

Student Enrollment

Professional education is a continuum that extends from undergraduate school through internship and residency. Students at all of these levels of training are included within the mission of the LSU Health Sciences Center and its individual Schools.

More than 2,700 individuals are now enrolled in educational and training programs operating within the professional schools of the LSU Health Sciences Center, including undergraduate students, graduate and professional students, post-graduate students, residents, and persons undergoing special fellowship training.

Academic Common Market

LSU Health Sciences Center is a participant in the Southern Regional Education Board's Academic Common Market (www.sreb.org). Students interested in enrolling in a degree program offered through this initiative should contact the institutional coordinator in the Office of the Registrar (registrar@lsuohsc.edu or 504-568-4829).

Louisiana Residence Status

Residents of the State of Louisiana are given preference in the admissions processes of all LSU Health Sciences Center certificate and degree programs. For certain highly competitive curricula, non-resident applications will not be accepted.

Residence status is determined by the Office of the Registrar and is based upon guidelines established by The LSU System in [Permanent Memoranda 31](#).

Definition of a Resident Student

A resident student for tuition purposes is defined as one who has abandoned all prior domiciles and has been domiciled in the State of Louisiana continuously for at least one full year (365 days) immediately preceding the first day of classes of the term for which resident classification is sought. A non-resident student for tuition purposes is one who is not eligible for classification as a resident student under these regulations.

The individual's physical presence within this state for one year must be associated with substantial evidence that such presence was with the intent to maintain a Louisiana domicile. Physical presence within the state solely for educational purposes without substantial evidence of the intent to remain in Louisiana will not be sufficient for resident classification regardless of the length of time within the state.

Establishing the Requisite Intent to Become a Louisiana Domiciliary

The following facts and circumstances, although not necessarily conclusive, may support one's claim for resident classification for tuition purposes: financial independence from parents residing in another state or country; reliance on Louisiana resources for financial support; possession of a valid Louisiana voter registration card for at least one year and voting in Louisiana; designating Louisiana as his or her permanent address on all school and employment records, including military records if one is in the military service; possession of a valid Louisiana driver's license (if applicable) for at least one year; possession of a valid Louisiana vehicle registration (if applicable) for at least one year; continuous presence in Louisiana during periods when not enrolled as a student; commitments indicating an intent to stay in Louisiana permanently; paying Louisiana income taxes as a resident during the past tax year, including income earned outside Louisiana from the date Louisiana domicile was claimed; establishing an abode where one's permanent belongings are kept within Louisiana; licensing for professional practice (if applicable) in Louisiana; and the absence of these indicia in other states during any period for which domicile in Louisiana is asserted.

In order to establish financial independence, a student seeking reclassification should meet the following criteria for the current and immediately preceding calendar year: (1) that the student has not been claimed as an exemption for state or federal income tax purposes by his/her non-resident parents; (2) that the student has not lived in the home of his/her non-resident parents for more than six weeks after the time at which a Louisiana domicile is claimed; and (3) that the student's primary source of financial support not be derived from Federal programs and/or campus employment (such as graduate assistant scholarships and scholarships that provide full waiver of fees).

Documentary evidence shall be required; all relevant indicia will be considered in the classification determination. The facts suggested above are neither conclusive nor exclusive; each claim shall be determined on its own merits. Relevant indicia should be collected and reviewed with each admission regardless of prior classification of the applicant.

Non-U.S. Citizens

A student who is a non U.S. citizen is entitled to resident classification if the student has been lawfully admitted to the United States for permanent residence (refugees, persons who are married to a U.S. citizen, "temporary" or amnesty aliens, parolees of asylum or permanent residency, etc.), in accordance with all applicable laws of the U.S. and relative requirements of these regulations (PM-31).

Students present in the United States under terms of the following visa classifications

- E: Treaty trader or investor
- G: Representative of international organization
- H: Specialty occupation worker
- I: Foreign information media representative
- K: Fiancé, children of U. S. citizen
- L: Intra-company transferee/foreign employer
- R: Religious Worker
- V: Spouse, children of legal permanent resident

who demonstrate a Louisiana domicile for at least one full year (according to these regulations) prior to the first day of class of the beginning of the semester will be eligible for an exemption of the non-resident fees while holding such a visa.

Students holding the following valid visa classification

- A - Government officials

will be immediately eligible for an exemption of the non-resident fees while holding such a visa.

Students holding the following valid visa classifications

- B: Visitor for business/pleasure
- C: In transit
- D: Crewman
- F: Academic student
- J: Exchange visitor
- M: Vocational/non-academic student
- O: Worker of extraordinary ability
- P: Performing artist or athlete
- Q: International cultural exchange visitor
- TN: Professional worker from Canada or Mexico
- TPS: Temporary protected status

are not eligible to establish Louisiana domicile nor be exempted from non-resident fees unless otherwise permitted by law or by these or other regulations.



General Rules Applying to Minors and Dependents

The domicile of an unmarried minor (under age of 18) or dependent (see Internal Revenue Code of 1954, Section 152) is regarded to be that of the parent with whom such a minor or dependent maintains his or her place of abode. The domicile of an unmarried minor or dependent who has a parent living cannot be changed by his or her own act or by the relinquishment of a parent's right of control. When the minor or dependent lives with neither parent, domicile is that of the parent with whom the student maintained the last place of abode. The minor or dependent may establish domicile when both parents are deceased and a legal guardian has not been appointed. When the residence of a minor or dependent is derived from the Louisiana residence of the parent, that parent must meet requirements described elsewhere in this document.

A parent who was eligible to be classified as a resident of Louisiana under these regulations for at least two years and then moves to another state retains the right to enroll himself/herself or any minor child or dependent as a resident for a period equal to the number of years he/she was thus eligible; but the right shall expire upon the person's residing continuously for a period of at least five years in another state, or outside the State of Louisiana continuously for a period of ten years.

When there is clear and convincing documentation that the parent(s) with whom a dependent child is domiciled has abandoned out-of-state domiciles and moved to Louisiana to work and/or live, the dependent student is eligible for immediate resident classification. Similarly, when an independent applicant for enrollment other than in graduate or professional study, who is more than twenty-two years of age, shows convincing evidence that he/she has abandoned out-of-state domiciles and moved to this state to live and work, the applicant may be granted immediate residency.

Employees of the University

The unmarried dependent or spouse of a full-time University employee is eligible for a waiver of the non-resident fees.

Military Personnel

An individual on active duty in the Armed Forces currently stationed in Louisiana may be classified as a "Temporary Resident" upon submission of an appropriate statement signed by the unit commander verifying his/her being on active duty and stationed in Louisiana. For the purpose of this memorandum, current membership in a National Guard Unit shall be construed as "active duty in the Armed Forces." The classification of "Temporary Resident" is valid as long as the student remains enrolled.

A member of the Armed Forces currently stationed in Louisiana on active duty may enroll any of his/her dependents as "Temporary Residents." A member of the Armed Forces who was eligible for classification as a resident of Louisiana under these regulations immediately prior to entering the Armed Forces retains the right to enroll himself/herself and any of his/her dependents as residents as long as he/she is in the Armed Forces and for a five-year period after separation from service.

When a member of the military who has a spouse or dependent enrolled as a "Temporary Resident" is transferred out of the state, the temporary resident may continue to attend under this classification as long as he/she remains in this State.

Maintaining a Residence during a Temporary Absence

A person who was eligible to be classified as a resident of Louisiana under these regulations does not lose the right to be classified as a resident during the period of employment in a foreign country. In cases of prolonged employment in a foreign country, evidence of retention of United States citizenship may be required.

Miscellaneous

Resident status is not determined for student auditing only or for students enrolled in extramural or correspondence courses, except when such enrollment is for resident credit.

An individual who marries a Louisiana resident may be immediately considered a Louisiana resident for fee purposes.

Students who have been classified as residents of Louisiana under the regulations now superseded shall not be reclassified as a result of these regulations.

Classification Procedures

The resident status of an applicant or student is determined by the Admissions Office (Registrar's Office within the Health Sciences Center) on each campus in accordance with these regulations and is based upon evidence provided in the application for admission and related documents.

An application for reclassification from non-resident status to resident shall be filed with the Admissions Office on the respective campus not later than 21 calendar days following the first day of classes of the term for which such reclassification is sought. Such application shall include any information or documents required by the Admissions Office, together with any supporting evidence, which the student desires to submit.

Appeals Procedures

Any student may appeal the decision of the Admissions Office (Registrar's Office within the Health Sciences Center) pursuant to the above classification procedures. This written appeal must be filed not later than 21 calendar days after notice of such decision is mailed to the student by the Admissions Office. Such appeal will be forwarded to the Chairman of the System Residence Appeals Committee by the Admissions Office.

The System Residence Appeals Committee shall consist of three members of the LSU System staff appointed by the President. The Committee shall function as an appellate body with appropriate legal counsel. The Committee shall recommend to the President the reclassification of any student who has appealed his/her classification as a non-resident if the Committee finds from the evidence submitted that the student is entitled to reclassification under these regulations.

Failure to comply timely with the appeals procedure shall constitute a waiver of all claims for reclassification for the applicable term or terms.

Incorrect Classification

All students classified incorrectly as residents are subject to reclassification and payment of all non-resident fees not paid. If incorrect classification results from false or concealed facts by the student, the student is also subject to University discipline.

Commencement

Beginning in 2006, a single commencement ceremony, honoring candidates for degrees of the respective professional schools of the LSU Health Sciences Center, will be held each academic year. Payment of all financial indebtedness to the LSU System prior to commencement, as well as attendance at commencement, unless excused, in writing, by the student's Dean, is degree requirements. The complete schedule of graduation ceremonies through 2013 is as follows:

- Thursday, May 17, 2012, 10:00 am
- Thursday, May 16, 2013, 10:00 am
- Thursday, May 15, 2014, 10:00 am
- Thursday, May 14, 2015, 10:00 am

Students completing academic requirements during a semester in which a commencement ceremony is not held will have their degrees conferred at the end of the academic term. Conferral dates will generally be the second Saturday in August and the second Thursday in December.

- Saturday, August 13, 2011
- Thursday, December 8, 2011
- Saturday, August 11, 2012
- Thursday, December 13, 2012
- Saturday, August 9, 2013
- Thursday, December 12, 2013



Transcripts

Official LSU Health Sciences Center New Orleans transcripts of an academic record may be requested by submitting a request in writing along with a check in the amount of \$2.00 per copy, payable to LSU Health Sciences Center.

All transcript requests must include a student's

- Name
- Social security number or ID number
- Mailing Address
- Years of attendance
- School attended (Allied Health Professions, Dental, Graduate Studies, Public Health, Medical or Nursing)
- Signature

Note: If the current name is different from the name under which you were enrolled, the former name must also be referenced.

The transcript will usually be mailed from the Office of the Registrar within one business day of receipt of the request except during periods of high demand.

Unofficial transcripts may be requested free of charge and can be mailed to students for their personal use.

The mailing address for transcript requests is

LSU Health Sciences Center New Orleans
Library, Administration and Resource Center
Office of the Registrar
433 Bolivar Street, Room 401C
New Orleans, LA 70112-2223

Official LSU Health Sciences Center at New Orleans transcripts of an academic record may also be ordered online through the National Student Clearinghouse website at <http://www.getmytranscript.com>. The cost is \$2 per copy plus a \$2.25 per recipient processing fee.

Degree Verification

LSUHSC New Orleans has authorized the National Student Clearinghouse to act as our agent for verification of student degrees. Outside agencies requiring a verification of a degree should be directed to contact the Clearinghouse online at <http://www.degreeverify.com> or by phone at (703) 742-4200.

Enrollment Verification

Enrollment Verification Certificates are available to currently enrolled students. Students may print their own verification certificate by using our secure Student Self-Service Portal provided by the National Student Clearinghouse. Outside agencies requiring a verification of enrollment should contact the National Student Clearinghouse online at <http://www.studentclearinghouse.org/> or by phone at (703) 742-4200.

TUITION AND FEES

Students in most professional curricula are enrolled on an academic-year basis, whereas certain others are enrolled by semesters. Tuition and fees vary by school and are based on the number of hours for which the student is enrolled.

All students, depending upon the program in which they are enrolled may incur additional expenses apart from those outlined below. A detailing of the estimate of such additional expenses, when applicable, appears in each such appropriate section of this *Catalog/Bulletin*.

Tuition and fees listed here are subject to change. Please visit our website at <http://www.lsuhscc.edu/no/tuition> or contact the offices of admissions for the individual schools to verify current tuition and fees.

Application Fee

A non-refundable application fee of \$50 must accompany each application for admission for the Schools of Allied Health Professions, Dentistry, Medicine, and Nursing. A non-refundable application fee of \$30 must accompany each application for admission to the Schools of Graduate Studies and Public Health. Checks or money orders should be made payable to: LSU Health Sciences Center. Certain limited-enrollment curricula require an acceptance deposit to insure a place in the class after a student has been accepted by the Committee on Admissions of the respective professional school concerned. This deposit is credited toward payment of fees due at the time of registration. The acceptance deposit is only refunded if the student is unable to complete registration for reasons beyond the student's control.

Adding and Dropping of Courses

Adding a course costs \$5 per transaction. There is no charge for dropping a course

Graduation Fees

Fees for graduation are normally assessed at registration for the semester in which the student intends to graduate.

Associates or bachelors degree	\$10
Masters degree	\$15
Doctorate or professional degree	\$25

The fee for a duplicate diploma is \$25. This fee is also assessed when a diploma is ordered and the student does not graduate as scheduled.

A fee of \$15 is charged to cover the cost of thesis or dissertation binding.

All dissertations must be microfilmed, and a charge of \$45 is assessed for this services

Payment of Fees and Tuition

All fees, tuition, and other charges are to be paid at the time of registration by the student for the academic coursework for which the student is registering.

LSU Health Sciences Center permits students to defer the payment of a portion of fees assessed at registration, e.g., the University Fee, the Non-resident Tuition and miscellaneous charges. In general, deferments will be granted to students with extenuating personal or family circumstances, and to students with financial assistance pending who have completed the appropriate forms and provided the appropriate documentation to process their application for assistance.

LSU Health Sciences Center has established the following policy with respect to delinquent student accounts receivable:

1. A student shall be dropped from the rolls of The LSU Health Sciences Center within fourteen (14) days after the student's account becomes delinquent as a result of the student's failure to pay deferred payments and/or other charges when due and payable or when the check offered by the student in satisfaction of the obligation for registration fees and/or other charges is not honored by the bank on which it was drawn, unless within fourteen (14) days the student, the student's parents or legal guardian make payment in full or take other appropriate steps, acceptable to The LSU Health Sciences Center, to satisfy and fulfill the student's financial obligation to The LSU Health Sciences Center.
2. The date under which a student is officially dropped from the rolls of The LSU Health Sciences Center shall determine the effective date under which refunds shall be made and under which appropriate scholastic regulations of The LSU Health Sciences Center shall be applied.
3. All financial indebtedness to the Health Sciences Center must be cleared prior to the issuance of grade reports, scholastic and financial aid transcripts, re-enrollment for students who were either previously dropped from school, withdrew from school, or took a leave of absence from school, and prior to graduation.
4. A statement of this policy shall be included in all issues of catalog-bulletins and shall be made a part of all deferred agreements.

The LSU Board of Supervisors reserves the right to change fees without prior notice.

Transcripts of Academic Record

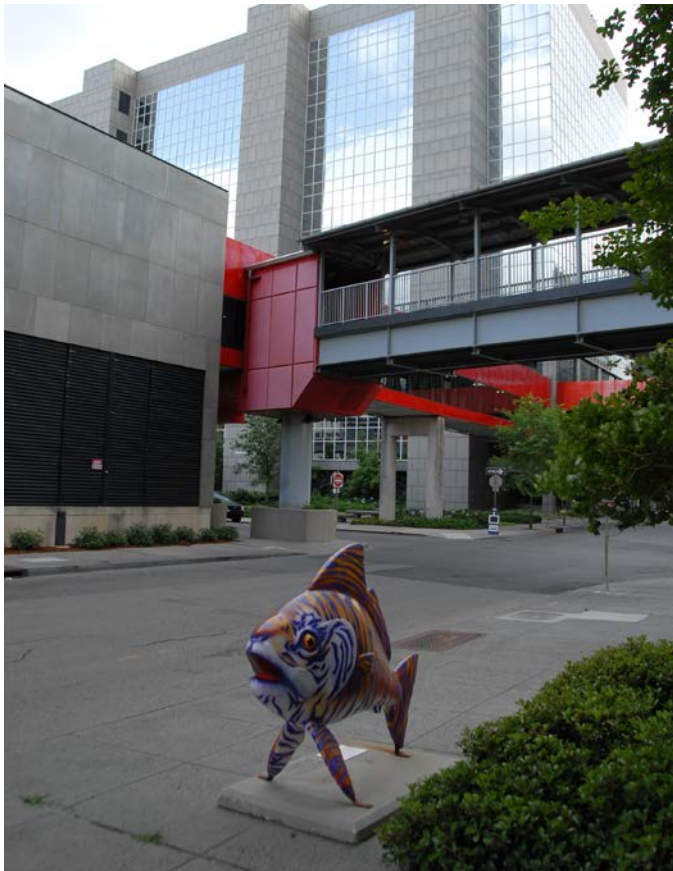
A fee of \$2 per copy is charged for official transcripts. Transcripts are issued upon request providing the student is current in all his/her financial obligations to the University and the LSU Health Sciences Center. Official transcripts may be issued to students or mailed directly to other institutions. Transcript requests may be submitted through our website at: <http://www.lsuhscc.edu/no/students/transcript.htm>.

Academic Load

A full time academic load for Undergraduate Students at LSUHSC-NO is normally 12 hours in a Fall or Spring semester and 6 hours in a Summer Semester. A full time Academic Load for Graduate Students at LSUHSC-NO is normally 9 hours in a Fall or Spring Semester and 6 hours in the Summer Semester.

Fulltime enrollment is required in the following programs.

- Dentistry
- Medicine
- Master of Nursing - Nurse Anesthesia
- Career Alternative RN Education (C.A.R.E.)
- Advanced Dental Education



REFUND OF FEES AND TUITION

Upon Termination of Enrollment

Students who withdraw during the first 60% of an enrollment period (semester, term, or billing period) receive a proportional refund of applicable fees based on the percentage of days remaining in the enrollment period as of the withdrawal date. For example, a student who withdraws on the 36th day of a 118- day enrollment period would receive a 70.34% refund of applicable fees. Students who withdraw after the first 60% of the enrollment period do not receive a refund.

For student financial aid recipients, the refund is generally returned to the aid programs (SEE "Return of Title IV Funds" in the Student Financial Aid Section of this *Catalog/Bulletin*).

Withdrawal date is the day the student begins the official Termination of Enrollment process or otherwise officially notifies the institution of their intent to withdraw. For unofficial withdrawals, the latter of the 50% point in the enrollment period or the last documented date of a student's educational activity (such as an exam, lab assignment, or academic advisement appointment) is used. The first day of a leave of absence is considered the withdrawal date, unless the student is granted a special exemption based on the nature and length of the leave and their ability to return during the same academic period and resume studies without incurring any additional financial liability.

Upon Dropping Courses

The refund of fees will be made on the following basis.

1. Before classes begin, 90 per cent
2. During the first two full weeks of classes, 75 per cent
3. During the third and fourth full weeks of classes, 50 per cent
4. Thereafter, none

In making refunds during the summer term, time lapses are reduced to one-half of the above. Fees for auditing courses will not be refunded. Refunds or fee adjustments and the assignment of appropriate grades, which may be necessitated by course changes, board examinations, or terminations of enrollment, will be determined by the date on which such notices are received in the Registrar's Office.

FEE SCHEDULE 2011-2012 (Note: Fees are as of July 1, 2011 and are subject to change)

**ALLIED HEALTH PROFESSIONS
Full Time Students**

Undergraduate	FALL SPRING (Cost per semester)	SUMMER
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University Fee (Tuition)	\$2,316.50	\$1,170.00
Other Fees	\$380.00	\$177.50
Total Student Fees Resident	\$2,696.50	\$1,347.50
Non-Resident Fee	\$1841.00	\$921.00
Total Student Fees Non-Resident	\$4,537.50	\$2,268.50

Graduate Except Physical Therapy	FALL SPRING (Cost per semester)	SUMMER
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University Fee (Tuition)	\$2,750.50	\$1,382.50
Other Fees	\$348.00	\$183.50
Total Student Fees Resident	\$3,098.50	\$1,566.00
Non-Resident Fee	\$1,880.00	\$940.00
Total Student Fees Non-Resident	\$4,978.50	\$2,506.00

Graduate Physical Therapy	FALL SPRING (Cost per semester)	SUMMER
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University Fee (Tuition)	\$5,012.00	\$3,032.75
Other Fees	\$348.00	\$183.50
Total Student Fees Resident	\$5,360.00	\$3,216.25
Non-Resident Fee	\$2,115.00	\$1,057.00
Total Student Fees Non-Resident	\$7,475.00	\$4,273.25

**GRADUATE STUDIES
Full-Time Students**

Graduate	FALL SPRING (Cost per semester)	SUMMER
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University Fee (Tuition)	\$2,750.00	\$1,475.00
Other Fees	\$348.00	\$187.50
Total Student Fees Resident	\$3,098.00	\$1,663.00
Non-Resident Fee	\$1884.00	\$941.00
Total Student Fees Non-Resident	\$4,982.00	\$2,604.00

**DENTISTRY
Full-Time Students**

D.D.S.	TOTAL
University Fee (Tuition)	\$14,188.00
Other Fees	\$1,128.00
Total Student Fees Resident	\$15,316.00
Non-Resident Fee	\$17,075.00
Total Student Fees Non-Resident	\$32,391.00

Dental Hygiene	FALL SPRING (Cost per semester)
University Fee (Tuition)	\$1,649.25
Other Fees	\$363.75
Total Student Fees Resident	\$2,013.00
Non-Resident Fee	\$1,078.00
Total Student Fees Non-Resident	\$3,091.00

Dental Lab Tech	FALL SPRING (Cost per semester)
University Fee (Tuition)	\$1,485.75
Other Fees	\$359.75
Total Student Fees Resident	\$1,845.50
Non-Resident Student Fees	\$999.00
Total Student Fees Non-Resident	\$2,844.50

Advanced Dental Education	SUMMER	FALL	SPRING
University Fee (Tuition)	1,035.00	1,733.25	1,733.25
Other Fees	\$209.00	\$346.25	\$346.25
Total Student Fees Resident	\$1,244.00	\$2,079.50	\$2,079.50
Non-Resident Fee	\$894.00	\$1,791.00	\$1,791.00
Total Student Fees Non-Resident	\$2,138.00	\$3,870.50	\$3,870.50

**NURSING
Full Time Students**

Undergraduate Except C.A.R.E.	FALL SPRING (Cost per semester)	SUMMER
University Fee (Tuition)	\$1,679.50	\$846.50
Other Fees	\$362.00	\$168.50
Total Student Fees Resident	\$2,041.50	\$1,015.00
Non-Resident Fee	\$1272.00	\$635.00
Total Student Fees Non-Resident	\$3,313.50	\$1,650.00

Undergraduate C.A.R.E.	FALL SPRING (Cost per semester)	SUMMER
University Fee (Tuition)	\$1,679.50	\$1,758.00
Other Fees	\$362.00	\$284.50
Total Student Fees Resident	\$2,041.50	\$2,042.50
Non-Resident Fee	\$1,272.00	\$1,272.00
Total Student Fees Non-Resident	\$3,313.50	\$3,314.50

Graduate Except Nurse Anesthesia	FALL SPRING (Cost per semester)	SUMMER
University Fee (Tuition)	\$2,084.50	\$1,139.00
Other Fees	\$329.00	\$175.50
Total Student Fees Resident Student Fees	\$2,413.50	\$1,314.50
Non-Resident Fee	\$1,819.00	\$908.00
Total Student Fees Non-Resident	\$4,232.50	\$2,222.50

Graduate Nurse Anesthesia	TOTAL
University Fee (Tuition)	\$11,517.50
Other Fees	\$1,066.50
Total Student Fees Resident	\$12,584.00
Non-Resident Fee	\$5,159.00
Total Student Fees Non-Resident	\$17,743.00

MEDICINE
Full-Time Students

M.D. Students	TOTAL
University Fee (Tuition)	\$16,712.50
Other Fees	\$1,191.50
Total Student Fees Resident	\$17,904.00
Non-Resident Fee	\$19,559.00
Total Student Fees Non-Resident	\$37,463.00

PUBLIC HEALTH
Full-Time Students

Graduate	FALL SPRING (Cost per semester)	SUMMER
University Fee (Tuition)	\$2,750.00	\$1,475.50
Other Fees	\$348.00	\$187.50
Total Student Fees Resident	\$3,098.00	\$1,663.00
Non-Resident Fee	\$1,884.00	\$941.00
Total Student Fees Non-Resident	\$4,982.00	\$2,604.00

STUDENT FINANCIAL AID

LOCATION: Resource Center Building, Suite 215

PHONE: (504) 568-4820

FAX: (504) 599-1390

<http://www.lsuohsc.edu/no/students/financialaid/finaid@lsuohsc.edu>

Financial aid, including grants, loans, scholarships, and part-time employment is handled through the Office of Student Financial Aid. Students interested in receiving financial aid should contact this Office well in advance of their expected enrollment. Each student's need for aid will be evaluated on information supplied and in accordance with Financial Aid Policy of the Health Sciences Center. Representatives of the Office are available for consultation with all candidates for admission and students.

Although the primary responsibility for financing an education rests with the student and the student's immediate family, it is recognized that many students require additional assistance in order to meet their educational costs.

Awards from aid programs funded by the Federal or State government are administered according to laws and guidelines governing those programs. Priority is given to students with the greatest documented need whose completed applications are received by the appropriate deadline.

Deadlines

Fall Enrollment

Priority date is April 15.

Spring Enrollment

Priority date is November 15.

Summer Enrollment

Priority date is April 15

Although students can apply for aid after the start of the award period, LSUHSC must generally receive an official valid Free Application for Federal Student Aid (FAFSA) result before the end of the award/enrollment period in order to consider the student for most types of aid. For Federal Direct loans, students must also meet all loan related requirements early enough to allow the school to certify a loan prior to the end of the award/enrollment period.

General Eligibility

To be eligible for federal aid, a student must:

1. Be accepted for enrollment and be in good standing, making satisfactory progress;
2. Be a citizen or eligible non-citizen;
3. Meet federal requirements regarding selective service registration and prior drug convictions;
4. Not be in default or beyond applicable aggregate limits on any federal student loan;
5. Not owe a refund on any federal grant (i.e., Pell Grant, Supplemental Educational Opportunity Grant, or LEAP).

Satisfactory Academic Progress

Each school of the Health Sciences Center at New Orleans has established and administers policies on the satisfactory academic progress of its students. These policies include:

1. A delineation of the minimum grades, which must be achieved to meet the criteria for satisfactory academic progress
2. A full description of the application of these policies in regard to the various categories of students
3. A specific definition of the effects of course incompletes, withdrawals, and repetitions on satisfactory academic progress
4. An explanation of the appeals process for those students who have been determined as not making satisfactory progress

For a full description of each school's policies, consult the appropriate section of this Catalog.

Generally, students must have successfully earn at least 67% of hours attempted and maintain a GPA consistent with the requirements for graduation to maintain eligibility for federal student aid. Satisfactory Academic Progress is reviewed for financial aid purposes at the end of each regular academic year.

Students not meeting the applicable qualitative (GPA/successful course completion) and quantitative (pace of completion) standards for their programs of study become ineligible for federal student aid, even if they are allowed to continue their program of study. Loss of federal aid eligibility remains in effect unless and until the student returns to satisfactory academic progress, unless the student successfully appeals for earlier reinstatement.

Written appeals for reinstatement of eligibility are reviewed by the Student Financial Aid Director and Associate Director in consultation with academic officials. Appeals must identify any circumstances related to the students' academic standing, and present a plan for recovery to satisfactory progress by the end of the next semester/payment period. An approved appeal results in a status of financial aid probation with federal aid eligibility for one semester/payment period.

Failure of a student on financial aid probation to attain satisfactory academic progress at the end of the probationary term results in the loss of federal aid eligibility. In such cases students may request development of an Academic Plan in conjunction with an academic official of the school. Students placed on an Academic Plan remain eligible for federal student aid while they meet the requirements of the plan. Failure to do so results in the loss of federal aid eligibility.

The Health Sciences Center requires that all work towards a bachelors, graduate, or professional degree be completed in not more than eight calendar years and that all work toward a certificate or an associate degree be completed in not more than five calendar years. Any requests for extension of this policy are subject to approval by the appropriate committee within each school and the dean of that school.

The Application Process

All persons desiring aid must submit an application. Some types of aid, including all federal programs, require a resource analysis; applicants must file a Free Application for Federal Student Aid (FAFSA) and make the results available to the LSUHSC Financial Aid Office. Application materials and links are available through the website noted above, and a counselor is available to discuss programs and advise on application and awarding procedures.

Types of Financial Assistance

An applicant will be considered for all the following types of financial aid with a single application (except some programs require their own applications in addition to the general application).

Scholarships and Grants

The Federal Pell Grant is designed to assist students in pursuing their first undergraduate degree. The purpose of the program is to provide eligible students with a "foundation" of financial aid to help defray the cost of post-secondary education. Full awards are based on a minimum of 12 semester hours. Students taking between 9-11 hours will be awarded on a three-fourths basis. Those taking 6-8 hours will be awarded on a one-half basis. Federal Pell eligible students taking under six hours may qualify for an award amount roughly one fourth of the full time amount. Graduate students and students enrolled as undergraduates, but who already have a baccalaureate degree, are not eligible.

Federal Supplemental Educational Opportunity Grant (SEOG) is for Federal Pell Grant recipients with exceptional financial need.

Go Grant is a Louisiana need based grant program, which provides funding to Federal Pell Grant Recipients. For 2011-12, the fifth academic year of the program, funding is limited to students who attended college for the first time in 2007 or later and students who will be 25 or older by the end of 2011 and who have not attended college in the previous two regular semesters. Funding during any academic year may be limited in a manner that would prevent full awards to all qualified applicants. LSUHSC awards Go Grants to qualified applicants with complete aid application files based on FAFSA completion date (earliest dates first) until available funding is exhausted.

Taylor Opportunity Program for Students (TOPS) award recipients identified by Louisiana Office of Student Financial Assistance (LOSFA) as maintaining TOPS eligibility receive payment equal to basic allowable fees through the TOPS program. Those who qualify for TOPS Performance and Honors level awards also receive an additional \$200 or \$400, respectively, per semester.

LSU Board of Supervisors Scholarship applications are available in the Student Financial Aid Office. Members of the Louisiana State University Board of Supervisors and the LSU System President select scholarship recipients.

LSUHSC Hardship Waiver: This is a need based grant program meeting a State legislative mandate to set aside a portion of funds from tuition increases to alleviate the impact of those increases for needy students. Funds are awarded to Louisiana residents demonstrating significant financial need;

this is defined as an official Expected Family Contribution (EFC) Free Application for Federal Student Aid result in the Federal Pell-Eligible range. Due to limited available funds, the school may consider for funding only applicants with Zero EFC and no other significant gift assistance. Awards are made on a first come first served basis. Award amounts vary.

Centennial Award: Students who matriculate from Louisiana State University, Baton Rouge, and hold the award, will be continued at the Health Sciences Center as long as they maintain their eligibility as established for the original award (undergraduate study only). However, at LSUHSC-NO the award is not available concurrent with TOPS.

Decennial Award: Students who matriculate from the University of New Orleans and hold the award will be continued at the Health Sciences Center as long as they maintain their eligibility as established for the original award (undergraduate study only).). However, at LSUHSC-NO, the award is not available concurrent with TOPS.

Honor Awards: Each participating school makes selection as only one award is made per class, per year, in each professional school. The award is worth \$270 per academic year.

Loans

The Office assists students through various long-term loan programs. Repayment of Federal loans is deferred as long as the borrower is enrolled at least half-time. Qualifications for the loan programs are listed below. Specific information regarding loan terms and repayment/deferment options is available in the Student Financial Aid Office.

Private Alternative Loans: Aid office staff will assist and counsel borrowers seeking private alternative loans, and certify private loan applications after all federal funding sources are exhausted, only if the student aid budget minus other aid indicates additional eligibility

Federal Perkins Loan: This loan requires evidence of financial need for eligibility. The interest rate is five (5) per cent and does not accrue while the student is enrolled on at least a half-time basis. There are provisions for partial cancellation for designated public service. Repayment may be extended for ten years, depending upon the amount borrowed.

Nursing Student Loan: Nursing Student Loans provide funds for Masters level graduate nursing students. The interest rate is five (5) percent and does not accrue while the student is enrolled on at least a half-time basis. The major criterion for this program is demonstration of financial need. Repayment may be extended for ten years, depending upon the amount borrowed.

Health Professions Student Loans (HPSL): The Health Professions Student Loan program is for students in dentistry. The interest rate on these need-based loans is five (5) percent during the repayment period.

Primary Care Loan (PCL): Medical students who demonstrate financial need and make a commitment to pursue primary care training and practice may have access to these loans, which are interest free during the in-school and primary care residency periods and feature a five percent interest rate during repayment periods. Significant interest penalties are assessed on borrowers who fail to meet the primary care

training and practice requirements stipulated in the loan promissory note.

NOTE: Students seeking HPSL or PCL must include parent data on their FAFSA.

Federal Direct Stafford (Subsidized/Unsubsidized) Loan Program: These government loans feature a subsidized need based component and an unsubsidized non-need based component. The government does not charge interest on the subsidized component during qualifying in-school, grace, and deferment periods. Interest rate is 6.8% for graduate and professional students. The interest rate for subsidized loans for undergraduate level students is reduced to 3.4% for 2011-12; the rate on unsubsidized loans will remain at 6.8% for undergraduates.

Federal Direct PLUS: Graduate/Professional level students and the parents of undergraduate dependent students can apply for PLUS loans. These loans are non-need based and feature a 7.9% fixed interest rate. For parent borrowers, repayment generally begins when the loan is disbursed unless the parent borrower requests deferment; Graduate/Professional level student borrowers can defer payment while enrolled at least half time. To qualify, PLUS borrowers must pass a credit check and may be denied the loan based on adverse borrower credit history. Borrowers denied for credit reasons may reapply with an endorser.

To be eligible for federal student loan funding in any academic term (Fall, Spring, or Summer), undergraduate students must be enrolled in at least six credit hours of course work. Generally, graduate level students must be enrolled in at least five credit hours in a regular semester or three credit hours in a Summer Term for federal loan eligibility. Only courses meeting previously unmet degree requirements are counted in determining enrollment level for federal student aid eligibility purposes.

Employment

Federal College Work-Study Program (FWSP): The FWSP provides employment opportunities for college students who are in need of earnings from part-time employment in order to pursue a course of study. This program enables students to earn money during the academic year and/or Summer to help defray expenses. The Office is responsible for determining the eligibility of all students who apply for work under this program. Job placement, hours of work, and rates of pay are also handled by the Office. Several FWSP positions involve community service in health care delivery and in reading tutoring for primary school children. The FWSP program at the Health Sciences Center has been dormant from 2005-2006 to the present, but it may be reactivated.

Other Aid Programs

The Health Sciences Center does recognize and administer other programs over which it has no authority to determine qualifications or amounts.

Scholarships offered by persons or organizations that determine the recipient and amount, but require the funds to be handled through the Health Sciences Center, are welcome. Any questions concerning such a program in which any applicant is interested should be discussed with the counselor for the appropriate school.

Veterans Benefits: The Registrar is the Veterans Administration certifying official for the Health Sciences Center. The Veterans Administration determines the amount.

Louisiana Vocational Rehabilitation Program: provides fee payments and other support to eligible participants. Information is available through local state vocational rehabilitation offices.

Service Oriented Scholarships and Loans, such as the National Health Service Corps and Military scholarships, provide extensive funding in exchange for future service or practice commitments. Additional information regarding these programs is available in the Student Financial Aid Office.

Emergency Loans

Short-term loans for use in emergencies related to education are available through the Office of Student Affairs of each school in the Health Sciences Center. Processing time for checks is two working days following loan approval.

Aid Disbursement

Loan or Grant checks may be disbursed to registered students only. Registered students may have their loan amount credited to their account up to 10 days before the beginning of classes. The balance due the student is usually available within 14 days of the beginning of classes for the term or billing period. Second (Spring) loan disbursements for medical, dental, and nurse anesthesia students are initiated after completion of the first half of the weeks of instruction for the academic year.

All funds are disbursed by the Health Sciences Center Cashier's Office (also known as the Business Office).

How to Apply

1. Submit an application for admission.
2. Complete Free Application for Federal Student Aid (FAFSA), and designate LSUHSC (Code Number 002014) as a data recipient.
3. If selected for verification, complete and submit a verification worksheet along with relevant IRS forms. LSUHSC-NO does not award federal aid until any required verification process is complete.
4. Promptly submit relevant loan application forms and any documents requested by the Financial Aid Office.
5. After the applicant has been posted in the LSUHSC computer system as accepted for admission and the financial aid file is complete, the Office will process the application for aid.
6. The applicant will receive notification of awards from the Office.

Appeal Procedure

Students may appeal decisions made concerning their initial and continuing eligibility for financial assistance through the following appeal mechanism.

1. The Student Financial Aid Counselor
2. The Director of the Office
3. The Vice Chancellor for Academic Affairs

Information contained above, under the heading "TYPES OF STUDENT FINANCIAL AID AVAILABLE," constitutes fulfillment by The LSU System of requirements of the United States Department of Education, Student Consumer Information Provisions, P.L. 94-475.

Eligibility for Deferment of Fees

Students wishing to register and request a deferment of fees must meet the following requirements.

1. Have applied for financial aid with a completed application prior to the registration date
2. Have financial aid funds that have not arrived
3. Special circumstance approved by the administration.

Return of Title IV Funds

In cases of student full withdrawal during the first 60% of the term, semester, or billing period, the U.S. Department of Education requires the return of a portion of Title IV funds (Federal Stafford loans, Federal Perkins loans, PLUS, Federal Pell Grant, and SEOG). The percentage of such funds considered "earned" by the student is determined by dividing the number of days prior to withdrawal by the total number of days in the term, semester or billing period, with the results expressed as a percentage rounded to the first decimal point.

The remaining percentage is considered "unearned." The unearned percentage is applied first to applicable fees. The school returns this percentage to the federal aid programs. If this percentage of fees exceeds Title IV aid, the amount in excess of Title IV aid is generally returned first to other aid programs, with any remaining excess returned to the student.

If the Title IV aid exceeds the amount of applicable fees, the unearned percentage is applied to the funds in excess of fees. The student repays unearned loan funds in excess of applicable fees on the normal repayment schedule. However, the student is responsible for repaying 50% of the calculated unearned grant funds not attributable to the returned applicable fees.

Unearned funds are attributed to Title IV programs in the following order:

1. Unsubsidized Federal Stafford loans
2. Subsidized Federal Stafford loans
3. Perkins loans
4. Federal PLUS loans
5. Federal Pell Grant
6. Federal Supplemental Grants (FSEOG)

Withdrawal date is the day the student begins the official Termination of Enrollment process or otherwise officially notifies their school's Student Affairs Office of their intent to withdraw. For unofficial withdrawals, the latter of the 50%

point in the enrollment period or the last documented date of a student's educational activity (such as an exam or lab assignment) is used. The first day of a leave of absence is considered the withdrawal date for financial aid purposes, unless the student is granted a special exemption based on the nature and length of the leave and their ability to return during the same academic period and resume studies without incurring any additional financial liability.

Return of Title IV Funds Example

Jane receives a \$500 subsidized Federal Stafford disbursement and a \$1000 Federal Pell grant for her 113 day long Spring semester. Her applicable fees are \$1000. She signs her Termination of Enrollment Form on the 33rd day of the semester and is considered in attendance for 33 days. Therefore, 29.2% of her Title IV aid, \$438, is considered earned, while 70.8%, \$1,062, is considered unearned.

The school must return 70.8% of Jane's applicable fees, \$708, to her Title IV aid. The school first attributes the return to Jane's Stafford disbursement, fully repaying the \$500 to the lender, thus reducing Jane's student loan debt. The school then returns \$208 to the Federal Pell Grant program.

Jane is not off the hook yet; she still has \$354 in unearned Title IV funds attributable to her Federal Pell Grant. However, federal regulations give Jane a break. She is responsible to return only half of this amount, \$177, to the Federal Pell Grant program; she must return this amount or make satisfactory repayment arrangements with the U.S. Department of Education before she can receive any further Title IV student aid from any institution.

STUDENT HEALTH

Student Health Insurance

The Health Sciences Center offers a [group health insurance program](#) for students. At the time of registration, students must either purchase coverage from this plan or must be prepared to show evidence of coverage by another plan, in which case the requirement to purchase may be waived. Students who receive medical treatment or who are referred to outside hospitals or clinics will be responsible for their bills. Students will be expected to pay the charges and then file a claim with their insurance carrier.

Student Health Services and Records

LOCATION: [Administration](#)
Lions-LSU Clinic Building, Rm. 716r
[Student Clinic](#)
2820 Napoleon Ave. Suite 890

PHONE: [Administration](#)
(504) 525-4839
[Student Clinic](#)
(504) 412-1366

AFTER HOURS: (504) 412-1366
<http://www.lsuhscc.edu/no/organizations/campushealth/studenthealth/>

Out-patient care for episodic illnesses, emergencies, and chronic illnesses is provided by student health services. The cost of primary care services for student out-patient visits at student health is supplemented with a portion of the University Fee. Students, and/or their insurance carriers are

responsible for costs related to laboratory, X-ray, medications, hospital bills, consultants and other non-reimbursed fees. A physician is on call 24 hours a day, including weekends and holidays.

Registration in the Health Sciences Center is not complete until a student submits the completed Student Health History and Physical Examination form, and the student's health has been determined to be adequate for the performance of assignments and duties. Documentation of titer level or date of immunization for the following is required: Measles, Mumps, Rubella, Varicella, Diphtheria, Tetanus Poliomyelitis and Meningitis Vaccine. In addition, a tuberculin skin test, or chest x-ray if the skin test is positive, is required within 90 days of registration and Hepatitis B vaccination is required for admission to clinical curricula in the Schools of Dentistry, Graduate Studies, Medicine, Nursing and Allied Health Professions. All students must have tuberculin skin tests on a yearly basis. All students must provide written documentation of the satisfaction of all health requirements at least two weeks prior to the first day of registration. Those students not in compliance with student health requirements will not be allowed to register for classes until student health requirements are completely satisfied.

Under the auspices of the Student Health Service there is no provision for dental care, or the treatment of visual problems or chronic physical disabilities, which are present and amenable to correction. These problems should be corrected before matriculation.

Student Health Service is not responsible for the care of students who withdraw or resign from the University.

Students who wish to be treated by health care providers other than those furnished by the Student Health Service relieve the Health Service of responsibility for their welfare. There is no refund of any portion of the University fee if this option is selected.

Short-term mental health crisis/stress counseling services are available to enrolled students through partial funding from student health fees. Counselors are available on and off campus.

A health promotion program is also partially funded as a component of Student Health Services. Programs are offered in aerobics, stress management, time management, and other wellness promotion topics. A health analysis is available to assist in lifestyle modifications for an improved health status. An active student/faculty committee has developed this component.

Complete details on the available Student Health Services will be provided to students at registration.

When leaving the University, graduates may pick up a copy of their records from Student Health Service. Records are kept on active file for five years after the student graduates.

Billing and Payment

There is a requisite student health fee at registration. This fee includes the Fitness Center registration.

LSUHSC requires that students purchase and maintain health insurance either through our agent or independently. If purchased independently, the policy obtained by the student must offer comprehensive medical insurance coverage comparable to or exceeding the level of coverage offered through the Health Sciences Center. Students are

encouraged to purchase health insurance for their dependents through LSU or independently.

Privacy of Student Health Records

Student health records are protected by HIPPA and are kept separate from other student records in the Office of Student Health Services.

Campus Assistance Program

PHONE/CRISIS LINE: (504) 568-8888

<http://www.lsuohsc.edu/no/organizations/campushealth/ceap.htm>

The LSUHSC Campus Assistance Program (CAP) is a free service provided by the LSU Health Sciences Center to assist faculty, staff, residents, and students in the resolution of personal problems.

LSUHSC recognizes that everyone, at sometime, needs a "helping hand" or assistance. Whether it is a simple or complex problem, the LSUHSC Campus Assistance Program can help. CAP provides the following resources.

- Crisis Line (568-8888) with a CAP counselor on-call 24 hours a day 365 days a year
- Services provided for problems with anxiety, depression, stress, marriage and family, relationships, legal or financial concerns, grief, and alcohol or drugs
- Free short-term confidential counseling and referral services for students, their significant others, and/or immediate family members and, when needed, referral will be made to a specialist within the community for the most cost effective services

ACADEMIC PERFORMANCE RESOURCES AT LSUHSC-NO (APRIL)

APRIL provides an umbrella of academic support services for all LSU Health Sciences Center students in New Orleans through LSUHSC Student Health. Funding for many of these services comes from Student Health Fees and Student Health Insurance. However, not all services may be covered. Please familiarize yourself with the scope of your health insurance coverage.

For convenience, the APRIL for Students Brochure at <http://www.lsuohsc.edu/no/administration/academic/april.htm> outlines the services available, the providers and contact numbers. Students may choose to contact any of the service providers directly or may seek information through their Office of Student Affairs.

PEER ADVOCATE LIAISON (PAL) PROGRAM

In the Peer Advocate Liaison Program, LSUHSC student volunteers (PALs) learn about LSUHSC-NO academic resources for Students. PALs are available to help guide students to the appropriate resources for any of the following problems:

- Relationship or family issues
- Academic problems
- Concerns with alcohol or drugs
- Depression
- Adjustment to new environments
- Stress or anxiety

PALs act as temporary liaisons between students and the campus resources that assist them. PALs are not trained for counseling or crisis intervention. When unsure what LSUHSC-NO resource to use, students can ask a PAL representative, which resource might be the most appropriate. To find a PAL volunteer, students can call their Office of Student Affairs or look for nametag holders that say, "Ask me about PALs." For more information about PALS go to <http://www.lsuohsc.edu/no/organizations/campushealth/pal.htm>

COUNCIL OF STUDENT BODY PRESIDENTS

The Council of Student Body Presidents was organized in 1979 with the primary purpose of improving communication among students attending the professional schools of the Health Sciences Center. This Group also expresses student opinion and interest to the administration and implements various programs which concern all students. Each May, the newly elected presidents representing the various schools meet to elect a chairperson. This person, in addition to conducting meetings and other Council business, is the designated representative to The LSU System Council of Student Body Presidents from the Health Sciences Center. A member of The LSU System Council of Student Body Presidents is selected yearly for appointment by the Governor to serve as the student member of the LSU Board of Supervisors.

FACULTY SENATE

<http://www.lsuohsc.edu/no/schools/facultysenate/>

The Faculty Senate of the Louisiana State University Health Sciences Center serves as a representative voice of the faculty. The Senate consists of faculty elected representatives from the schools of Allied Health, Dentistry, Graduate Studies, Medicine, Public Health and Nursing. The Senate provides a means of communication between the faculty and the Chancellor and a means whereby the administration, through the Chancellor, may refer matters of common faculty interest to a body representing the faculty. The Senate also provides a means whereby the faculty can offer suggestions or recommendations to the Chancellor pertaining to matters of common faculty interest. The Senate may hear, consider, and advise the Chancellor on any matter of faculty interest. The Senate, upon its request, may be furnished by appropriate to its consideration in such a matter. The Senate accepts and shares responsibility with administration and students in all efforts to improve the stature and to accomplish the mission of the Louisiana State University Health Sciences Center.

STUDENT DISCIPLINE

The disciplinary powers of The LSU System are derived from the provisions of the Louisiana Constitution of 1974, and the Louisiana Revised Statutes which established the Board of Supervisors with the power to adopt rules and regulations necessary for the government of The University System consistent with the purposes for which it was founded and to adopt rules and regulations governing student conduct.

The University System, therefore, has a responsibility to protect its educational purposes, and, as a corollary, its community. It follows that the function of its disciplinary powers is to protect its educational purposes and the health and safety of its community and the safety of property therein, through regulating the use of University System

facilities and setting standards of scholarship and conduct for its students.

LIBRARY FACILITIES

LOCATION: Resource Center Building, 3rd Floor
PHONE (504) 568-6100
<http://www.lsuohsc.edu/no/library/library@lsuohsc.edu>

LOCATION: Dental Administration Building 3rd Floor
PHONE (504) 941-8158
<http://www.lsuohsc.edu/libr/dentlib@lsuohsc.edu>

The Division of Libraries of the LSU Health Sciences Center at New Orleans includes the John P. Isché Library and the Dental School Library at the William Pitcher Plaza Dental Campus. The Isché Library occupies floors 3-5 of the Resource Center Building. The Dental Library occupies the third floor of the Dental Administration Building.

The New Orleans collection includes over 238,000 bound volumes, 3,000 audiovisual titles, and approximately 12,000 serials in electronic format and 200 print journals. There are approximately 400 electronic monographs. A web-based integrated library system, networked databases, search systems, and full-text databases provide patrons access to a variety of resources. Remote access to online resources is available through WAM (Web Access Management) a part of the integrated online catalog, INNOPAC (<http://innopac.lsuohsc.edu/>).

Reference librarians provide help with searching the Library's almost 400 databases. A fully equipped electronic classroom is available for bibliographic instruction. Computer labs with multimedia programs, internet access, and assorted software programs for faculty and student use are located at both the Isché Library and the Dental Library. Reference librarians teach courses, seminars, and regularly schedule training sessions in the access and use of the biomedical literature and in the use of the Library.

The Libraries offer online reference service and online interlibrary loan service. Both libraries have wireless networks. The Isché Library is open 83 hours per week. The Library Commons is adjacent to the Isché Library and is available for study and relaxation 24 hours a day, 7 days a week. The Dental Library is open 74 hours per week. The Isché Library serves as a Resource Library in the National Network of Libraries of Medicine, is a member of the South Central Academic Medical Libraries (SCAMEL), and LALINC, the Louisiana Academic Library Information Network Consortiums.



AUXILIARY ENTERPRISES

LOCATION: Residence Hall, 2nd Floor Mezzanine
PHONE: (504) 568-4452
FAX: (504) 568-4599
<http://www.auxent.lsuhsu.edu>

Our objective is to provide a diversity of services in order to enhance the University experience for students, faculty, staff, and campus visitors through quality, value and efficiency. Auxiliary Enterprises Administration is located in the LSU Health Sciences Center Student Housing Building at 1900 Perdido Street. Our mission is to provide the highest quality products and services to the Louisiana State University Health Sciences Center's community while setting the highest operational standards possible in support of the University's mission to provide education, research, and public service through direct patient care and community outreach.



Student Housing

LOCATION: Residence Hall 2nd Floor, Room 210
PHONE: (504) 568-6260
FAX: (504) 568-7204
<http://www.auxent.lsuhsu.edu/rehall>
aehousing@lsuhsc.edu

The Residence Hall office hours are 8:00 am to 4:30 pm, Monday through Friday. Application forms for reserving accommodations can be obtained from the Office of the Residence Hall Manager by phone or email. Application forms may also be obtained by mail by sending a written request to the following address or from the Student Housing web site <http://www.auxent.lsuhsu.edu/reshall/applications.aspx>

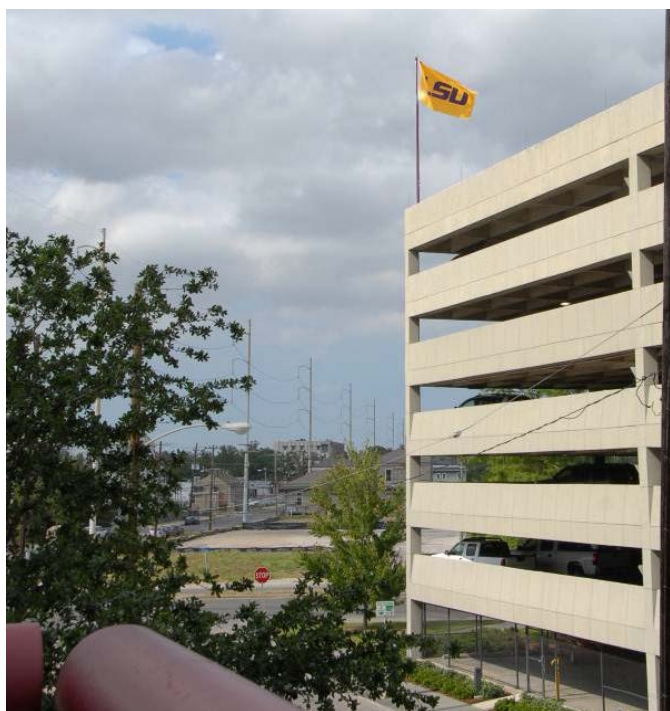
The Residence Hall
1900 Perdido Street, Room 210
New Orleans, LA 70112

LSU Health Sciences Center has two residence facilities which serve up to 466 students.

The Residence Hall contains 208 living units for the community of single students and married couples. Adjacent parking at ground level is fenced. Inside and outside recreational areas include table tennis, billiards, basketball, volleyball, and badminton courts. The outside perimeter of the Residence Hall is measured for lap walking or jogging. Located at 1900 Perdido Street, the Residence Hall connects to the Medical Education Building by covered, elevated walkway for easy and quick access to class rooms, labs, library, seminar rooms, and cafeteria.

Stanislaus Hall is located on six floors of the recently renovated Sister Stanislaus Memorial Building, also known as the Old Charity Nursing Dormitory. This building, located at 450A South Claiborne Avenue has 154 single occupancy newly furnished dorm suites. A kitchen, lounge, and laundry are on each floor. Stanislaus Hall is fireproof and air-conditioned. The building is served by two passenger elevators and one freight elevator. A covered crosswalk, the LSUHSC "Walk to Wellness," connects Stanislaus Hall to other building in the LSUHSC downtown complex such as the Medical Education Building, the Nursing-Allied Health Building, and the Entergy Garage where parking for LSUHSC Stanislaus Hall residents is available.

The Office for Stanislaus Hall is located in room 243 on the second floor of the building. Office hours are 8 am to 4:30 pm, Monday through Friday. The mailing address is 450A South Claiborne Ave, New Orleans, La 70112.



Parking Services

LOCATION: Clinical Sciences Research Bldg., Rm. 265
PHONE: (504) 568-4884
FAX: (504) 568-2116
Email: parking@lsuhsc.edu
<http://www.auxent.lsuhsu.edu/parking/>

Parking privileges are regarded as an optional benefit associated with student registration at the LSU Health Sciences Center Parking is offered by the LSUHSC in cooperation with those who enjoy the privilege. The spirit of this cooperation determines the success and efficiency of parking operations. Parking Committee Rules and Regulations apply to day, night, and weekend parking in all campus parking facilities of LSUHSC. The rules and regulations concerning parking are made to protect all users and thus apply equally to everyone. Student lots are located primarily on Perdido Street. In addition, students have night and weekend access to the Roman Street garage. For specific information on University parking regulations and parking lots, visit our website.



Wellness Center

LOCATION: Stanislaus Hall, 3rd Floor
PHONE: (504) 568-3700
FAX: (504) 569-3720
<http://www.lsuhscc.edu/no/administration/wellness/wellness@lsuhsc.edu>

The Wellness Center, located in Stanislaus Hall, offers the following amenities: cardiovascular equipment, selectorized equipment, free weight equipment, multipurpose room, flat panel LCD-HDTV's in cardio room and lounge area, free fitness assessments and exercise orientations, group exercise and Pilates' Reformer classes, lounge area locker rooms with showers and Saunas, towel service. Membership is available to: LSUHSC students, residents, faculty and staff; spouses and children (16 years or older) of LSUHSC students, residents, faculty and staff; and LSUHSC, MCLNO, or LSU Interim Hospital employees.

Bookstores

LSUHSC-NO bookstores are members of the National Association of College Stores. In addition, the staff participates in Southwest Regional Association, the statewide Louisiana Association of College Stores and in informal local meetings of college bookstore managers. These affiliations help the managers remain current on issues in the university bookstore industry.



Health Sciences Bookstore

LOCATION: Resource Center Building, 2nd Floor
PHONE: (504) 568-2504
FAX: (504) 568-2121
Email: aehsb@lsuhsc.edu
<http://www.auxent.lsuhscc.edu/hsb/>

The Health Sciences Center Bookstore in New Orleans stocks all course books, reference books and health sciences software plus ancillary supplies needed for Allied Health, Graduate, Medical, Nursing and Public Health school students, residents, and faculty.



Dental Bookstore and Science Supplies

LOCATION: 1100 Florida Avenue, Room 2106
PHONE: (504) 941-8129
FAX: (504) 941-8448
Email: aedbs@lsuhsc.edu
<http://www.auxent.lsuhscc.edu/dbs/>

The Dental Bookstore and Science Supplies Store serves the dental school staff, students and patients and also LSUHSC's clinics. It provides assistance in locating hard to find dental books, dental equipment, and supplies.



Duplicating and Graphics

LOCATION: 1542 Tulane Avenue, Room 111
PHONE: (504) 568-2565
FAX: (504) 568-4556
Email: aegraphics@lsuhsc.edu
<http://www.auxent.lsuhscc.edu/dp/>

LSUHSC-NO Duplicating and Graphics provides the academic community with commercial quality duplicating and printing services. With over fifty years of experience, the highly skilled staff is always ready to assist with copying and printing needs and can make presentations pop with color. Duplicating and Graphics offers a wide variety of copy, printing, laminating and bindery services at very attractive pricing.

Duplicating and Graphics maintains public access vending copiers in the Dental School and Resource Center libraries, Medical Education, Allied Health, and Clinical Education buildings. These copiers will accept the Pay Paw card.



Food Services

<http://www.auxent.lsuhscc.edu/cafeteria/>

The Tiger Den Café in the MEB provides students, faculty, and staff with a convenient and wide variety of meals and snacks without leaving their respective campuses. The newly expanded menus give hungry and rushed customers a wide variety of favorites from traditional hamburgers and New Orleans style red beans and rice, to freshly prepared Deli/Panini Sandwiches and Wraps and personal pizzas. For coffee lovers we Proudly Brew Starbucks coffee as well as many other specialty drinks and we offer an assortment of snacks and pastries at our conveniently located Kiosk.



Microsystems Sales and Service

LOCATION: Medical Education Building, Room 4221
PHONE: (504) 568-4578
Email aemss@lsuhsc.edu
<http://www.auxent.lsuhscc.edu/mss/>

Microsystems offers its products to students, faculty, staff, departments, hospitals & affiliated clinics. MSS participates in special educational affiliate programs available through many of the major technology suppliers, which passes substantial cost savings to the customers. Our team of technology professionals offers the absolute best in industry knowledge, experience and systems integration "know how", they are available for assistance and consultation 5 days a week by phone, email and in person in our office in the Medical Education Building. Products and services include but not limited to:

- PC systems including workstations, laptops, desktops, tablet PCs and servers from vendors such

as Apple, Dell, HP/Compaq, Lenovo, Sony, and Toshiba.

- Other Hardware: Printers, Scanners, Imaging equipment, Storage devices, Communication devices, Networking infrastructure, Computer System Upgrades, Multi-function devices and PDA's
- Operating Systems, Scientific and Research, Software development tools, Specialty Software, Imaging, Database and Multimedia
- Detect and remove spyware/malware/viruses
- Retrieve lost data in the event of a drive failure or data corruption
- Microsystems functions as an Authorized Repair Center for Dell, Apple and HP computer systems. We also offer printer and peripheral repairs for HP and Lexmark products via established contracts for printer repairs.



Pay Paw

<http://www.auxent.lsuhscc.edu/paypaw/>

The academic Health Sciences Center at New Orleans, in affiliation with the LSU main campus, began implementing the BlackBoard Transaction System on campus in the month of June 2004. Many students will recognize this as nearly identical to the Tiger Card program at LSU Baton Rouge. The program at the Health Sciences Center is being called the Pay Paw Card, and is a means for faculty, staff and students to access a variety of goods and services without the necessity of carrying cash. It is available for use with vending machines, many updated copy machines, the printing system in the student labs and libraries, all food service and coffee kiosk operations, the bookstores, registrar's office, and the Wellness Center.

THE FOUNDATION FOR THE LSU HEALTH SCIENCES CENTER AT NEW ORLEANS

LOCATION: 450A South Claiborne Ave
PHONE: (504) 568-3712
FAX: (504) 568-3460
<http://www.lsuahscfoundation.org/>

The Foundation for LSUHSC-NO was incorporated in 1988 as a 501(c)3, tax-exempt organization with the mission of supporting and promoting the educational, research, patient care, and community outreach programs of the LSU Health Sciences Center at New Orleans. It is governed by a corporate board composed of civic, professional and community leaders who are committed to the development and support of LSUHSC.

The Development Staff of the Foundation helps to promote this mission through developing programs of major and annual giving opportunities, by soliciting grants from foundations and corporations, through estate planning, and by facilitating and organizing numerous fundraising and recognition events. Every dollar raised is designated to one of the six LSUHSC schools: Medicine, Dentistry, Allied Health Professions, Nursing, Graduate Studies and Public Health.

LSUHSC fundraising efforts have included

- LSUHSC endowed chairs and professorships
- Centers of Excellence
- community outreach programs
- lecture series
- distinguished faculty fellowship awards
- staff incentive awards
- academic scholarships
- applied research funds

Funds also have been raised to support international faculty travel, graduate student travel, grants to aid theses/dissertation preparation, rare library or museum artifacts and related items not supported by state revenues. These private contributions serve as the primary nourishment for the growth and advancement of the many programs associated with LSUHSC-NO.

The Finance Staff of the Foundation manages \$90 million in funds and maintains accountability for all reporting required by the IRS and the State of Louisiana for LSUHSC at New Orleans. The Research and Development Services staff maintains a database of alumni and donors for all LSUHSC schools, centers and programs.

The entire Foundation staff works closely with the chancellor, schools, the Foundation board of directors and select community and business leaders to continue bringing excellence and value to LSUHSC-NO.

TECHNOLOGY DEVELOPMENT

LOCATION: Resource Center Building Suite 827
PHONE: (504) 568-8303
FAX: (504) 568-5588
<http://www.lsuahsc.edu/no/administration/otd/jhardy@lsuahsc.edu>

The Office of Technology Development at LSU Health Sciences Center at New Orleans facilitates the research enterprise and provides a means for faculty, staff, and students to bring significant novel intellectual property to the commercial marketplace. This process is called *Technology Transfer*.

The major steps in Technology Transfer include disclosure of inventions, evaluation, patent prosecution, marketing, negotiation of license agreements, and management of active licenses. Employees of LSUHSC-NO have an obligation to disclose their inventions to the University under the terms of employment. Students have the opportunity to utilize these services as well. The Technology Transfer process begins when inventors submit a technology disclosure summary to the Office of Technology Development.

The Technology Transfer Committee, composed of leading LSUHSC-NO researchers and clinicians, evaluates technologies based upon scientific merit, patentability, and marketability.

If technologies are successfully licensed, revenue received from licensing deals is shared with the inventor(s) in accordance with LSU System policy. Detailed information on these issues can be found in [Permanent Memoranda 16](#) on Technology Transfer and [Permanent Memoranda 64](#) concerning Intellectual Property – Distribution of Royalties and Other Matters.

In addition to the actual technology transfer process, the Office of Technology Development is charged with establishing and enabling the relationships necessary for certain aspects of research and collaboration to occur. This includes negotiating Material Transfer Agreements, Confidential Disclosure Agreements, and Inter-Institutional Agreements. The Office of Technology Development is committed to encouraging economic development for the New Orleans region and the State of Louisiana and producing positive social impacts with the work of LSUHSC-NO inventors. We encourage inventors and industry to contact us regarding opportunities for LSUHSC-NO technology.



ALUMNI ASSOCIATIONS

The LSU Alumni Associations are voluntary organizations of the more than a quarter of a million graduates, former students, and friends of The LSU System. A portion of the diploma fee of each graduate is credited to the Alumni Associations. This provides each graduate with one year of active membership in the Alumni Association.

The official publication of the Alumni Associations, LSU Magazine is published five times a year and is received by all active members.

The LSU Health Sciences Center "Status Report," published quarterly, is received by all Health Sciences Center graduates.

Allied Health Alumni Association

J.M. Cairo
1900 Gravier Street
New Orleans, LA 70112
(504) 568-4246
JCairo@lsuhsc.edu
<http://alliedhealth.lsuhscc.edu/Alumni/>

LSU School of Dentistry Alumni Association

Joanne Courville, Director, Alumni Relations
1100 Florida Avenue, Box 143
New Orleans, LA 70119
(504) 641-8120
<http://www.lsusd.lsuhscc.edu/Alumni/AlumniDonors.html>

Nursing Alumni Association of LSU Health Sciences Center

Kim Kreppein-Becke, President
(504) 987-8613
Catherine Lopez, School of Nursing Liaison
1900 Gravier Street
New Orleans, LA 70112
(504) 568-4180
<http://nursing.lsuhscc.edu/NursingAlumniAssociation/Alumni.html>

LSU Health Sciences Center Medical Alumni Affairs

Cathi Fontenot, MD
2020 Gravier Street, Room 523
New Orleans, LA 70112
(504) 568-4009
roar@lsuhsc.edu
http://www.medschool.lsuhscc.edu/alumni_affairs/

FEDERAL REGULATIONS

Campus Security

PHONE: (504) 568-8999
<http://www.is.lsuhscc.edu/police/>

Information relative to the authority, mission composition, and function of the University Police Department for the Health Sciences Center is included in the University Police section of this publication. Beginning September 1, 1992, and annually thereafter, data on specific incidents of crime required under Title II of the Crime Awareness and Campus Security Act of 1990 will be provided upon request by the University Police Department.

Equal Opportunity

The LSU System assures equal opportunity for all qualified persons without regard to race, color, religion, sex, sexual orientation, national origin, age, disability, marital status, or veteran's status in the admission to, participation in, or employment in the programs and activities, which the LSU System operates. Anyone having questions or complaints regarding equal opportunity at the LSU Health Sciences Center should contact:

Office of Human Resource Management
433 Bolivar Street
New Orleans, LA 70112-2223
(504) 568-3916

Persons believing they have been discriminated against contrary to federal law are entitled to make an inquiry or file a complaint with the

United States Equal Employment Opportunity Commission
701 Loyola Avenue
New Orleans, LA 70113

or United States Department of Health and Human Services
Office for Civil Rights
1301 Young Street
Suite Number 1169
Dallas, TX 75202.

Family Education Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records. These rights include; the right to inspect and review the student's education records within 45 days of the day the University receives a request for access, the right to request the amendment of the student's education records that the student believes is inaccurate, the right to consent to disclosures of personally identifiable information contained in the student's education records except to the extent that FERPA authorizes disclosure without consent, and the right to file a complaint with the U.S. Department of Education concerning alleged failures by LSUHSC to comply with the requirements of FERPA.

The act further provides that LSUHSC may release certain information about the student, designated as directory

information, unless the student has informed the institution in writing that such information should not be released. Directory information is the information in the education record of the student that generally would not be considered harmful or an invasion of privacy if disclosed. Directory information includes: the student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, participation in officially recognized activities and sports, dates of attendance, enrollment status, degrees, honors and awards received, expected graduation date, planned post-completion placement (e. g. AAMC match), and the most recent educational agency or institution attended by the student. A student who desires that any or all of the above listed information not be released must submit a written request to the Office of the Registrar no later than the 10th day of the academic term. For further information, consult the LSUHSC website.

Health Insurance Portability and Accountability Act

LSU Health Sciences Center at New Orleans is a covered entity under the Health Insurance Portability and Accountability Act of 1996 (HIPAA). All faculty, staff, and students are responsible for familiarizing themselves with University policies CM-53 (privacy) and PM-36 and CM-42 (information security) and are required to complete training modules on protection of patient privacy and security of electronic information. Training is offered in various formats including orientation sessions, web-based, and, self-study. Please direct all inquiries regarding HIPAA to the Office of Compliance Programs at 504-568-2350. Information can also be obtained from the Office of Compliance Programs website at <http://www.lsuhscc.edu/no/administration/ocp/>.

Military Selective Service Act

As a condition for admission on all campuses in the LSU System, any person who is required to register for the federal draft under the act and is unable to show proof of having done so will be ineligible for admission to the schools of the LSU Health Sciences Center.

Reasonable Accommodation for Students with Disabilities

LSU Health Sciences Center seeks to comply with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 by providing reasonable accommodations to students with documented disabilities. Students are responsible for providing documentation of a disability and must contact the Office of Student Affairs of their school to request a disability related accommodation. Costs associated with documentation of a disability are the responsibility of the student.

Upon receipt of such information, the Health Sciences Center will determine what reasonable accommodations, if any, are appropriate for the student.

Sexual Harassment

Sexual harassment is a form of unlawful discrimination on the basis of sex, and is defined as unwelcome verbal or physical

behavior of a sexual nature that is prohibited by both LSU Health Sciences Center policy and federal law.

The Health Sciences Center reaffirms and emphasizes its commitment to provide a learning environment that is free of discriminatory, inappropriate, and disrespectful conduct or communication. Sexual harassment threatens this environment in that it inhibits the individual's ability to function effectively as a student and violates acceptable standards of behavior. For these reasons, the Health Sciences Center will not tolerate any form of sexual harassment.

Sexual harassment may involve submission to verbal or physical conduct of a sexual nature, unwelcome sexual advances, or requests for sexual favors when these are made-either explicitly or implicitly a term or condition of an individual's academic status. Sexual harassment may also include unwelcome verbal or physical conduct of a sexual nature when this conduct interferes with an individual's ability to function effectively in an academic setting by creating an intimidating, hostile, or offensive environment.

All categories of students, including graduate assistants and student-employees, are governed by the Health Sciences Center's sexual harassment policy.

To help the recipient determine how best to remedy sexual harassment, as well as to ensure that appropriate measures are taken when warranted, anyone who believes he or she has been subjected to sexual harassment may address questions or complaints to his academic advisor, department head, the Dean of Students for the student's respective school, or the Human Resources Department. The recipient of such a complaint shall notify HRM and seek that office's assistance in connection with an investigation of the complaint.

Deficit Reduction Act Notice

<http://www.lsuhscc.edu/no/administration/ocp/dranotice.aspx>

The Deficit Reduction Act was designed to improve federal and state oversight and enforcement actions against fraud and abuse in the Medicaid program. It requires that any entity receiving more than 5 million dollars in Medicaid funds per year must instruct their workforce on the following issues.

- The federal False Claims Act
- Any state civil or criminal penalties for false claims
- Whistleblower protections

Federal False Claims Act, 31 USC § 3279

The False Claims Act is a federal statute that covers fraud involving any federally funded contract or program, including the Medicaid and Medicare programs. This act is commonly known as the "Lincoln Law" because it was first enacted to counter fraudulent activities involving military procurement during the Civil War. The act establishes liability for any person who knowingly presents or causes to be presented a false or fraudulent claim to the U.S. government for payment

The term "knowingly" is defined to mean that a person, with respect to information:

- Has actual knowledge of falsity of information in the claim;
- Acts in deliberate ignorance of the truth or falsity of the information in a claim; or
- Acts in reckless disregard of the truth or falsity of the information in a claim

Claim – For purposes of the False Claims Act, a “claim” includes any request or demand for money that is submitted to the U.S. government or its contractors.

Liability – Health care providers and suppliers who violate the False Claims Act can be subject to the following:

- Civil monetary penalties (CMP) ranging from \$5,500 to \$11,000 for each false claim submitted.
- In addition to the above (CMP), can be required to pay three times the amount of damages sustained by the U.S. government.
- If convicted of a False Claims Act violation, the OIG may seek to exclude the provider or supplier from participation in federal health care programs.

False Claims Violation – Any conduct that leads to the submission of fraudulent claims to the government such as knowingly making false statements, falsifying records, double-billing for items or services, submitting bills or services never performed or items never furnished, or otherwise causing a false claim to be submitted.

Qui Tam “Whistleblower” Provisions

Encourages individuals to come forward and report misconduct involving false claims, the False Claims Act includes a “qui tam” or whistleblower provision. It allows any person with actual knowledge of allegedly false claims to the government. Such persons are known as a “relators.” By way of example, the U.S. Department of Justice reports that the federal government obtained more than \$1.4 billion in settlements and judgments for fraud committed against the government in 2004-2005.

Qui Tam Procedure – The relator must file his or her lawsuit on behalf of the government in a federal district court. The lawsuit will be filed “under seal,” meaning that the lawsuit is kept confidential while the government reviews and investigates the allegations contained in the lawsuit and decides how to proceed.

Rights of Parties to Qui Tam Actions – If the government determines that the lawsuit has merit and decides to intervene, the prosecution of the lawsuit will be directed by the U.S. Department of Justice. If the government decides not to intervene, the whistleblower can continue with the lawsuit on his or her own.

Award to Qui Tam Whistleblowers – If the lawsuit is successful, and provided certain legal requirements are met, the qui tam relator may receive an award ranging from 15 to 30 percent of the amount recovered. The whistleblower may also be entitled to reasonable expenses including attorney’s fees and costs for bringing the lawsuit.

No Retaliation – In addition to a financial award, the False Claims Act entitles whistleblowers to additional relief, including employment reinstatement, back pay, and any other compensation arising from retaliatory conduct against a whistleblower for filing an action under the False Claims Act or committing other lawful acts, such as investigating a false claim or providing testimony for, or assistance in, a False Claim Act action.

Louisiana State Law

Under Louisiana state law, the definition of a false or fraudulent claim is slightly broader, At LSA R.S. 46.437.--, “8)

“False or fraudulent claim” means a claim which the health care provider or his billing agent submits knowing the claim to be false, fictitious, untrue, or misleading in regard to any material information. “

Under state law, (12) “Knowing” or “knowingly” means that the person has actual knowledge of the information or acts in deliberate ignorance or reckless disregard of the truth or falsity of the information.

Just as with the federal whistleblower statute, under Louisiana state law, “a private person (“Qui Tam plaintiff) may institute a civil action (“Qui Tam Action”) in the courts of this state on behalf of the medical assistance programs and himself to seek recovery

A person who is or was a public employee or public official or a person who is or was acting on behalf of the state shall not bring a qui tam action if the person has or had a duty or obligation to report, investigate, or pursue allegations of wrongdoing or misconduct by health care providers, or had access to the records of the state through the normal course and scope of his employment relative to activities of health care providers.

State Whistleblower Protection

No employer of a qui tam plaintiff shall discharge, demote, suspend, threaten, harass, or discriminate against a qui tam plaintiff at any time arising out of the fact that the qui tam plaintiff brought an action pursuant to this Subpart unless the court finds that the qui tam plaintiff has instituted or proceeded with an action that is frivolous, vexatious, or harassing.

No employee shall be discharged, demoted, suspended, threatened, harassed, or discriminated against in any manner in the terms and conditions of his employment because of any lawful act engaged in by the employee or on behalf of the employee in furtherance of any action taken pursuant to this Part in regard to a health care provider or other person from whom recovery is or could be sought. Such an employee may seek any and all relief for his injury to which he is entitled under state or federal law.

No individual shall be threatened, harassed, or discriminated against in any manner by a health care provider or other person because of any lawful act engaged in by the individual or on behalf of the individual in furtherance of any action taken pursuant to this Part in regard to a health care provider or other person from whom recovery is or could be sought except that a health care provider may arrange for a recipient to receive goods, services, or supplies from another health care provider if the recipient agrees and the arrangement is approved by the secretary. Such an individual may seek any and all relief for his injury to which he is entitled under state or federal law.

An employee of a private entity may bring his action for relief against his employer or the health care provider in the same court as the action or actions were brought pursuant to this Part or as part of an action brought pursuant to this Part.

Recovery awarded to a qui tam plaintiff – Generally, if the secretary or the attorney general intervenes in the action brought by a qui tam plaintiff, the qui tam plaintiff shall receive at least ten percent, but not more than twenty percent, of recovery, exclusive of the civil monetary penalty provided in R.S. 46:439.6(C). In making a determination of award to the qui tam plaintiff the court shall consider the extent to which the qui tam plaintiff substantially contributed

to investigations and proceedings related to the qui tam action.

Rewards for fraud and abuse information – State law provides that there may be a reward of up to two thousand dollars to an individual who submits information to the secretary which results in recovery pursuant to the provisions of this Part, provided such individual is not himself subject to recovery under this Part.

Louisiana State False Claims Penalties

- Payment of actual damages
- In addition to actual damages, a civil fine not to exceed 10,000 dollars per violation; OR
- A civil fine not to exceed three times the value of the illegal remuneration, whichever is greater
- Payment of interest on the mandatory civil fine imposed.

UNIVERSITY POLICE DEPARTMENT

PHONE: (504) 568-8999
<http://www.is.lsuhscc.edu/police/>



Established by Act RS:17-1805 Regular Session of the Louisiana Legislature, the University Police function with full authority for the protection of the LSUHSC Community including students, employees, and property. It is further the responsibility of this office to uphold federal, state and local laws, University regulations, and to provide assistance, guidance and coordination in emergencies and unusual situations.

Orientation of all new students, faculty and staff, includes lectures on Health Sciences Center rules and regulations and on personal safety. Locations and telephone numbers of all University Police Centers are provided in student packets and handbooks.

To become a commissioned officer of the LSUHSC Police Department, Officers must complete and graduate from Police Officers Standard Training (P.O.S.T.) certification training.

Emergency Telephone Number

Call (504) 568-8999 to contact University Police.

LSUHSC-NO POLICIES FOR STUDENTS

Alcohol Use

The use of alcohol is prohibited in classroom buildings, laboratories, auditoriums, library buildings, faculty and administrative offices, athletic facilities, and all other public campus areas. Alcohol may be served for special events on campus sponsored by the institution with written authorization from the Dean, Chancellor, or their authorized designee and when the LSUHSC's Guidelines for Responsible Use of Alcohol are followed. These Guidelines also apply to the use of alcohol at LSUHSC sponsored functions off campus.

The Guidelines are contained in CM-36 (Guidelines for the responsible use of Alcohol at the LSU Health Sciences Center) at <http://www.lsuhscc.edu/no/administration/cm/cm-36.aspx>.

Violence-Free Workplace

Everyone has a reasonable expectation to perform his/her assigned duties in an atmosphere free of threats and assaults. Recognizing the increasing incidence of violence in the workplace, the Governor of the State of Louisiana issued an executive order committing the State of Louisiana to work toward a violence-free workplace. Louisiana State University Health Sciences Center at New Orleans fully supports this effort and is committed to a violence-free workplace. In response, LSUHSC-NO issued CM-44 (Violence in the Workplace Policy, and Workplace Violence Prevention Plan) at <http://www.lsuhscc.edu/no/administration/cm/cm-44.aspx>

CM-44 contains LSUHSC-NO's Firearms and Weapons Policy. This policy states that it is illegal and expressly prohibited to engage in the unauthorized carrying of a firearm, or a 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.

Other topics covered under CM-44 include the following.

- Hazard Prevention and Control
- Personal Conduct to Minimize Violence
- How to Deal with Bomb Threats

Substance Abuse

Authorized use of, possession of, or being under the influence of alcohol and the illegal use, abuse, possession, manufacture, dispensation, distribution of, or being under the influence of controlled or illegal drugs is prohibited while at work, on call, on duty, at school, or engaged in Louisiana State University Health Sciences Center New Orleans campus (LSUHSC-NO) business on or off LSUHSC-NO premises. LSUHSC-NO provides for an on-going alcohol and drug-testing program for reasonable suspicion/for cause, post accident, periodic monitoring or aftercare, and random testing.

The schools of the Health Sciences Center actively maintain programs dealing with all aspects of chemical dependency, such as prevention, intervention and rehabilitation. Education in substance abuse is provided through workshops and seminars, and has become an integral part of the curriculum of each school.

This Substance Abuse Policy applies to all faculty, staff, residents, and students of LSUHSC-NO. Students must understand that initial and continued enrollment is contingent upon compliance to this policy. The complete policy is in CM-38 (Substance Abuse Policy and Procedures) and is located at <http://www.lsuhscc.edu/no/administration/cm/cm-38.aspx>.

Information Technology

Users of the Information Technology infrastructure are expected to exhibit responsible behavior and comply with all federal and state laws, LSUHSC-NO rules and policies, terms of 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 (P2P) applications that take up bandwidth for the downloading of music, games, and video
- deliberately or recklessly overload access links or switching equipment by using streaming media such as web radio and other mechanisms

CM-42 contains the entire LSUHSC-NO Information Technology (IT) Infrastructure Policy and is located at <http://www.lsuhscc.edu/no/administration/cm/cm-42.aspx>. By using a computer on the LSUHSC IT infrastructure, students acknowledge that they are subject to the terms of CM-42 and that they 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. Noncompliance could result in disciplinary action up to and including dismissal from an academic program, and civil or criminal liability.

Weather Related Emergency Procedures

During a weather event that requires closing of the campus, LSUHSC-NO will not function as an evacuation site for students. CM 51 (Policy on Weather Related Emergency Procedures for LSU Health Sciences Center at New Orleans) at <http://www.lsuhscc.edu/no/administration/cm/cm-51.aspx> has information about disaster preparedness. Students are encouraged to familiarize themselves with this information.

Student Responsibilities and Rights

Students are responsible for complying with all policies/procedures, rules and regulations and other information published by the Health Sciences Center at New Orleans. In addition, students are expected to abide by all federal, State and local laws.

Mistreatment and abuse of students by faculty, residents, staff, or fellow students is contrary to the educational objectives of the LSUHSC at New Orleans and will not be tolerated.

CM-56 (Student Responsibilities and Rights at LSUHSC-NO) located at <http://www.lsuhscc.edu/no/Administration/cm/cm-56.aspx> describes additional responsibilities and rights. CM-56 also describes the procedures for addressing student complaints including informal conflict resolution and filing a formal complaint.

CENTERS OF EXCELLENCE

Alcohol and Drug Abuse Center

(Approved by the Board of Regents, 1991)
Patricia Molina, MD, PhD, Director

The Alcohol and Drug Abuse Center stimulates interdisciplinary collaborative efforts for research and teaching and the dissemination of pertinent information in the area of alcohol and drug abuse. This Center enhances the research capabilities of scientists, stimulates collaborative research efforts, and strengthens educational activities in the biomedical aspects of alcohol and substance abuse throughout the Health Sciences Center. The Center is directed toward building upon existing strength, expanding and elevating our reputation in substance-abuse research, treatment, and prevention. A strong focus of the center is to promote discovery in the field of alcohol and drugs of abuse and their impact on HIV disease prevention, progression and treatment. While major components of the program's activities are focused on biomedical research, continued growth has now involved community based intervention programs.

Center on Healthy Aging

(Approved by the Board of Regents, 1991)
Charles Cefalu, MD, MS, Director

It is the mission of the Center on Healthy Aging at the LSUHSC to promote top clinical research in the field of aging at area LSU affiliated clinical training sites in the New Orleans Metro area. The Center also collaborates on research initiatives with the LSU Pennington Research Facility in Baton Rouge regarding research initiatives in Aging.

Recent funded clinical research at the Center have included the following: Horizon Trial-Phase III Study to evaluate the effect of zolidronate in post-operative elderly post hip fracture-2001; Observational Study of the Association between Chronic Anemia and Nursing Home Residents; a cohort Study to evaluate the effect of epogen in elderly nursing home residents with anemia and chronic renal disease, an observational study evaluating the epidemiology of Gastroenteritis in nursing home residents, and a cohort study of Osteoporosis/Fall Risk in nursing home residents.

Area LSU affiliated nursing homes and clinics in the New Orleans Metro area serve as clinical sites for clinical studies including John J. Hainkel Nursing and Rehabilitation Center and St. Ana's Residence as well as affiliated LSU clinics.

Full time clinical faculty, a full-time research associate from the Section of Nephrology, LSUHSC, faculty from the Pennington Research Center in Baton Rouge and research assistants from the School of Public Health provide technical assistance and expertise in research design, methodology, statistics and analysis of research.

Research opportunities exist for medical students, residents, fellows, MPH candidates and nursing and allied health students at clinical practice sites.

St. Ana's Residence, Chateau De Notre Dame in New Orleans and Chateau Living Center in Kenner, La.

Full time clinical faculty, a full-time research associate from the Section of Nephrology, LSUHSC, and research assistants from the School of Public Health provide technical assistance

and expertise in research design, methodology, statistics and analysis of research.

Research opportunities exist for medical students, residents, fellows, MPH candidates and nursing and allied health students at clinical practice sites.

Cardiovascular Center

(Approved by the Board of Regents, 1991)

Frank W. Smart, MD, Director

The Center's mission is to improve the understanding and management of cardiovascular diseases by developing a multidisciplinary approach that integrates close, collaborative efforts among programs in basic and clinical research, clinical management, prevention, and epidemiologic and genetic studies. This combined effort will focus on the investigation of cardiovascular disease with a particular emphasis on integrating molecular and cellular perspectives with clinical and population-oriented studies. The Center realizes this goal by fostering the careers of cardiovascular scientists, and enhancing the research infrastructure and core resources for collaborative, multidisciplinary research in thematic areas related to cardiovascular disease progression.

The center will continue to expand ongoing efforts to provide an academic environment to cultivate true 'bidirectional' translational research so that interesting clinical problems identified by our clinician scientists can be addressed in the laboratory, while key findings at the bench can be rapidly translated to larger animal studies and eventually to the bedside.

Center for Molecular and Human Genetics

(Approved by the Board of Regents, 1991)

Director (Vacant)

The Center for Molecular and Human Genetics encourages and fosters interdepartmental collaborations to provide: (1) outstanding and integrated genetics programs in research, teaching, and clinical service; and (2) genetics education throughout the community.

Genetic factors play a major role in essentially all diseases, including cancer, diabetes, neurological and cardiovascular disorders. The Center contributes to basic, translational and clinical research in genetics that is advancing the development of precise diagnoses and effective therapies. Research interests of the members cover areas such as gene structure and expression, molecular genetics, cytogenetics, gene therapy, and genomic variation.

Education programs in genetics and genomics are also a major focus of the Center. Additionally, the latest advancements in diagnosis and treatment are provided through the Center's clinical services. The Center provides a cohesive framework that facilitates communication between basic scientists and clinicians leading to excellent research, training, and clinical programs in genetics.

Two major components of the Center of Molecular and Human Genetics are the LSUHSC-NO Department of Genetics and the LSUHSC-NO Gene Therapy Program

Center for Oral and Craniofacial Biology

(Approved by the Board of Regents, 1994)

Paul L. Fidel, PhD, Director

The Center of Excellence in Oral and Craniofacial Biology is a multidisciplinary center to provide adequate resources to promote and facilitate research, intellectual stimulation, and a network for research opportunities and collaboration in oral health. The Center serves as a nucleus for both clinical and basic science research in the oral and craniofacial region. Clinical research efforts currently center on periodontal disease and restoration. The basic science efforts currently center on oral infectious diseases, inflammation, biomaterials, and cancer. A Statistical Core and Research Facilities Core with state-of-the-art molecular biology and microscopy equipment aid the research effort.

The Center also serves an educational role through the training of predoctoral and postdoctoral students and clinicians throughout the State of Louisiana. Many Center faculty are currently conducting research through federal, industrial, and private foundation grants, and the Center has been funded by NIH Center of Biomedical Research Excellence (COBRE) grant to develop promising junior faculty into scientific independence and provide additional infrastructure to the research enterprise.

Epilepsy Center

(Approved by the Board of Regents, 2002)

Piotr W. Olejniczak, MD, Director

The LSUHSC Epilepsy Center of Excellence is dedicated to providing state-of-the-art, comprehensive epilepsy treatment, enhancing access to epilepsy education for patients and physicians, and promoting multidisciplinary epilepsy research in pharmacology, neuroelectrophysiology, neuroimaging, neurosurgery, neuropsychology, biomedical engineering and public health.

The Epilepsy Center has been the only tertiary care center for epilepsy in Louisiana and the Gulf Coast since its inception (est.1990; member National Association of Epilepsy Centers), serving the approximately 54,000 to 90,000 medically intractable and hard to treat individuals with epilepsy in this region. Our team of professionals offers diagnostic and presurgical monitoring, the strategic use of antiepileptic medications, specialized epilepsy neuroimaging, vagus nerve stimulator implantation, ketogenic diet management, neuropsychological testing, psychiatric support and epilepsy surgery for adults and children. The Center also hosts several clinical research trials each year for investigational medications and devices.

All individuals who continue to have seizures despite treatment by their doctor should be evaluated by the Center's clinical epilepsy team to determine if more advanced approaches to treatment will stop seizures. Information about Center staff, diagnostic and treatment options, available research opportunities and appointment scheduling can be found on our website at www.epilepsycenter.info. Questions about Center services and opportunities can be e-mailed to epicenter@lsuhsc.edu.

Eye Center

(Approved by the Board of Regents, 1999)

Jayne S. Weiss, MD - Director

The LSU Eye Center of Excellence was created in 1978 as a comprehensive center for vision care and research, with interdisciplinary cooperation among basic scientists and

clinical scientists to advance the prevention and treatment of blinding eye disease.

The LSU Eye Center is a comprehensive ophthalmic medical center, recognized as a world leader in patient care, in medical education, and in research to preserve and restore vision. For over 30 years, our physician-investigators and scientists have actively searched for causes, preventive measures, and most effective treatments for diseases and disorders of the eye. Our faculty are known for pioneering work in laser vision correction, cataract and other refractive surgeries, viral and bacterial eye disease, corneal transplantation and cornea preservation, ophthalmic plastic and reconstructive surgery, neuro-ophthalmology, glaucoma, wound healing, drug delivery, contact lenses, diabetic eye disease, macular degeneration, retinitis pigmentosa and other retinal diseases and degeneration.

The LSU Eye Center has earned national and international recognition for its comprehensive programs in patient care, research in the vision sciences, ophthalmology education, and outreach to the community. We are particularly proud of the physicians, scientists, and technicians whom we have trained who are now leaders in the local community, the state of Louisiana, and the world at large.

In 1997, the outstanding residency programs of the LSU Eye Center and the Alton Ochsner Medical Foundation merged, combining the strength of the faculties, facilities, and varied patient populations of the two institutions. This ACGME-accredited residency program ensures enriched academic and clinical experiences for the brightest and most highly motivated ophthalmologists in training.

Ernest N. Morial Asthma, Allergy, and Respiratory Disease Center

(Approved by the Board of Regents, 1996)

Judd E. Shellito, M.D. Director

In 1997 The Ernest N. Morial Asthma, Allergy and Respiratory Disease Center at LSUHSC was dedicated as Louisiana's first comprehensive center for the education, prevention, treatment and research of asthma and other respiratory diseases. The Morial Asthma, Allergy, and Respiratory Disease Center is named for, and dedicated to, Ernest "Dutch" Morial. "Dutch" suffered and eventually died from asthma. An integral part of the mission of the Ernest N. Morial Asthma, Allergy and Respiratory Disease Center is to preserve "Dutch" Morial's passion for wanting to help those who need it most. Because the asthma death rate among African-Americans is almost triple that of Caucasians, and because the largest increase in incidence of asthma has been among inner city African-Americans, much of the Center's work is focused on the African-American Community and the urban poor - helping those who need it the most.

The mission of the center is 1) Patient, community and physician education in asthma management and prevention, for all citizens with a special focus in high-risk groups such as African-Americans and the urban poor; 2) Outstanding patient care for those suffering from asthma and other respiratory diseases, such as pneumonia, emphysema, tuberculosis, cystic fibrosis, chronic bronchitis, pulmonary hypertension and other chronic obstructive pulmonary disease, with a focus on access to care for the under-served; and 3) Basic and clinical research in asthma and respiratory diseases – with an emphasis on at-risk populations – to determine causes and to develop new methods for prevention, treatment and cure.

The Center is an active component of the American Lung Association's Asthma Clinical Research Centers.

Neuroscience Center of Excellence

(Approved by the Board of Regents, 1988)

Nicolas G. Bazan, MD, PhD, Director

The Neuroscience Center of Excellence is dedicated to the study of the fundamental principles of brain, retina and nerve function, and to contribute to understanding and conquering diseases of the nervous system. The Neuroscience Center is comprised of 15 teams led by independent faculty members who focus their creativity on cellular and molecular neuroscience, including the neurobiology of disease and translational neuroscience. All faculty members have joint appointments in clinical and basic science departments. The Center also hosts fellows, residents and faculty from several clinical departments, fostering effective interdisciplinary research.

The Center is dedicated to providing innovative, educational and mentoring programs, such as the Interdisciplinary Neuroscience Graduate Program (M.S. in Neuroscience, Ph.D. in Neuroscience, M.D./Ph.D. degree program), which attracts outstanding students from around the world; the Summer Undergraduate Neuroscience Program, which mentors top Louisiana undergraduate students through lectures and hands-on research; and postdoctoral fellowships for training the next generation of investigators. The annual Neuroscience Retreat is a forum for the showcasing of neuroscience investigation and discovery and has been the birthplace of countless research collaborations. Several seminar programs and lectureships host renowned scientists (including 12 Nobel Laureates) who present their work to the LSUHSC community. In addition, the Center has a keen interest in mentoring junior ifaculty members, helping develop them into independent, competitive scientists. Teams of neuroscience mentors guide junior investigators along the path to acquiring their own independently-funded research, with the goal of strengthening the quality of neuroscience research in Louisiana. The External Advisory Committee for the Neuroscience Center's National Institutes of Health (NIH) COBRE (Centers of Biomedical Research Excellence) grant provides expert mentoring. During the last several years, the Center also has developed a successful grantsmanship education and research enhancement program.

The Center has received significant federal, state and private research funding. Currently, Center investigators have 19 active NIH R01 grants. Other NIH grants include collaborations with Harvard Medical School and the University of Southern California, as well as the Mayo Clinic. Projects are directed toward discovering novel mechanisms for stroke, brain injury, blinding eye diseases, Alzheimer's and Parkinson's Disease, epilepsy, traumatic brain injury and other disorders of the nervous system. Specific faculty research interests include the following: cellular and molecular mechanisms of corneal inflammation, nerve regeneration and wound healing, dry eye; retinal pigment epithelium/photoreceptor interactions, neuroprotection, neurobehavior and histopathology; nonlinear dynamics of single neurons and networks; neuroinflammation, hippocampal synaptic plasticity, neurodegeneration, and synaptic transmission and signaling; mediator lipidomics; proteomics and biochemical approaches for understanding mechanisms of memory and neural disorders; genomics, bioinformatics and developmental plasticity. One major program is supported by the Ernest C. and Yvette C. Villere Endowed Chair for Retinal Degeneration Research and is focused on retinitis pigmentosa and macular degeneration.

In addition, the Neuroscience Center participates in translational research programs, such as those sponsored by the LSUHSC Translational Research Initiative, to bring the innovative research conducted here in the lab to the clinic, providing new therapies and treatments for nervous system injuries and diseases. To date, the innovative research conducted has resulted in more than 20 patents or patent applications.

The Neuroscience Center continues to play a pivotal role in developing innovative approaches to understanding the mechanisms of disease and the advancing treatment for disorders of the brain and retina.

Research Institute for Children

(Approved by the Board of Regents, 2005)

Seth Pincus, MD, Director

The Research Institute for Children (RIC) established in 1998 is a joint collaboration among Children's Hospital, LSU Health Sciences Center (New Orleans) and the University of New Orleans. The RIC is housed in the Research and Education Building on the Children's Hospital campus and is supported by Children's Hospital. The overall objective of the RIC is to promote and conduct medical and basic science research in the diagnosis, treatment, and prevention of pediatric illnesses, particularly infectious diseases, and diabetes. A secondary objective is to provide research training for academic scientists, both basic and translational. To accomplish this, a strong core of basic scientists interacts with clinical faculty from LSUHSC and Children's Hospital. Trainees include undergraduate and graduate students, and both clinical and basic postdoctoral fellows. The individuals trained within these basic science laboratories will become the translational and clinical researchers who fulfill the ultimate mission of the RIC.

Stanley S. Scott Cancer Center

(Approved by the Board of Regents, 1991)

Augusto Ochoa, MD, Director

The Louisiana Board of Regents approved the formation of the Stanley S. Scott Cancer Center in 1991, and in 1995, the Center was awarded a National Cancer Institute Planning Grant, the first step in receiving designation as a Comprehensive Cancer Center. Since that time, the SSSCC has grown into a multidisciplinary matrix organization, drawing membership and expertise from virtually every department within LSUHSC's Schools of Medicine, Nursing, and Dentistry.

The primary mission of the SSSCC is to conduct cancer research with a focus on the prevention, treatment, and eventual eradication of cancer, particularly among underserved populations. The knowledge obtained will lead to providing cutting-edge clinical care for cancer patients and an opportunity to educate professionals and laymen alike.

Currently, SSSCC members hold over \$17 million in annual funding for their research projects. Research is conducted in such areas as Molecular Signaling; Population Studies; Molecular Genetics; Immunology, Infection and Inflammation; and the clinical sciences. Support to researchers is provided in many forms, including several core laboratories, such as Genomics, Proteomics, Immunology, Imaging, and Biostatistics/Bioinformatics. In addition, faculty benefit from a dedicated clinical trials office and a grants and development office that assists with strategic development of proposals as well as with application processing and award management. The Center is actively enhancing its translational and clinical research programs to complement its strong basic science component. This progress is being achieved through an in-house expansion of our clinical activities as well as the development of strategic partnerships.

Of particular significance is the award-winning Minority Based-Community Clinical Oncology Program (MB-CCOP) funded by the National Cancer Institute.

Through partnerships with community oncologists and public and private hospitals in Southeast Louisiana, the MB-CCOP provides patients with access to advanced cancer prevention and treatment trials approved by the National Cancer Institute. In 2009, this institute honored our program with the Harry Hynes award in recognition of outstanding community oncology.

Also noteworthy in terms of the Center's growth are a \$10.1 million COBRE grant from the National Center for Research Resources to Dr. Augusto Ochoa, Director of the Cancer Center, and a \$6.5 million Center of Excellence grant from the National Center on Minority Health and Health Disparities to Dr. John Estrada, who directs education and community services for the Cancer Center, and Dr. Betty Dennis of Dillard University. The COBRE, "Mentoring Translational Researchers in Louisiana," is cultivating a group of talented young faculty members to become independent researchers who are successful at tackling complex issues such as how chronic inflammation may be important in the development of chronic diseases, including cancer, renal disease, and pulmonary disease, and at pioneering new methods for early diagnosis and treatment. The Faculty Development section of this COBRE has been presented as a model of excellence in training young researchers. The Dillard-LSUHSC Minority Health and Health Disparities Research Center features three primary components: 1) research on medical issues such as prostate cancer, cervical cancer, obesity, and asthma that afflict minority and disadvantaged populations disproportionately, 2) advanced training opportunities for current and future health disparity researchers, and 3) formal training for clinical research associates whose focus will include increasing the inclusion of minority patients in potentially life-saving clinical trials.

The progress of the Center over the past two decades has been substantial. Since fiscal year 2007 alone, the funding for sponsored projects routed through the Center grant's office has increased by 900%. The SSSCC is part of the Louisiana Cancer Research Consortium, which also includes the Tulane University Health Sciences Center Cancer Center, Xavier University, and the Ochsner Clinic Foundation. The consortium receives a portion of the tax for all cigarettes sold in the state. At present, this portion amounts to \$10 million per year being invested for the purpose of earning NCI designation for a Cancer Center in Louisiana.

Louisiana Vaccine Center

(Approved by the Board of Regents, 2009)

Alistair Ramsay, PhD, Director

The Louisiana Vaccine Center focuses interdisciplinary strengths in the basic and translational science of microbial pathogenesis, immunity and vaccine research to foster development of novel vaccines and therapies against infectious disease. The Center encompasses LSUHSC-New Orleans, Tulane HSC, and Xavier University of Louisiana, and is directed towards building a tower of strength, with education, research and development infrastructure to support growth and the commercialization of new discoveries. The Center has developed and consolidated excellent facilities and support services designed to aid the flow of vaccine-related research from discovery through pre-clinical testing and analysis. Center-driven education programs in infectious disease and vaccines span training opportunities for high school students, undergraduates and graduate fellows, and include entrepreneurial fellowships developed in partnership with the New Orleans BioInnovation Center. The Center thus fosters education in infectious disease and vaccines, promotes research collaborations between partner institutions, strengthens our capacity to compete for large-scale research and development grants and contracts, provides a focus for recruitment and retention of established researchers and junior scientists, and facilitates research commercialization and new local biotechnology ventures.

LSUHSC Office of the Registrar



LSU Health Sciences Center at New Orleans School of Allied Health Professions

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LSH HEALTH SCIENCES CENTER AT NEW ORLEANS SCHOOL OF ALLIED HEALTH PROFESSIONS



J.M. Cairo, PhD, Dean

Appointed to the Deanship: July 1, 2003

Appointed to the Health Sciences Center Faculty: July 1, 1979

Faculty Academic Rank: Professor of Cardiopulmonary Science, Physiology, and Anesthesiology

Address: LSU School of Allied Health Professions
1900 Gravier Street
New Orleans, LA 70112

Telephone Number: (504) 568-4246

Website: <http://alliedhealth.lsuhscc.edu>

Administration

J.M. CAIRO, PhD
Dean

JOHN DOLAN, RhD
Associate Dean for Academic Affairs

JOSEPH E. LASSALLE III, BBA
Assistant Dean

YUDI STOUTE, BS
Director of Student Affairs

ELIZABETH LEVITZKY, MBA
Assistant to the Dean for Clinical Affairs

PHILIP WILSON, PhD
Director of the Human Development Center

JOHN DOLAN, RhD
*Associate Dean, and Acting Head of the
Department of Rehabilitation Counseling*

LARRY BROUSSARD, PhD
*Head of the Department of Clinical Laboratory
Sciences*

JO THOMPSON, MA
*Interim Head of the Department of Occupational
Therapy*

JANE M. EASON, PhD
Head of the Department of Physical Therapy

Administrative Council

J.M. CAIRO, PhD
*Dean and Chairman, and Acting Head of the
Department
of Communication Disorders*

LARRY H. HOLLIER, MD
Chancellor, Ex-Officio

JOSEPH M. MOERSCHBAECHER, III, PhD
Vice Chancellor, Ex-Officio

ANDREW A. PELLETT, PhD
*Head of the Department of Cardiopulmonary
Science*

JERALD JAMES, AuD
Elected Member, Faculty Assembly

JOSEPH LASSALLE, III, BBA
Assistant Dean for Fiscal Affairs

HISTORY

The School of Allied Health Professions was established by the Board of Supervisors April 2, 1970, and became operational July 1, 1970. Programs were offered on the New Orleans and Shreveport campuses until March 25, 2004 when the Board of Regents approved a plan to separate the campuses administratively. The School of Allied Health Professions currently comprises the following departments: Cardiopulmonary Science, Clinical Laboratory Sciences, Communication Disorders, Interdisciplinary Human Studies, Occupational Therapy, Physical Therapy, and Rehabilitation Counseling. Baccalaureate degrees (Bachelor of Science) are offered in Cardiopulmonary Science and Medical Technology. The Department of Communication Disorders offers a Master of Communication Disorders degree in speech and language pathology and a Doctor of Audiology (AuD) in hearing. The Department of Occupational Therapy offers the Master of Occupational Therapy Degree, the Department of Physical Therapy offers a Doctor of Physical Therapy degree, and the Department of Rehabilitation Counseling offers the Master of Health Sciences degree in Rehabilitation Counseling.

All educational programs of the School are approved by the appropriate State agencies, and are accredited by the appropriate credentialing body.

CHRONOLOGY

Five people have served the Louisiana State University Health Sciences Center School of Allied Health Professions as Dean since its establishment in 1970. The names of the Deans and their period of deanship are as follows:

John Lawrence Peterson, PhD (1970-1975)

Stanley H. Abadie, PhD (1975-1994)

John D. Dolan, RhD (Acting) (1995-1996)

John R. Snyder, PhD (1996-2003)

J.M. Cairo, PhD (2003 - present)



EDUCATIONAL PHILOSOPHY AND OBJECTIVES

The School of Allied Health Professions subscribes to the philosophy of the LSU System which has a three-fold purpose: Developing to the highest level the intellectual and professional capacities of citizens through resident instruction; enriching instruction and establishing new frontiers through research and scholarship; and providing all Louisianians with information useful to advancing the State's economy and culture. The School of Allied Health Professions recognizes that total health care of the community; State and the Nation must increasingly draw upon personnel, talents, and techniques of a broad range of disciplines. Therefore, programs for the education of allied health professionals must not only incorporate an understanding of, and appreciation for their own field but also, the fields of medicine, dentistry, and nursing. A comprehensive acquaintance with the cultural and physical heritage and bodies of knowledge, which will assist the student in living a productive, humanitarian, and successful life in society, is deemed important. The School recognizes its obligation to develop educational programs in the allied health professions compatible with this philosophy and striving for the highest level recognized as being justifiable in terms of the roles and responsibilities its graduates will assume.

The primary objective of the School is to increase the supply, at the undergraduate and graduate levels, of a variety of patient-oriented health professionals in the State of Louisiana and to meet the need for health services and future teachers in health-educational programs. The training for any health profession can best be accomplished in a health-oriented environment such as the Health Sciences Center. This environment permits the physician, dentist, nurse, allied health professional, and the student an opportunity to see the patient, as a team, thus developing sound working relationships requisite to educating the student for a role of leadership. Because of the close relationship developed with other undergraduate campuses of the LSU System, a strong core curriculum is available from which students may obtain a basic foundation and general understanding of various fields of allied health. This permits students to sample a broad spectrum before final selection of a specific field and admission to the School of Allied Health Professions. The School provides vital public health and human services through direct patient/client care, and support for families. Health care services are provided through the Allied Health Clinics, and in association with the State Public Hospital System. Human services for clients with developmental disabilities and their families are provided by the Human Development Center in New Orleans. A further objective of the School is to develop and maintain programs of investigative studies and research within the allied health disciplines. The School will also assume a position of leadership in providing a mechanism to promote development of programs to meet the continuing educational needs of allied health professionals in Louisiana.

CALENDAR 2011 – 2012

Fall Semester

August 2011

Tuesday	16	Registration ends
Wednesday	17	Classes begin
Wednesday	31	Final day for adding courses for credit and for dropping a course. Last day to convert I grades from previous term

September 2011

Monday	05	Labor Day holiday
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November 2011

Friday	04	Last day to drop or withdraw from term with a W grade
Friday	18	Last day to drop or withdraw from term
Thursday	24	Thanksgiving holiday
Monday	28	Classes resume and final examinations begin

December 2011

Friday	02	Semester ends
Thursday	08	Conferral of Degrees

Spring Semester

January 2012

Tuesday	10	Registration ends
Wednesday	11	Classes begin
Monday	16	Martin Luther King Day holiday
Wednesday	25	Final day for adding courses for credit and for dropping a course. Last day to convert I grades from previous term

February 2012

Tuesday	21	Mardi Gras holiday
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April 2012

Friday	06	Easter Holiday
Monday	09	Classes resume
Friday	13	Last day to drop or withdraw from term with a W grade
Friday	27	Last date to drop or withdraw from term

May 2012

Monday	07	Final examination week begins
Friday	11	Semester ends
Thursday	17	Commencement

Summer Semester

May 2012

Tuesday	22	Registration ends
Wednesday	23	Classes begin

June 2012

Wednesday	06	Last day for adding courses for credit and for dropping a course. Last day to convert I grades from previous term
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July 2012

Wednesday	04	Independence Day holiday
Friday	06	Last day to drop or withdraw from term with a W grade
Friday	20	Last day to drop or withdraw from term
Monday	30	Final examination week begins

August 2012

Friday	03	Semester ends
Saturday	11	Conferral of Degrees

ADMISSIONS

GENERAL ADMISSION POLICIES

1. Admission to the various departments of the School is by competitive application.
2. Preference is given to Louisiana residents.
3. Attainment of an acceptable grade point average will be stressed. Please refer to the appropriate department for the required entering grade point average. Grade point averages are calculated on the basis of all courses taken, including those repeated.
4. Applicants must also meet requirements and technical standards established by the faculties of the respective departments. See Departmental sections for these special requirements.
5. Accepted applicants must furnish a completed Student Health Service Medical History and Physical Examination Form not more than 90 days prior to, but before, registration. Blank forms are available from the Office of Student Affairs.
6. If an applicant is not accepted for a particular program, the applicant must submit a new application and related fees and materials each year in which the applicant desires to be reconsidered for admission.
7. Should transcripts/records be in a language other than English, an official English translation must also be included. Hand-written documents are NOT ACCEPTABLE. No one other than a school official can verify/certify an academic record and/or a translation from the same institution.
8. International students who qualify as residents of Louisiana should send all credentials to the department to which they are applying several months prior to the date they intend to apply.
9. All applicants who are non-native speakers of English, regardless of previous language of instruction, are required to take the Test of English as a Foreign Language (TOEFL). A minimum score of 500 must be attained on the TOEFL. TOEFL is not offered at this institution thus, arrangements should be made to take the test at another college or university. Results of TOEFL should be sent directly to the School of Allied Health Professions by the testing officials prior to the application deadline.
10. A resident alien or international student (F-1) must take a minimum of 6 hours in the basic sciences (at least one course must include a related laboratory experience) and 6 hours in English composition in an accredited United States college or university.

POLICY ON ACADEMIC AMNESTY

The School of Allied Health Professions adheres to a policy of academic amnesty. The intent of this policy is to allow those individuals who have interrupted their academic careers for three consecutive years to resume their academic careers.

The following conditions apply to this policy.

1. Applicants must request and be granted academic amnesty from the department to which they are applying.
2. The applicant must not have attended a college/university for at least three years prior to reapplying for admission.
3. All college/university credit earned prior to the three-year period will be forfeited, and therefore not considered in calculating the applicant's grade point average nor used to meet prerequisite courses.

METHOD OF APPLICATION

An application form may be obtained from the Office of Student Affairs of the School in New Orleans or downloaded from our website at <http://alliedhealth.lsuhscc.edu/> under each respective department - Department of Cardiopulmonary Science, Department of Clinical Laboratory Sciences, Department of Communication Disorders, Department of Occupational Therapy, Department of Physical Therapy, and the Department of Rehabilitation Counseling in addition to the program in the Master of Health Sciences. Each application must be accompanied by the required application fee.

Two copies of each applicant's official transcripts shall be included in the self-managed application packet in a sealed and signed envelope from the Registrar's Office of each college/university attended or sent directly by the Registrar's Office to the LSU Health Sciences Center School of Allied Health Professions, Office of Student Affairs. Additional transcripts may be required by the department to which the applicant is applying.

The nature of the various educational programs in the School requires that certain admission policies and regulations differ for each department. Specific application procedures are given in the sections devoted to each of the departments of the School.

ACCEPTANCE DEPOSIT

Upon notification of acceptance, a \$50.00 non-refundable acceptance deposit is required. This acceptance fee will be credited toward the first semester's tuition.

REGISTRATION

All students are expected to comply with the general Health Sciences Center provisions governing registration.

AUDITING COURSES

Students regularly enrolled in the School of Allied Health Professions may be admitted to classes as auditors by obtaining written permission of the instructor of the course. Auditors must pay a non-refundable fee, which shall be consistent with the "Regular Semester" and "Summer Term" fees as established by the Health Sciences Center. The fee for students enrolled for combined credit and audit courses will be assessed in accordance with total hours scheduled.

Auditors will not receive Health Sciences Center credit for any course audited and may not change from audit to credit after registering for the course. In order to receive Health Sciences Center credit, the course must be taken on a for-credit basis.

DEGREES FOR FULL-TIME FACULTY AND STAFF

The School of Allied Health Professions will not award graduate degrees to full-time faculty of the Health Sciences Center above the rank of Instructor or to other employees without permission of the Program and the Dean.

STUDENT WITH DISABILITIES

The School of Allied Health Professions seeks to comply with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act by providing reasonable accommodations to students with documented disabilities. Students must register with the Office of the Associate Dean for Academic Affairs to request disability-related accommodations, and are responsible for providing documentation of a disability. Costs associated with documentation of a disability are the responsibility of the student. For further information, contact the Associate Dean for Academic Affairs at (504) 568-4244 or JDOLAN@LSUHSC.EDU.

WITHDRAWALS

Students who for legitimate reasons are unable to return to their work at the opening of any semester or who for acceptable reasons must discontinue their work during the academic year will ordinarily be permitted to withdraw in good standing. It shall be the student's responsibility to complete all necessary documentation for withdrawal prior to leaving the Health Sciences Center.

Students who have withdrawn in good standing may apply for readmission on the basis of their status at the time of withdrawal. In general, students will not be considered for readmission if they have been absent for more than two consecutive years.

LEAVE OF ABSENCE

A short leave of absence may be granted in case of illness or other emergency at the discretion of the Dean, with the explicit understanding that, prior to the beginning of the leave, the student will arrange with the faculty concerned to make up to their satisfaction all the work the student will miss. Students must return from the leave of absence before the end of the semester. In addition, all necessary forms must be filed and departmental clearances must be validated by the Office of the Health Sciences Center Registrar before leave can be finalized.

ADDITIONAL EXPENSES

Department of Communication Disorders

1. Anatomy and Physiology Laboratory Fee, Summer term, \$30
2. Multipurpose user's Fee for full-time students, \$75

Department of Clinical Laboratory Sciences

1. Laboratory fee (per year), \$250
2. Textbooks (per year), \$250-\$300

Department of Occupational Therapy

1. Students will be expected to purchase books, uniforms for fieldwork placements, dissection kits and a variety of other laboratory materials during the first Summer term following enrollment, totaling approximately \$300.
2. Subsequent semester costs for these materials will be approximately \$350 each semester.
3. All incoming first year students must possess a laptop computer as part of the required equipment needed for classes. As the curriculum of the department advances into the future, 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 Allied Health Professions. The approximate cost of the computer will be \$2,000 including hardware, software, 3-year warranty, shipping and taxes. A fact sheet which includes specifications and order form will be sent to accepted applicants for admissions. The cost of the computer is added to the student's fee bill and is eligible for financial aid.

Department of Physical Therapy

1. Students will be expected to purchase books/curriculum software, laboratory coats, uniforms and other incidentals, totaling approximately \$1000 each semester.
2. All incoming first year students must possess a laptop computer as part of the required equipment needed for classes. As the curriculum of the department advances into the future, 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 Allied Health Professions. The approximate cost of the computer will be \$2,000 including hardware, software, 3-year warranty, shipping and taxes. A fact sheet which includes specifications and order form will be sent to accepted applicants for admissions. The cost of the computer is added to the student's fee bill and is eligible for financial aid.

Department of Rehabilitation Counseling

In addition to cost of tuition and fees add \$400 - \$500 a semester for books and testing equipment.

STUDENT AID

SCHOLARSHIPS

David S. Lindberg Scholarship

The late Dr. David S. Lindberg served as Assistant/Associate Dean for Academic Affairs from 1974 to 1986. In his honor Mrs. Lindberg, family and friends have established a scholarship fund to assist outstanding full-time senior-level undergraduate students in the School of Allied Health Professions. The scholarship is awarded annually based on the highest grade-point average and economic need, and will rotate through the three academic undergraduate programs on a yearly basis.

Faculty and Alumni Scholarship

Faculty and alumni of the School established this scholarship to recognize outstanding full-time undergraduate and graduate students in the School of Allied Health Professions. The scholarship is awarded annually to one student in each department. The award is based on grade point average and economic need.

OTHER SUPPORT

Some applicants who have served on active duty in the military services may be eligible to receive Veterans Administration assistance to help defray the costs of their educational programs in the School of Allied Health Professions. The educational programs also meet the requirements of the Division of Vocational Rehabilitation of the State Department of Education for those students meeting the qualifications.

A complete 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

Due to the exacting requirements of the various curricula in the School of Allied Health Professions, it is unwise for students to expect to meet their expenses by outside work. The School does not specifically forbid such additional duties but does discourage them. The departments, furthermore, reserve the right to indicate that such work be discontinued, if in their opinion; it interferes with the satisfactory completion of prescribed academic activities.

FEE EXEMPTIONS

Regular graduate assistants are exempt from the University fee and non-resident tuition. Required fees will not be assessed personally from the federally supported trainees or from most fellowship holders, but will be charged against cost-of-education funds received from support of such programs. If in doubt about status as to fee exemptions, please inquire at the Office of Student Affairs.

STANDARDS

TECHNICAL STANDARDS

The School of Allied Health Professions has established Technical Standards for each program of study. These may be found in the appropriate section of the LSUHSC Catalog/Bulletin. Technical standards are the minimum physical, cognitive, and emotional requirements necessary to participate fully in all aspects of training and be able to complete the specified program of study. Ability to meet the technical standards is a prerequisite for admission and continuation in a program of study. Applicants and students must be able to meet **all** technical standards with or without reasonable accommodations. Information regarding one's disability will be treated as confidential and shared only on a professional need-to-know basis.

ACADEMIC STANDARDS

Undergraduate Scholastic Requirements

1. The minimum scholastic requirement for course work is a grade of C. In courses designated Pass/Fail or Satisfactory/Unsatisfactory a grade of Pass or Satisfactory is required to be in good academic standing.
2. A minimum semester and cumulative professional GPA (for course work taken at LSUHSC) of 2.0 must be maintained.

Provisions for Academic Progression

1. If an unacceptable grade is recorded in a non-prerequisite course, the student must satisfactorily complete the course when next regularly offered.
2. If an unacceptable grade is recorded in a course designated as a prerequisite course the student must satisfactorily complete the prerequisite course before continuing the program sequence.
3. Students may not participate in clinical, fieldwork, or preceptorship courses until all prerequisite course work has been completed successfully.
4. Students who earn a grade of Unsatisfactory or Fail in clinical, fieldwork, or preceptorship courses will be placed on scholastic probation.
5. Students who fall from 1-10 quality points below a 2.0 cumulative professional GPA will be placed on scholastic probation.

6. Students placed on scholastic probation must repeat those courses in which an unacceptable grade was earned when next regularly offered and earn a satisfactory grade. Students will remain on scholastic probation until this requirement is met and the minimum scholastic requirement for cumulative professional GPA is achieved. Students who do not meet this requirement will be dismissed from the School.
 7. A course, including those designated clinical, fieldwork, and preceptorship, may be repeated one time only. Students who repeat a course but earn an unacceptable grade will be dismissed from the School.
 8. Students who fail to attain a minimum 2.0 cumulative and/or semester professional GPA in two consecutive semesters will be dismissed from the School.
 9. Students who fall more than 10 quality points below a 2.0 cumulative professional GPA will be dismissed from the School.
 10. Students on scholastic probation are not eligible for graduation.
 11. Students must complete the professional program in a specified period of time. (Time frame is determined by each department).
 12. Grades recorded in repeated course work do not replace the original grade. Both the original grade and repeated grade will appear on the academic transcript and both grades will be used in the computation of the academic grade point average.
 13. Students dismissed from the School for academic reasons must reapply to the program to be considered for readmission.
6. Students placed on scholastic probation must repeat those courses in which an unacceptable grade was earned when next regularly offered and earn a satisfactory grade. Students will remain on scholastic probation until this requirement is met and the minimum scholastic requirement for cumulative GPA is achieved. Failure to meet this requirement will result in dismissal from the School.
 7. A course, including those designated clinical, fieldwork, and preceptorship, may be repeated one time only. Students who repeat a course but earn an unacceptable grade will be dismissed from the School.
 8. Students who fail to attain a minimum 3.0 cumulative and/or semester professional GPA in two consecutive semesters can be dismissed from the School.
 9. Students who fall more than 10 quality points below a 3.0 cumulative GPA will be dismissed from the School.
 10. Students on scholastic probation are not eligible for graduation.
 11. Students must complete the program in a specified period of time. (Time frame to be completed by each department)
 12. Grades recorded in repeated course work do not replace the original grade. Both the original grade and repeated grade will appear on the academic transcript and both grades will be used in the computation of the academic grade point average.
 13. Students dismissed from the School for academic reasons must reapply to the program to be considered for readmission.

Graduate Professional Scholastic Requirements

1. A minimum cumulative GPA of 3.0 is required for graduation.
2. The minimum scholastic requirement for course work is a grade of C. However, no more than 6 credit hours of C grades may be counted toward a degree unless otherwise established by the department. In courses designated Pass/Fail or Satisfactory/Unsatisfactory, a grade of Pass or Satisfactory is required.

Provisions for Academic Progression

1. If an unacceptable grade is recorded in a non-prerequisite course, the student must satisfactorily complete the course when next regularly offered.
2. If an unacceptable grade is recorded in a course designated as a prerequisite course the student must satisfactorily complete the prerequisite course before continuing the program sequence.
3. Students may not participate in clinical, fieldwork or preceptorship courses until all prerequisite course work has been completed successfully.
4. Students who earn a grade of Unsatisfactory or Fail in clinical, fieldwork, or preceptorship courses will be placed on scholastic probation.
5. Students who fall from 1-10 quality points below a 3.0 cumulative GPA will be placed on scholastic probation.

ATTENDANCE

Students are expected to attend all scheduled appointments in each course. Excessive absence, regardless of the cause thereof, may be construed as sufficient reason for considering a student as academically deficient. Determination of the number of absences, which may be interpreted as excessive rests with the department.

GRADING SYSTEM

The School of Allied Health Professions employs a letter grading system (A, B, C, D, F, I, P, S, and U). The grades of A, B, and C indicate satisfactory undergraduate work, with A being the highest grade given. D indicates work that is passing, but below the minimum quality expected. Grades of A and B indicate satisfactory graduate work.

- An F grade indicates failure in a course.
- The I grade is recorded for a student whose work is satisfactory but, for reasons beyond the student's control, is incomplete at the time grades for the course are reported.
- The P grade indicates a Pass.
- The S grade indicates satisfactory performance.
- The U grade indicates unsatisfactory performance

All students will be notified of their academic standing at the end of each academic semester by the Office of the Registrar.

The grade point average is derived by dividing the total number of quality points by the total number of hours attempted.

An A has the value of 4 quality points, B=3 quality points, C=2 quality points, D=1 quality point, and F=no quality points. Thus, a 2.0 ratio is equivalent to a C average.

An I grade will be converted to F unless it is removed during the next regular semester in which the student is in residence in the LSU System prior to the deadline for adding courses for credit as noted in the "Calendar."

EXAMINATIONS

Examinations may be written, oral, practical, or a combination of all three types. A student may be excluded from any examination for excessive absence, regardless of the cause, at the discretion of the Department head. A student may also be excluded for failure to pay fees. The Department head has the option to re-examine any student at any time or administer any additional test or tests other than those regularly scheduled with the object of arriving at a more accurate evaluation of the student's academic performance.

GRADING AND EVALUATION OF PERFORMANCE

In determining the final grade to be assigned for a student at the end of a course, all important attributes of each student's performance in the course are considered. This includes not only cognitive attributes, but also non-cognitive attributes such as department, interpersonal relationships, attitude toward course work, and other factors, which, in the opinion of the faculty, are important to the student's future role as an allied health professional.

STUDENT GRADE APPEALS

Appeals of final grades must be initiated by the student within ten days of the end of the semester in which the grade was given. In cases where an assigned grade would result in dismissal from the school the student must initiate the appeal process in a time frame sufficient to resolve the matter prior to the beginning of the next semester. The following procedure is to be followed.

The student should meet with the faculty member concerned to discuss the situation and attempt to arrive at a solution. Although each may have an advisor present, under most circumstances the meeting will be more productive if only the student and the faculty member are present. If an administrative officer (department head, dean, or vice chancellor for academic affairs) is the faculty member who assigned the grade which is appealed, that person should be excused from the appellate process; that place in the procedure will be taken by a faculty member appointed ad hoc by the Vice Chancellor for Academic Affairs or the Chancellor, as appropriate. If the decision reached requires change in an official LSU System record, the faculty member must comply with all University System regulations and procedures necessary to accomplish the change.

If the matter is not resolved between the student and the faculty member, and the student wishes to pursue the appeal, the student shall make a written request to the head of the department in which the course was taught asking for a

meeting with the department head and faculty member. The written request should clearly state the purpose of the meeting and should indicate the faculty member's name; however, it should not go into detail as to the justification for the appeal. The department head shall arrange a meeting within two weeks from the date of receipt of the request. At this meeting, both the student and the faculty member may be accompanied by an advisor. At the close of the meeting, or within seven days thereafter, the department head shall make a decision. If a decision is made at the close of the meeting, it is to be given orally to all present. If the matter is taken under advisement, the department head shall inform all parties of the decision in writing. If the decision reached requires change in an official record, the faculty member must comply with all regulations and procedures necessary to accomplish the change.

If the student is not satisfied with the decision reached, the student may appeal to the Dean of the School. The student's appeal must be in writing and must contain the following information: 1) An explanation of the complaint; 2) the relief requested; 3) and a specific statement of the reasons supporting the relief sought. Upon receipt of the request, the Dean will forward copies to the department head and faculty member concerned, who must promptly reply with an individual written statement supporting their previous actions. When the department head's and faculty member's replies have been received, the Dean may take one of the following actions.

1. Decide the question on the basis of the written appeal and the faculty member's and department head's written replies.
2. Meet with all parties concerned, who may be accompanied by advisors if desired, and, after discussion, reach a decision.
3. Refer the appeal to a hearing panel for its recommendation.

The following procedure will be followed if the Dean refers the matter to a hearing panel. Hearing panels to consider grade appeals will be appointed by the Dean or his/her designee and shall be composed of three faculty members selected by the Dean, or his/her designee with at least one faculty member being from a department other than the one in which the appeal has been initiated. Two students will be appointed by the student government president of the School. The Dean or his/her designee shall appoint a chairperson for the panel. The panel will conduct a hearing to elicit facts from the concerned parties. After deliberation, the panel will make its recommendation in writing to the Dean. Copies of the recommendation and the Dean's final decision must be given to all parties. Regardless of the method used, the Dean must make a decision thirty days from the date of receipt of the student's appeal. The decision must be written, listing the reasons supporting the decision; copies must be given to all parties. If the decision requires change in an official record, the faculty member must comply with all regulations and procedures necessary to accomplish the change.

If any party to the appeal seeks resolution of the matter through any agency outside the Health Sciences Center, whether administrative or judicial, the Health Sciences Center shall have no obligation to continue the appeal process, subject to constraints of law. If any party to the appeal believes that a serious procedural error occurred or that there was an abuse of discretionary authority in reaching the decision, that person may file with the Vice Chancellor for Academic Affairs a written petition for review. This petition, which must be filed within seven days after receipt of the

decision in Step 3, must contain a complete statement of the alleged serious procedural error, or examples of abuses of discretionary authority complained of, and also must contain reasons for the relief sought. The petition must be accompanied by all documents produced in the appeal. Copies should be sent to all parties to the appeal and to the Dean.

The Vice Chancellor for Academic Affairs shall decide within two weeks after receipt of the petition whether further action should be taken. In reaching this decision, this official may ask other parties to the appeal to make written reply to the request for a review or these parties, on their own, may make a written reply. If the decision is reached that a review is not justified, the student and all other parties will be so notified. If the Vice Chancellor for Academic Affairs decides to respond favorably to the petition for review, this official will hold a formal meeting with all parties and their advisors, if desired, and reach a decision based on discussions at this meeting, as well as on all written materials furnished.

Once a decision is reached, the Vice Chancellor for Academic Affairs will notify all parties, plus the Dean, of the decision. The decision of the Vice Chancellor for Academic Affairs shall conclude the matter, subject to the right of the Chancellor to review the case. The Chancellor will consider the case only on the basis of a petition for review following the procedure outlined above. The appeals process described above is for final course grades only; students who wish to appeal grades received for examinations, quizzes, laboratories, or clinical-practicum experiences, must resolve their appeals within their own departments. The instructor of record will have the final authority for assignment of grades in all departmental courses and activities.

STUDENT CONDUCT

The School of Allied Health Professions has a policy relative to student conduct. Students are responsible for obtaining a copy of the document entitled "*Policy and Procedures Related to Student Conduct*". Copies of this document may be obtained through the students' department, the Director of Student Affairs or the Associate Dean for Academic Affairs.

DRESS AND PROFESSIONAL APPEARANCE

As future health professionals, students are expected to maintain appropriate standards of dress, grooming, and appearance. A dress and grooming code, developed by students, is promulgated to all students in the School. Additional requirements may be imposed in some departments for reasons of health, safety, or public relations. All students must comply with the applicable dress and grooming standards of the School and their department, as they would with any other University regulation. Copies of the dress and grooming code are available from the Office of Student Affairs.

SPECIAL STUDENTS

Special students are defined as students who are not matriculated for purposes of pursuing a full program directly leading to the award of a degree. Appropriate credits earned while in special-student status may later be applicable toward a degree, at the discretion of the department head.

Special students must do the following.

1. Submit application for admission to the School and the department
2. Pay the application fee and such other tuition and fees as are required by the department, the School, the Health Sciences Center, and the LSU System
3. Supply the required official transcripts of all post-secondary education completed or underway at the time of application
4. Complete the student health physical form and return to Student Health Services by the required date for the entering semester
5. Meet all other requirements for maintaining satisfactory progress, for attendance, and for completion of course work

Registration as a special student does not guarantee future acceptance and admission as a regular, degree-seeking student.

GRADUATION

REQUIREMENTS

1. The student must have fulfilled all requirements of each course, and have maintained at least the minimum scholastic requirements established by the department.
2. The student must be registered in the semester of anticipated graduation and pay the appropriate diploma fee.
3. The student must have met all financial obligations to the LSU System at least ten days prior to graduation.
4. The student must attend commencement ceremonies, unless excused, in writing, by the Dean.

AWARDS AND HONORS

Dean's List – Full time undergraduate students (minimum 12 semester hours) in good academic standing (minimum cumulative professional GPA of 2.0) who complete all work attempted during a Fall and/or Spring semester with a minimum 3.5 GPA will be placed on the Dean's List. This distinction will be noted on the student's academic transcript.

Outstanding graduates and students are recognized each year. One or more outstanding students are recognized from each department.

The Chancellor's Award – A cash award of \$500 is presented annually to a high-ranking graduating student, in New Orleans 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. This

award was established by the Chancellor of the Health Sciences Center in 1977.

The Dean's Award – A cash award of \$500 is presented to the graduate who in the opinion of the faculty “represents the highest ideals of the School of Allied Health Professions.”

Several other annual awards are offered by firms and individuals.

- Faculty Award for Outstanding Student in Communication Disorders
- Donald L. Rampp Award for Clinical Excellence
- John B. Bobear Award for Clinical Excellence (New Orleans)
- The Scholastic Award in Cardiopulmonary Science
- The Faculty Award to the Outstanding Student in Cardiopulmonary Science
- The Department Award for Scholastic Achievement and Leadership in Medical Technology
- The Faculty Award to the Outstanding Student in Medical Technology
- The J. Clyde Swartzwelder "C²" (Competence X Compassion) Award in Medical Technology
- The Departmental Award for Leadership in Medical Technology
- The Scholastic Achievement Award in Occupational Therapy
- The John F. Burke Memorial Award in Physical Therapy
- The George Hampton Award for Clinical Excellence in Physical Therapy
- The Department of Physical Therapy Scholastic-Achievement Award
- The Faculty Award for Outstanding Student in Rehabilitation Counseling

Recognizing that outstanding achievement in the allied health professions is not always totally determined by only academic-course grades, these awards serve to recognize the qualities of professionalism, skill, ethical conduct and motivation, as well as grades.

DEGREES WITH HONORS

Baccalaureate degrees are awarded summa cum laude to students whose quality point average falls within the range of 3.960 to 4.000, magna cum laude to students whose quality point average falls within the range of 3.860 to 3.959, and cum laude to students whose quality point average falls within the range 3.760 to 3.859. Scholastic honors are based on the overall quality point average for all course work attempted in pursuing the degree.

OTHER INFORMATION

PATIENT SERVICES

In keeping with the mission of the LSU System, involving the "development of the highest levels of intellectual and professional endeavor in programs of instruction, research, and service," the Health Sciences Center operates patient clinics staffed by full time faculty members on a rotating basis, with expertise in the complete range of specialties in the health sciences, offering services to other health professionals and the general public, on a fee for service basis.

For further details regarding such services offered by the School of Allied Health Professions in New Orleans, call (504) 568-4248.

STUDENT ACTIVITIES AND SERVICES

There is a Student Government Association of the School of Allied Health Professions, with representatives elected from each class of each department of the School. The Allied Health SGA also has representation on the Health Sciences Center SGA. Students in the School also participate in the Health Sciences Center Intramural Sports Program and in the student sections of various scholarly and professional organizations. For more information contact the Office of Student Affairs

PROGRAM DESCRIPTIONS

GENERAL

The degree programs presently operational in the School of Allied Health Professions and those planned for future development represents a blend of basic, clinical and social science. All degree programs are structured to present the basic principles, concepts and philosophies of the field of specialization, yet are flexible to allow for individual student capabilities and interests. The general goal of the School is to provide the student with the educational opportunities to develop as a professionally competent health practitioner and teacher. To the extent possible, common learning experiences will be provided for all students registered in the School of Health Professions with students in the other five professional schools of the Health Sciences Center. It is anticipated that such an approach will improve the eventual working relationships within the health field as well as the delivery of health services.

The pre-professional courses of the various curricula are completed on the undergraduate campuses of the LSU System or at other accredited colleges and universities. Those students planning to transfer from colleges and universities outside the LSU System should consult with the head of the department or an appropriately designated representative of the School of Allied Health Professions concerning the pre-professional requirements. This should be accomplished early in the student's pre-professional education period.

DEPARTMENT OF CARDIOPULMONARY SCIENCE

Andrew A. Pellett, PhD
Head of the Department

LOCATION: 1900 Gravier St.

PHONE: (504) 568-4227

FAX: (504) 568-4249

EMAIL: apelle@lsuhsc.edu

WEB: <http://alliedhealth.lsuhs.edu/cardiopulmonary>

The Department of Cardiopulmonary Science offers educational programs in both respiratory therapy (including polysomnography) and cardiovascular sonography (echocardiography and vascular technology), either of which must be completed to obtain a Bachelor's degree in Cardiopulmonary Science. Applicants must choose whether to enter the respiratory therapy or cardiovascular technology track prior to admission. Respiratory therapists perform diagnostic tests, and provide treatment, care, and education for patients with breathing disorders. They operate and maintain the equipment involved in these procedures. Polysomnography is the evaluation, diagnosis, and treatment of sleep/arousal disorders. Respiratory therapists may function as polysomnographic technologists, performing a vital role in administering and monitoring "sleep studies." The Department's program in advanced respiratory therapy education is accredited by the Commission on Accreditation for Respiratory Care. The Commission on Accreditation for Respiratory Care can be contacted at 1248 Harwood Road, Bedford, Texas 76021-4244, (817) 283-2835, www.coarc.com. Echocardiography involves the use of ultrasound to image the heart. The person who performs this noninvasive diagnostic test, a cardiac sonographer, works closely with the cardiologist to diagnose cardiac disease. The Department's echocardiography program is accredited by the Commission on Accreditation of Allied Health Education Programs upon the recommendation of the Joint Review Committee on Education in Cardiovascular Technology. The Commission on Accreditation of Allied Health Education Programs can be contacted at 1361 Park Street, Clearwater, FL 33756, (727) 210-2350, www.caahep.org. Vascular technology involves the use of ultrasound and other noninvasive techniques to diagnose disorders of the circulation.

Graduates from the respiratory therapy track are eligible to take registry examinations administered by the National Board for Respiratory Care, thus enabling them to acquire a license to practice respiratory care in the State of Louisiana. Graduates from the cardiovascular technology track are eligible to take examinations administered by the American Registry for Diagnostic Medical Sonography, leading to the credential of Registered Diagnostic Cardiac Sonographer, and by Cardiovascular Credentialing International, leading to the credential of Registered Cardiac Sonographer.

CARDIOPULMONARY SCIENCE – BS

ADMISSIONS Minimum Requirements

Admission to the Bachelor of Science Degree Program in Cardiopulmonary Science is on a competitive basis. Satisfactory completion of the minimum requirements identified below is required.

1. Completion of not less than sixty (60) semester hours, or its equivalent, of acceptable credits prior to the date of registration.
2. Satisfactory completion of listed prerequisite courses (as part of the 60 semester credits specified), or their equivalent, based upon the Department faculty's acceptance of equivalency. Applicants should have a cumulative grade point average of 2.5 (on a 4.0 scale) for all prerequisite courses.
3. The applicant is advised to visit one or more facilities that employ respiratory therapists and cardiovascular technologists to talk with the specialists and to gain knowledge of the field and demonstrate an interest in it. Names of such facilities and persons with whom appointments may be made are available from the Department upon request.
4. Students who hold baccalaureate degrees may earn a second bachelor's degree in cardiopulmonary science provided that they: (a) complete all requirements (including subject requirements) for the second degree; and (b) meet all quality point and grade requirements applicable to the second degree.

Prerequisite Courses

	Credits
English (Composition)	6
Humanities *.....	9
Chemistry (General and Laboratory)	8
Mathematics (Algebra and Trigonometry)	6
Biology (General and Laboratory)	8
Human Physiology**	3
Science Elective ***	3
Psychology (General)	3
Physics (General and Laboratory)	4
Microbiology (Introductory and Laboratory)	4
Art Elective ****	3
Sociology.....	3
Subtotal.....	60

* Humanities recommended: English, Technical Writing, Advanced Composition, or Foreign Language

** If Human Physiology is not offered, Human Anatomy & Physiology may be substituted

*** Science Electives recommended: Human Anatomy, Organic Chemistry, or Embryology

**** Art Elective recommended: Music, Art, Dance, or Theater

TECHNICAL STANDARDS

In addition to proven academic ability and other relevant personal characteristics, the Department of Cardiopulmonary Science expects all applicants for admission to possess and be able to demonstrate the skills, attributes, and qualities set forth below, without unreasonable dependence on technology or intermediaries.

Physical Health - A cardiopulmonary science student must possess the physical health and stamina needed to carry out the program of health care education.

Intellectual Skills - A cardiopulmonary science student must have sufficient powers of intellect to acquire, assimilate, integrate, and apply information. A cardiopulmonary science student must have the intellectual ability to solve problems. A cardiopulmonary science student must possess the ability to comprehend three dimensional and spatial relationships.

Motor Skills - A cardiopulmonary science student must have sufficient use of motor skills to carry out all necessary procedures, both those involved in learning the fundamental sciences and those required in the hospital and clinical environment. This includes the ability to participate in relevant educational exercises and to extract information from written sources.

Communication - A cardiopulmonary science student must have sufficient use of the senses of speech, hearing, and vision to communicate effectively with patients, teachers, and peers in both oral and written forms.

Sensory Abilities - A cardiopulmonary science student must have sufficient use of the senses of vision, hearing, touch, and smell to observe effectively in the classroom, laboratory, and clinical setting. Students must possess the ability to observe both close at hand and at a distance.

Behavioral Qualities - A cardiopulmonary science student must possess emotional health sufficient to carry out the tasks above; and must have good judgment, and must behave in a professional, reliable, mature, and responsible manner. A cardiopulmonary science student must be adaptable, possessing sufficient flexibility to function in new and stressful environments. A cardiopulmonary science student must possess appropriate motivation, integrity, compassion, and a genuine interest in caring for others.

STATEMENT OF SATISFACTORY ACADEMIC PROGRESS

The following requirements pertaining to the status of satisfactory academic progress apply to all students enrolled in the Department of Cardiopulmonary Science.

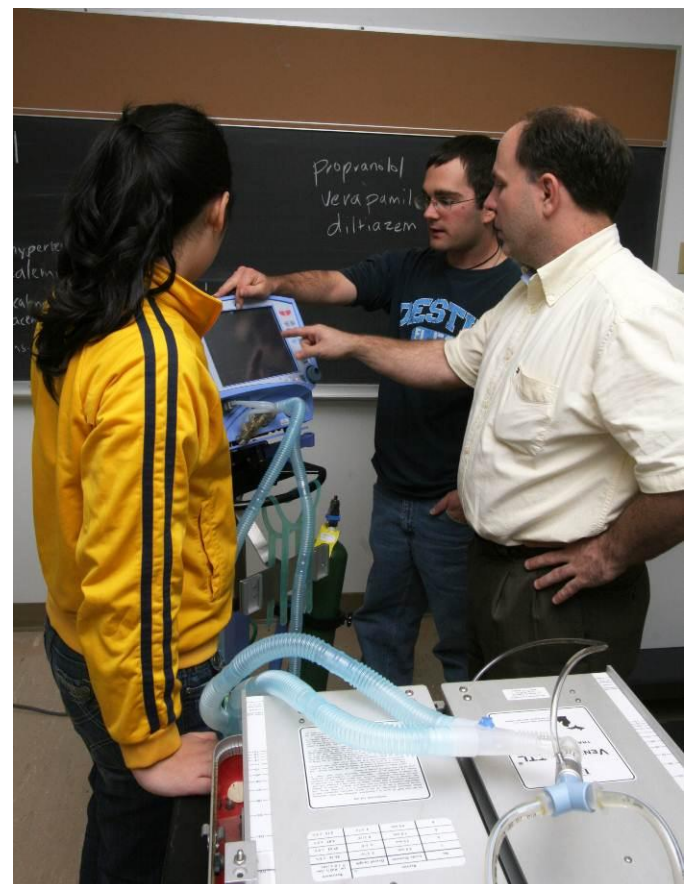
In order to achieve the status of satisfactory academic progress the student must satisfy the following minimum standards.

1. Maintain a grade-point average that is consistent with the academic standards set by the Department.
2. Satisfactorily complete the required number of credit hours per semester established by the Department.
3. Satisfactorily complete all course work required for graduation in not more than eight calendar years. Individual programs may specify different time lines.

Students' academic progress will be reviewed by the Department once per academic year (the academic year will include any order of the Summer, Fall and Spring periods e.g.; Fall, Spring, Summer; Spring, Summer, Fall.)

The names of those students who have not achieved the status of satisfactory academic progress will be forwarded to the Director of Financial Aid for appropriate action. Students in this category may request that their progress be re-evaluated more than once per academic year.

Appeals may be made in accordance with the procedures set forth in the section of this catalog/bulletin entitled, "Student Academic Appeals."



CARDIOPULMONARY SCIENCE CURRICULUM

Summer Semester (JUNIOR YEAR)

Respiratory Therapy & Cardiovascular Sonography Tracks Credits

CPSC 3100 Introduction to the Clinical Cardiopulmonary Sciences.....	1
CPSC 3130 Cardiopulmonary Human Gross Anatomy	5
CPSC 3220 Cardiopulmonary Physiology	3
Total	9

Fall Semester (JUNIOR YEAR)

Respiratory Therapy Track Credits

CPSC 3270 Patient Assessment	3
CPSC 3280 Cardiopulmonary Pathophysiology	3
CPSC 3290 Principles of Cardiac Electrophysiology	3
CPSC 3200 Respiratory Therapy Fundamentals.....	3
CPSC 3285 Respiratory Clinics I.....	3
Total	15

Fall Semester (JUNIOR YEAR)

Cardiovascular Sonography Track Credits

CPSC 3270 Patient Assessment	3
CPSC 3280 Cardiopulmonary Pathophysiology	3
CPSC 3290 Principles of Cardiac Electrophysiology	3
CPSC 3282 Clinical Echocardiography I.....	4
CPSC 3295 Sonography Principles and Instrumentation ...	2
Total	15

Spring Semester (JUNIOR YEAR)

Respiratory Therapy Track Credits

CPSC 3210 General Pharmacology	3
CPSC 3360 Medical Ethics.....	1
CPSC 3362 Critical Care Concepts I.....	3
CPSC 3300 Neonatology and Pediatrics.....	3
CPSC 3370 Advanced Pulmonary Pathophysiology	1
CPSC 3392 PALS.....	1
CPSC 3395 Respiratory Clinics II	3
Total	15

Spring Semester (JUNIOR YEAR)

Cardiovascular Sonography Track Credits

CPSC 3210 General Pharmacology	3
CPSC 3360 Medical Ethics.....	1
CPSC 3382 Clinical Echocardiography II.....	2
CPSC 3385 Vascular Technology I.....	3
CPSC 3388 Echocardiography Clinics I.....	6
Total	15

Summer Semester (SENIOR YEAR)

Respiratory Therapy Track Credits

CPSC 4115 Geriatric Respiratory Care	1
CPSC 4135 Critical Care Concepts II	3
CPSC 4145 Respiratory Clinics III	4
CPSC 4175 NRP.....	1
Total	9

Summer Semester (SENIOR YEAR)

Cardiovascular Sonography Track Credits

CPSC 4108 Vascular Technology II.....	3
CPSC 4185 Echocardiography Clinics II.....	4
CPSC 4195 Vascular Clinics I.....	2
Total	9

Fall Semester (SENIOR YEAR)

Respiratory Therapy Track Credits

CPSC 4205 Health Care Management	1
CPSC 4215 Pulmonary Rehabilitation and Home Care	3
CPSC 4225 Pulmonary Diagnostic Tests	2
CPSC 4235 Respiratory Clinics IV.....	5
CPSC 4245 Respiratory Seminar	1
CPSC 4255 CRT Review	2
Total	14

Fall Semester (SENIOR YEAR)

Cardiovascular Sonography Track Credits

CPSC 4205 Health Care Management	1
CPSC 4208 Vascular Technology III	2
CPSC 4265 Echocardiography Clinics III	3
CPSC 4275 Vascular Clinics II.....	5
CPSC 4285 Cardiovascular Seminar	1
CPSC 4295 Echocardiographic Interpretation.....	2
Total	14

Spring Semester (SENIOR YEAR)

Respiratory Therapy Track Credits

CPSC 4222 Senior Thesis.....	2
CPSC 4300 RRT Review	2
CPSC 4310 Polysomnography	4
CPSC 4320 Respiratory Clinics V.....	4
Total	12
TOTAL CREDITS	76

Spring Semester (SENIOR YEAR)

Cardiovascular Sonography Track Credits

CPSC 4222 Senior Thesis.....	2
CPSC 4340 Cardiovascular Registry Review.....	2
CPSC 4350 Vascular Clinics III	6
CPSC 4360 Echocardiography Clinics IV.....	2
Total	12
TOTAL CREDITS	74

NOTE: In that the above-listed Health Sciences Center courses form the professional component of the major, no grade below a C is acceptable. The coursework in any courses in which the student receives less than a C must be repeated, and a grade of C or higher earned, before the sequence can be continued.

DEPARTMENT OF CLINICAL LABORATORY SCIENCE

Larry Broussard, PhD

Head of the Department

LOCATION: 1900 Gravier St. 10A7

PHONE: 504-568-4276

FAX: 504-568-6761

EMAIL: ahcls@lsuhsc.edu

The Department of Clinical Laboratory Sciences offers a curriculum leading to a Bachelor of Science degree in medical technology at the LSU Health Sciences Center New Orleans campus. Pre-professional curricula, which prepare a student for application to the program, are offered on various campuses of the LSU System and at other colleges and universities throughout the state. The medical technology program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences, 8410 W. Bryn Mawr Avenue, Suite 670, Chicago, IL, 60631, phone: 773-714-8880.

Clinical laboratory scientists (medical technologists) perform analytical tests on blood and body fluids. As vital members of the health care team, they provide information necessary for the prevention, diagnosis, and treatment of disease. Clinical laboratory science is a profession requiring precise and accurate evaluation techniques and keen problem solving and judgment skills. Blending the basic sciences and medicine, clinical laboratory scientists may specialize in disciplines such as hematology, immunology, microbiology, chemistry, blood banking, or molecular diagnostics. Medical technologists may practice in hospitals, independent commercial laboratories, clinics, physicians' offices, blood banks, public health departments, forensic laboratories, ambulatory care centers, industry, and other settings.

MEDICAL TECHNOLOGY – BS

Students accepted into the curriculum in medical technology may enter only after successfully completing all prerequisite courses. Students enter the curriculum in medical technology in the Spring semester and continue for 16 months, including four months at one of the affiliated clinical sites. The student is awarded a Bachelor of Science degree in medical technology upon completion of the curriculum and is eligible to take national certifying exams in medical technology/clinical laboratory science. Upon successful completion of a national certification exam, the graduate is eligible for state licensure.

ADMISSIONS

Requirements and Prerequisites

Admission to the program in medical technology is competitive. Students must have attained a grade point average (GPA) of 2.5 or greater (4.0 scale) for all applicable college courses taken prior to the date of application. A grade of D or F in any prerequisite course is not accepted and the course must be repeated until an acceptable grade is achieved. Grades in repeated courses are not deleted in the determination of GPA. Other factors considered for admission are science/math GPA, interview, knowledge of the profession, writing skills and recommendations. It is

recommended that applicants tour a clinical laboratory prior to interview. In addition, applicants must be able to master certain technical standards (visual, motor, communication and behavioral skills) that are described in the next section. Class size is approximately 25 per year.

Minimum prerequisites for admission include satisfactory completion (prior to the date of registration) of the courses listed below or their equivalent (as determined by the departmental faculty). In addition, international students must take a minimum of 6 Credits in science courses and 6 Credits in English composition in a U.S. college or university.

Prerequisite Courses

	Credits
English (Composition)	6
Chemistry	
(General Lecture and Laboratory).....	8
(Chemistry Organic)	3
Mathematics * (College algebra or above)	6
Biology	
(Lecture and Laboratory for Science Majors).....	8
Microbiology (Lecture and Laboratory).....	4
Science Elective ** (2000 Level or above)	3
General Electives ***	9
Humanities	9
Social Science	6
Art Elective ****	3
TOTAL	65

- * Algebra and statistics recommended (statistics must be from math department)
- ** Recommend upper level biological sciences or chemistry, anatomy or physiology, pathogenic microbiology, biochemistry or molecular biology
- *** Recommend communications, technical writing, education, or management
- **** Theory course from music, art, dance, theater, or fine arts

Note: See "GENERAL ADMISSION POLICIES" of the School of Allied Health Professions for further requirements and procedures relating to admissions.

Procedure

Classes begin in the Spring; therefore the application deadline is August 31. Applications received after this date will be considered based on space availability for the incoming class. Procedure for applying for admission to the Bachelor of Science degree program in medical technology is as follows.

1. An Application for Admission form may be obtained on-line or by addressing a request to the Office of Student Affairs or the Department of Clinical Laboratory Sciences.
2. The Application must be completed and returned to the Office of Student Affairs no later than the application deadline listed above for admission to the program. Applications received after the deadline may be accepted, but they will be held for processing and consideration according to available space.
3. Applicants must have transcripts sent to the Office of Student Affairs from **all colleges and universities attended** to arrive no later than September 15 for Spring admission. (Applications may be sent prior to sending transcripts.) Current enrollment in any remaining courses will allow conditional acceptance into the program. An additional transcript is required at the end

of the semester in which prerequisite courses are completed to verify successful completion of these remaining courses.

4. Recommendations are required from science department faculty of the institution previously attended.
5. A personal interview will be scheduled by the Department's Admissions Committee.
6. Notification of action taken by the Admissions Committee will be sent in writing to all applicants no later than 60 days prior to the first day of class.
7. Applicants who have been accepted into the program are expected to notify the Department in writing if, for any reason, they wish to withdraw as an accepted applicant (i.e., change in plans, or failure to complete all prerequisites.)
8. Applicants, who have been notified that they were not accepted, but who meet minimum requirements, will be retained on the waiting list until classes begin that year. If one of the accepted applicants withdraws prior to registration, an individual on the waiting list may be accepted.

- Reach laboratory bench tops and shelves, patients lying in hospital beds or patients seated in specimen collection furniture.
- Perform fine motor tasks such as pipetting, inoculating media, withdrawing a blood sample from a patient, handling small tools and/or parts to repair and correct equipment malfunctions, and transferring drops into tubes of small diameter.
- Use a computer keyboard to operate laboratory instruments and to calculate record, evaluate, and transmit laboratory information.

Communication Skills: A student must possess adequate communication skills to

- Communicate with individuals and groups (i.e. faculty members, fellow students, staff, patients, and other health care professionals) verbally and in recorded format (writing, typing, graphics, or telecommunication)

Behavioral Skills: A student must possess adequate behavioral skills to

- Be able to manage the use of time and be able to systematize actions in order to complete professional and technical tasks within realistic constraints
- Possess the emotional health necessary to effectively apply knowledge and exercise appropriate judgment
- Be able to provide professional and technical services while experiencing the stresses of task-related uncertainty (i.e., ambiguous test order, ambivalent test interpretation), emergent demands (i.e. "stat" test orders), and distracting environment (i.e., high noise levels, crowding, complex visual stimuli.)
- Be flexible and creative and adapt to professional and technical change
- Recognize potentially hazardous materials, equipment, and situations and proceed safely in order to minimize risk of injury to patients, self, and nearby individuals
- Adapt to working with unpleasant biological specimens
- Support and promote the activities of fellow students and of health care professionals. Promotion of peers helps furnish a team approach to learning, task completion, problem-solving, and patient care
- Be honest, compassionate, ethical, and responsible. The student must be forthright about errors or uncertainty. The student must be able to critically evaluate her or his own performance, accept constructive criticism, and look for ways to improve (i.e. participate in enriched educational activities). The student must be able to evaluate the performance of fellow students and tactfully offer constructive comments.
- Show respect for individuals of different age, ethnic background, religion, and /or sexual orientation
- Exhibit professional behavior by conforming to appropriate standards of dress, appearance, language and public behavior. (For example, visible tattoos and body piercing, other than ears, are not considered professional appearance. This includes tongue piercing.)

STANDARDS

Technical Standards

Technical Standards (Essential Functions) are the non-academic standards that a student must be able to master to participate successfully in the MT/CLS program and become employable. Examples of this program's essential functions are provided below. If you are not sure that you will be able to meet these essential functions, please consult with the Admissions Chair for further information and to discuss your individual situation.

Visual and Observation Skills: A student in the MT/CLS program must possess sufficient visual skills and skills of observation to perform and interpret laboratory assays, including the ability to

- Observe laboratory demonstrations in which lab procedures are performed on patient samples (i.e. body fluids, culture materials, tissue sections, and cellular specimens)
- Characterize the color, consistency, and clarity of biological samples or reagents
- Use a clinical grade binocular microscope to discriminate among fine differences in structure and color (i.e. hue, shading, and intensity) in microscopic specimens
- Read and comprehend text, numbers, and graphs displayed in print and on a video monitor
- Recognize alarms

Motor and Mobility Skills: A student must possess adequate motor and mobility skills to

- Perform laboratory tests adhering to existing laboratory safety standards.
- Perform moderately taxing continuous physical work. This work may require prolonged sitting and/or standing, over several hours and some may take place in cramped positions.

Academic Standards

Satisfactory Academic Progress

The following requirements pertaining to the status of satisfactory academic progress apply to all students in the Department of Clinical Laboratory Sciences.

In order to achieve the status of satisfactory academic progress, the student must meet the following minimum standards.

1. Satisfy the scholastic requirements listed below and in the SAHP general section of this catalog/bulletin.
2. Satisfactorily complete the required number of credit hours per semester established by the Department.

The Department will review students' academic progress after completion of each semester. The names of those students who receive financial aid and have not achieved the status of satisfactory academic progress will be forwarded to the Director of Financial Aid for appropriate action. Students in this category may request that their progress be re-evaluated more than once per academic year. Appeals may be made in accordance with the procedures set forth in the section of this catalog/bulletin entitled "Student Academic Appeals."

Scholastic Requirements

Scholastic requirements for all SAHP undergraduate programs are listed in the general section of this catalog/bulletin. Full-time students must complete the 16-month curriculum in medical technology in no more than 28 months after initial enrollment or the student will be dismissed from the program. If making a grade less than C in a course will prevent a student from meeting the 28-month requirement, the student will be dismissed from the program.

OTHER INFORMATION

1. The faculty of the Department makes clinical affiliate assignments. Once an assignment is made, it is final. Students whose entry into the four-month clinical affiliate phase is delayed because of failure to meet scholastic requirements will be given a clinical affiliate assignment based on space availability. This clinical affiliate assignment may not immediately follow the completion of didactic courses. A list of clinical affiliate sites is available from the Department by request.
2. Full-time student status in the School of Allied Health Professions is ordinarily maintained throughout the program. Part-time status is offered on a space-available basis.
3. Registration and payment of all University fees will be completed for each semester during the program.
4. In addition to costs for fees and required items listed on HEALTH SCIENCES CENTER FEES AND TUITION and ADDITIONAL EXPENSES, students who are enrolled in clinical practicum courses may incur further off campus living expenses, which should be anticipated.
5. Students will be required to produce proof of the first of 3 immunizations for Hepatitis B on the first day of class.
6. Students will be required to pay \$250 in laboratory fees to cover such items as disposable supplies, laboratory coats, face shields, gloves, etc.

MEDICAL TECHNOLOGY CURRICULUM

The professional courses leading to the Bachelor of Science Degree are as follows.

Spring Semester

	Credits
MTEC 3101 Clinical Hematology I.....	2
MTEC 3107 Introduction to Immunology.....	3
MTEC 3112 Professional Skills in Clinical Laboratory Science	3
MTEC 3121 Clinical Hematology Laboratory I	2
MTEC 4105 Clinical Parasitology / Mycology	2
MTEC 5119 Molecular Diagnostics and Genetics	3
MTEC 5128 Clinical Serology / Immunology	2
Total	17

Summer Semester

	Credits
MTEC 4121 Clinical Hematology Laboratory II	2
MTEC 4122 Clinical Immunohematology Laboratory	2
MTEC 5101 Clinical Hematology II	2
MTEC 5111 Clinical Immunohematology	3
Total	9

Fall Semester

	Credits
MTEC 4102 Clinical Microscopy	2
MTEC 4118 Laboratory Management	3
MTEC 4120 Clinical Biochemistry Laboratory	2
MTEC 4125 Clinical Microbiology Laboratory	1
MTEC 5104 Clinical Microbiology	4
MTEC 5109 Clinical Biochemistry	4
Total	16

Clinical Practicum Courses

Spring Semester

	Credits
MTEC 4130 Clinical Chemistry/Immunology Practicum.....	4
MTEC 4131 Clinical Hematology/Microscopy Practicum ...	4
MTEC 4132 Clinical Immunohematology Practicum	3
MTEC 4135 Clinical Microbiology Practicum	5
MTEC 4139 Review and Application of Clinical Laboratory Concepts.....	2
Total	18
TOTAL CREDITS	60

NOTE: All spring courses (MTEC 3101, 3107, 3112, 3121, 4105, 5119, and 5128) are pre-requisites for the summer semester. All courses are pre-requisites for clinical practicum courses.

DEPARTMENT OF REHABILITATION COUNSELING

John Dolan, RhD
Acting Head of the Department

LOCATION: 1900 Gravier Street 8C1
PHONE: (504) 568-4315
FAX: (504) 568-4324
WEB: <http://alliedhealth.lsuhscc.edu/RehabilitationCounseling>

The Department of Rehabilitation Counseling at LSUHSC offers a MASTER OF HEALTH SCIENCES IN REHABILITATION COUNSELING (MHS-RC).

DEPARTMENTAL ADMISSIONS PROCESS

Admissions are conducted once a year for matriculation into the MHSRC programs. Each year, the application decision process begins on April 15 and continues until the desired class size is accepted. Applications may be obtained by contacting the department or the Office of Student Affairs or by downloading an application from the Department's website.

Part-time study is available to a limited number of students. Students anticipating special accommodations for the application and/or admission procedures should contact the Department for assistance.

The Department is committed to admitting a qualified and diverse group of students for each class. A strong commitment to the field of rehabilitation and the field of counseling are weighed heavily in the application process.

APPLICANT ADVISING

The Department of Rehabilitation Counseling holds an informational session for prospective students and college advisors on the first Friday of each month from October through April, except January. Information is provided on the rehabilitation field and scope of practice, program curriculum, class schedule, employment opportunities, application/admission requirements, etc. These sessions are held in the Allied Health and Nursing Building, 1900 Gravier Street, Room 8A5 and start at 1:30 p.m.

Prospective students may also request a personal meeting with the Department's admissions coordinator. Contact the department to schedule an appointment.

REHABILITATION COUNSELING – MHS

The Master of Health Sciences in Rehabilitation Counseling (MHS-RC) program is accredited by the Council on Rehabilitation Education (CORE) and is a 60 credit hour graduate program with a strong counseling focus. The program prepares counselors to assume the full range of professional responsibilities required in community rehabilitation agencies and organizations -- private as well as publicly funded and non-profit, and to contribute to scholarship and service in the local and national rehabilitation community.

The well-trained rehabilitation counselor is able to assist others in a professional and effective manner -- assisting persons with disabilities to attain independence, income and a satisfying life. A career in rehabilitation counseling is extremely flexible, allowing graduates to select employment that best suits their personality, skills, and interests. Rehabilitation counselors find work in a variety of work settings, including: mental health facilities, group homes, vocational training centers, private health care agencies, acute care and rehabilitation hospitals, substance abuse facilities, state and federal rehabilitation agencies and school settings. Rehabilitation counselors engage in individual counseling, group counseling, evaluation/assessment, advocacy, and case management with people with disabilities. Rehabilitation counselors work with individuals with mental, physical, or emotional disabilities, to include developmental disabilities, mental illness, spinal cord injury, traumatic head injury, substance abuse, and various other disability groups.

The MHS-RC training model integrates behavioral science theory and knowledge with rehabilitation practitioner skills. Our philosophy is that the most effective counselors have a strong understanding of the theoretical and scientific bases of the professional concepts and techniques they apply. Rehabilitation counseling is a process intended to facilitate the vocational and personal development of people with disabilities. The disability may be physical, emotional, mental, or social. Within the rehabilitation process, services are utilized to enable individuals with disabilities to make the fullest use of their potential in choosing, planning for, and attaining a satisfying and effective life. In a very real sense, rehabilitation counselors are concerned with maximizing the abilities of people with disabilities, while assisting them to cope constructively with their disabilities.

Rehabilitation counseling is unique in integrating a diverse range of treatment approaches and utilizing community resources to meet an individual's life needs. The process of rehabilitation counseling can include therapeutic counseling, psychological and vocational evaluation, vocational exploration and training, job development and placement, case management and follow-up. In addition to the skills of counseling and knowledge of human behavior common to the human services professions, rehabilitation counselors develop additional expertise in the process of rehabilitation, and knowledge of the medical and vocational aspects of disability.

MISSION

The mission of the program for the Master of Health Sciences degree in Rehabilitation Counseling is to educate counselors who are committed to serving people with disabilities, are prepared to assume the full range of professional responsibilities required in a variety of rehabilitation settings, and are motivated to contribute to scholarship and service in the local and national rehabilitation community.

Program Objectives

1. To educate counselors who evidence sound knowledge of
 - a. the history, legislation, philosophy, and ethical practices in the field of rehabilitation counseling
 - b. the medical and psychosocial aspects of disabling conditions
 - c. the rehabilitation process and external factors that affect its outcome
 - d. current issues in rehabilitation
2. To educate counselors who possess strong skills in
 - a. individual, vocational, and group counseling
 - b. case management and job placement
 - c. individuals and systems advocacy
3. To educate counselors who have an understanding of testing, evaluation, program development, program evaluation, and research
4. To foster professionalism among students and faculty and facilitate their involvement in professional organizations and activities
5. To foster an awareness of the needs of people with disabilities and the rehabilitation community, and it encourage meaningful involvement of faculty and students in addressing these needs
6. To offer and support opportunities for students and faculty to collaborate on research projects in the spirit of the scientist-practitioner model
7. To provide continuing education and consultation opportunities responsive to the needs of people with disabilities and the rehabilitation community

Certification

Graduates of the MHS program are prepared to meet all the requirements to sit for the Certified Rehabilitation Counselor (CRC) examination.

Licensure

Graduates are also eligible for licensure in Louisiana as a Licensed Rehabilitation Counselor (LRC) and Licensed Professional Counselor (LPC). While enrolled in the program students are responsible for becoming informed about the course work and postgraduate supervised work experience requirements for Licensure.

Rehabilitation Services Administration (RSA) Grant

The LSUHSC Master of Health Sciences Rehabilitation Counseling Program has been awarded a long-term training grant from the federal Rehabilitation Services Administration

to provide graduate-level training to full-time Rehabilitation Counseling students. Full-time students accepted to the program may choose to be a grant recipient and receive financial support throughout the graduate training.

Upon graduation, grant recipients are required to seek and retain employment in a qualified setting for a pre-determined period, two years for every one year the student received grant monies while in the program. Settings that qualify for post-graduate employment include state and federal vocational rehabilitation agencies, as well as community agencies that can demonstrate a service relationship with the state and/or federal rehabilitation agencies.

Admission Requirements

1. Bachelor's degree from a regionally accredited college or university *
2. Minimum Undergraduate GPA of 2.5 (in a 4.0 system)
3. Satisfactory Graduate Record Examination Score within the last 5 years
4. References from professors or employers familiar with your work and character

Professional work experience in the field of rehabilitation or other human services field will be given strong weight when considering an individual for admission.

Comprehensive Examination

MHS-RC students who have completed at least 75% of the program curriculum are required to take and pass the comprehensive examination prior to being placed on internship. If a student does not successfully pass comps, the student will be required to take comps the next regularly offered administration. If a student does not pass comps a second time, the student is subject to dismissal from the program. The comprehensive examination is administered twice per year.

There is no thesis requirement to complete the MHS-RC program

Statement of Satisfactory Academic Progress

In order to achieve the status of satisfactory academic progress, the student must maintain the following minimum standards

1. Maintain a grade point average consistent with the scholastic standards of the School of Allied Health Professions.
2. Satisfactorily complete all courses required for graduation in not more than six calendar years.

Clinical Affiliates

The Department of Rehabilitation Counseling maintains clinical affiliations with a large number of facilities and agencies throughout Louisiana.

Curriculum

The MHS-RC curriculum is a 60 credit hour program beginning in the fall semester and spanning five semesters for full-time students. Part-time study may be available to a limited number of students. There are 3 major Rehabilitation components; Theoretical, Clinical, and Research and Assessment;

The Theoretical component provides students the basic skills and knowledge of the rehabilitation field, philosophy, and practice.

The Research component exposes students to scholarly activity through coursework and practical experience. Each MHS-RC student has the option to participate in research activity under the supervision of a faculty advisor which often leads to publications in professional journals or presentations at national conferences.

The Clinical component educates students in advanced counseling skills for special populations through specific coursework, two distinct clinical placements, and placement in the on-campus Rehabilitation Counseling Clinic (RCC). Practicum and Internship require students to meet specific guidelines related to direct client contact/counseling and individual and group supervision. The Practicum placement, typically in the fourth semester, requires students to complete 100 hours (40 hours direct services) on site under the direct supervision of a site supervisor and a doctoral faculty supervisor. The Internship placement, typically the last semester, requires students to complete 600 hours on site under the direct supervision of a site supervisor and a doctoral faculty supervisor. Students are required to engage in 240 clock hours of direct service to people with disabilities as part of the internship.

REHABILITATION COUNSELING CLINIC (RCC)

In addition to community placements, each student gains intensive experience working in the on-campus RCC. The LSUHSC RCC provides no-cost, short-term counseling services to persons in the Greater New Orleans and surrounding areas. The RCC services are provided by advanced graduate students (counselor trainees) under the immediate supervision of doctorate-level Departmental faculty. Counselor trainees are directly supervised through a one-way observational window during individual counseling sessions and are provided individual and group feedback related to the sessions.

CENTER FOR PLAY THERAPY

The Center for Play Therapy is an outpatient mental health center designed to provide play therapy and filial therapy services to children and their families. It is housed in the School of Allied Health Professions in the Department of Rehabilitation Counseling as a teaching, training, and research facility.

The Center for Play Therapy provides individual, group, and family services to both children and adolescents. Additionally the Center for Play Therapy offers a training program, including instructions, direct service, and supervision, to provide students and professionals with the opportunity to learn more about play therapy and to receive the training necessary to become a Registered Play Therapist (RPT).

REHABILITATION COUNSELING CURRICULUM

First Semester (Fall)

	Credits
REHAB 5601 Foundations of Rehabilitation Counseling.....	3
REHAB 5602 Medical Aspects of Disability	3
REHAB 5612 Development across the Life Span.....	3
REHAB 5659 Professional Communications.....	3
REHAB 6640 Research Methods and Techniques in Rehab	3
Total	15

Second Semester (Spring)

	Credits
REHAB 5603 Psycl and Cultural Aspects of Disability	3
REHAB 5654 Psychiatric Rehabilitation	3
REHAB 6611 Counseling Theories and Practices	3
REHAB 6630 Vocational Counseling/Career Development.	3
REHAB (Elective)	3
Total	15

Third Semester (Summer)

	Credits
REHAB 6612 Counseling Pre-Practicum.....	3
REHAB 6634 Ethics in Rehabilitation Counseling	3
Total	6

Fourth Semester (Fall)

	Credits
REHAB 6614 Group Process and Counseling	3
REHAB 6632 Assessment in Rehabilitation	3
REHAB 6641 Practicum in Rehabilitation	3
REHAB (Elective)	3
Total	12

Fifth Semester (Spring)

	Credits
REHAB 6643 Rehabilitation Internship	12
Total	12
TOTAL CREDITS	60

Electives

	Credits
REHAB 5651 Supervised Project in Rehabilitation.....	1-3
REHAB 5652 Supervised Project in Vocational Eval.....	1-3
REHAB 5653 Human Behavior Management	3
REHAB 5658 Substance Abuse in Rehabilitation	3
REHAB 5660 Contemporary Issues in Rehab Counseling ..	3
REHAB 5661 Introduction to Play Therapy	3
REHAB 5662 Private Sector Rehabilitation Counseling.....	3
REHAB 6650 Rehab Counseling Research Practicum	1-6

Some electives option(s) will be offered each semester by the Rehabilitation Counseling Department and/or other departments in the School of Allied Health Professions. Prior permission of the instructor is required. Students are required to take six (6) credits of electives. Students who have already completed Human Behavior Management in the Rehabilitation Counseling Department can receive three (3) elective credits for this course.

* All Electives must be approved by the student's faculty advisor.

NOTE: This curriculum is designed to meet and exceed current national certification standards. Although no significant changes are anticipated, it is subject to change from year to year.

DEPARTMENT OF COMMUNICATION DISORDERS

J.M. Cairo, PhD
Acting Head of the Department

LOCATION: 1900 Gravier Street 9A8
PHONE: (504) 568-4348

The Graduate Degree Level Program in Communication Disorders operates within the Louisiana State University Health Sciences Center at New Orleans. The School of Allied Health Professions (SAHP) awards the Master of Communication Disorders (MCD) Degree in Speech-Language Pathology and the Doctor of Audiology (AuD) Degree in Audiology through the Department of Communication Disorders. The program is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA).

The MCD degree is the entry-level degree for a career in Speech-Language Pathology while the AuD degree is the entry-level degree for a career in Audiology. Audiologists are concerned with the identification and rehabilitation of hearing problems in children and adults. Activities are diverse, including counseling and education related to hearing loss, the electrophysiological and behavioral testing of hearing, and the dispensing of prosthetic devices. Speech-language pathologists identify and treat children and adults with speech and language problems such as delayed language, stuttering, aphasia, voice, and articulation problems. Audiologists and speech-language pathologists work in a variety of settings such as hospitals, clinics, schools, universities, industry, governmental agencies, and private practice.

The Department of Communication Disorders is located in major health science complexes in New Orleans. Facilities are modern and well equipped and include classrooms, clinics, research, and teaching laboratories. The Department has affiliations with numerous hospitals, medical facilities, and educational institutions throughout Louisiana and the nation. Information on these clinical affiliations can be obtained from the Department. The Department maintains an excellent faculty-student ratio. Students have educational and clinical opportunities, including some that are only available in a health science center and a metropolitan area.



COMMUNICATION DISORDERS – MCD

SPEECH-LANGUAGE PATHOLOGY

For full-time students in Speech-Language Pathology, the program duration is usually six to nine semesters. The actual duration of any student's program will depend, in part, on the student's undergraduate background in Communication Disorders. Full-time enrollment is required for at least the first five semesters. The program duration for the Doctor of Audiology program is 11 to 12 semesters. Upon graduation from either program, a student will have completed the appropriate academic and clinical practicum requirements for State licensure and certification by ASHA.

ADMISSIONS

A baccalaureate degree from an accredited institution is required; however, the undergraduate degree does not have to be in communication disorders. Transcripts must show successful completion of courses in psychology or social sciences, natural or physical sciences, biological sciences, and mathematics, as this is required for ASHA certification. Limited deficits may be corrected during the graduate program.

For admission into the Department of Communication Disorders, Speech-Language Pathology applicants are required to submit certified scores from the Graduate Record Examination (GRE) taken within five years of the application deadline. An applicant must have a combined GRE of 1000 (verbal + quantitative) and an undergraduate grade point average (GPA) of 3.0 to be considered for admission. Three letters of recommendation are also required. Admission to the program is competitive. Meeting minimum admission requirements does not guarantee admission. The admissions committees will convert the GRE and GPA to z-scores and the applicant will be rank-ordered based on this conversion. Letters of recommendation and the applicant's Statement of Intent will be used to adjust the rank-order as appropriate. The committees select applicants who are considered most qualified for the study and practice of audiology, and speech-language pathology. The Department of Communication Disorders, in accordance with LSUHSC policy, gives preference to applicants who are residents of Louisiana.

For Speech-Language Pathology, graduate credit earned at another accredited institution must be petitioned for consideration following admission to the program. Up to 9 credits from an accredited graduate training program may be transferred. There is no automatic transfer of credit towards a graduate degree; transfer credit is subject to the approval of the Review Committee and Department Head/Program Director. Residence work completed at another school may be accepted for not more than nine semester hours of credit toward the minimum requirement of 36 semester credit hours (IIA). Transfer credit will not be approved for any course with a grade of C or lower. Graduate credit is never accepted for courses taken by correspondence or on a pass/fail basis.

Types of Admission

Students selected for admission to the Department of Communication Disorders are granted regular admission. With the approval of the Department Head/Program Director, students not seeking a degree, but who wish to take coursework, may be granted special student status. Special

students are not permitted to enroll in clinical practicum; other restrictions also apply. Special students who want full admission must compete in the normal admissions process.

A student will be admitted to either the program in speech-language pathology or audiology. A student may not change programs without the approval of the Department Head. Special student status may never be used to bypass the admissions process to the Speech-Language Pathology MCD program. No more than 9 hours of credit earned as a Special Student may be counted toward the degree following regular admission to the program.

Method of Application

Application is made by completing an application form available from the Office of Student Affairs, paying the application fee, and submitting additional required information to the Admissions Committee. This includes the following

1. Three letters of recommendation
2. Three official transcripts of all undergraduate work and previous graduate work from accredited colleges and universities
3. Evidence of previous undergraduate practicum experience that adheres to ASHA guidelines. Include observation experience
4. Certified scores from the Graduate Record Examination
5. A brief essay explaining why the student is interested in a career in audiology or speech language pathology

Applications must be post marked by February 15. Speech-language pathology students, begin during the Summer semester.

Notification of action taken by the Admissions Committee will be available to all applicants no later than eight weeks after the deadline for application. Registration and payment of all LSU System fees will be completed at the School of Allied Health Professions at the beginning of each semester or term. Note: See "GENERAL ADMISSION POLICIES" of the School for further requirements and procedures relating to admissions.

STANDARDS

Technical Standards

Technical standards are the non-academic standards that a student must evidence to complete the SLP program. If you are uncertain about your abilities to meet these technical standards, consult the Admission Chair for further information and to discuss your individual situation.

Sensory

A student in the SLP program must possess sufficient visual and auditory skills as well as skills of observation to evaluate, interpret, and treat communication deficits effectively. These skills include the ability to

1. Identify deviant articulation
2. Recognize abnormal voice characteristics
3. Identify characteristics of dysfluency

4. Recognize oral and written language disorders in the areas of semantics, pragmatics, syntax, morphology, and phonology
5. Read and comprehend text, numbers, tables, and graphs

Motor and Mobility Skills

A student must possess adequate motor and mobility skills to

1. Manipulate testing and treatment materials.
2. Perform moderately taxing continuous physical work. This work may require prolonged sitting and/or standing.
3. Use a computer keyboard to operate laboratory instruments.
4. Access transportation to all clinical and academic placements.

Communication

A student must possess adequate communication skills to

1. Communicate professionally and effectively with individuals and groups (i.e., faculty members, fellow students, staff, clients, and other health care professionals).
2. Communicate professionally and effectively in recorded format (writing [e.g., SOAP notes, diagnostic and treatment reports], typing, graphics, and/or telecommunication).
3. Demonstrate proficiency in English for both oral and written communication.

Behavioral Skills

A student must possess adequate behavioral skills to

1. Manage the use of time effectively and systematize actions to complete professional and technical tasks within realistic constraints.
2. Demonstrate the emotional health necessary to apply knowledge effectively and to exercise appropriate judgment.
3. Be flexible and creative in order to adapt to professional and technical change and function in new and stressful environments (e.g., provide co-treatment in noisy area, conduct testing or treatment in a hospital ward, deal with client temper tantrums, and provide quick turn-around for diagnostic results).
4. Recognize potentially hazardous situations and proceed safely to minimize risk of injury to clients, self, and nearby individuals.
5. Support and promote the activities of fellow students and of health care professionals in an effort to facilitate a team approach to learning, task completion, problem solving, and patient care.
6. Demonstrate honesty, compassion, ethics, and responsibility, upholding the ASHA Code of Ethics, and the LSUHSC School of Allied Health Professions' Code of Academic Conduct.
7. Show respect for individuals with disabilities and for individuals of different age, ethnic background, race, religion, and/or sexual orientation.

Academic Standards

Statement of Satisfactory Academic Progress

See standards for the SAHP graduate professional scholastic requirements listed elsewhere in this publication. In addition

to these general requirements, the Department of Communication Disorders has the following requirements.

1. The student must satisfactorily complete all requirements for graduation in not more than four calendar years. This requirement may be waived only under extreme circumstances. A written request must be made through the Department Head, for approval by the Dean.
2. A grade of C or lower in clinical practicum (6702, 6704, 6706, 6708, 6710) is considered unsatisfactory and will result in clinical probation. A student who receives a grade of C or lower will be allowed to enroll in clinical practicum for one semester during which the student may be required to follow specialized remedial procedures. Continuation in the program following an additional C in clinical practicum (consecutive or non-consecutive) must be approved by the Department Head/Program Director. If the student's clinical practicum grade falls below C, clinic hours accumulated for that semester will not be counted toward the clinic hours required for ASHA certification in accordance with ASHA guidelines.
3. Students' academic progress will be reviewed by the Review Committee of the Department of Communication Disorders each semester. The names of those students who have not achieved satisfactory progress for two or more semesters will be forwarded to the Director of Financial Aid for appropriate action. Appeals may be made in accordance with procedures set forth in the section of this catalog/bulletin entitled, "Student Academic Appeals."

Academic and Employment Workloads

The usual full-time academic load in the Department is 9 to 14 semester hours during Fall and Spring semesters; and 6 to 9 during the Summer semester. Students with outside commitments may not be able to enroll full-time. It is the responsibility of the student to be available for classes, clinical practicum, and other scheduled activities that may occur anytime from 7:30 AM to 9 PM Monday through Friday and, occasionally, on the weekend or during semester breaks. Activities may include attendance at professional conferences or seminars.

THESIS OPTION

The field of Speech-Language Pathology is highly complex and rapidly changing fields. As such, there is a great need for a strong basic research foundation upon which clinical practice can be established. In addition, applied research is needed to evaluate and improve clinical practices.

The Department of Communication Disorders has a thesis option to help address the need for basic and applied research. The thesis option allows interested students to develop their research skills through a project that culminates in an original contribution to the scientific literature that is of publishable quality. Students who plan to pursue a Doctor of Philosophy degree (PhD) should consider the thesis option, as many doctoral programs require a thesis or its equivalent. Interested students are encouraged to contact the Department Head or Program Director early in their course of study to discuss the possibility of pursuing the thesis option.

STUDENTS WITH DISABILITIES

Students with disabilities who require accommodations should check with the Department Head or Program Director early for information about departmental and SAHP procedures.

CURRICULUM

Each student is expected to be knowledgeable about the departmental regulations and requirements for the MCD degree in Speech-Language Pathology. The Department will determine the duration and content of each student's program. All courses are graded by letter grade unless noted.

Licensure and Certification Requirements

Students must satisfy all applicable academic and clinical requirements for state licensure and ASHA certification prior to graduation.

Academic Requirements

These represent the minimum course work requirements for the MCD degree assuming the student has sufficient coursework elsewhere to satisfy licensure and certification requirements. A student's program of study may require the student to exceed these minimum requirements.

1. Minimum of 42 semester credit hours at LSUHSC; A maximum of six semester hours of credit in independent study courses may be applied to the requirement
2. Minimum of 30 semester credit hours of professional coursework in the major area of concentration with at least 24 taken in the Department
3. Required coursework specified by the Department
4. Coursework as specified on the student's individual plan of study

Clinical Practicum Requirements

1. Minimum enrollment requirements for clinical practicum have been established for each program. SLP requires a minimum of 5 semesters of enrollment in clinical practicum. Audiology requires clinical enrollment each semester
2. Academic credit for clinical practicum cannot be applied to the minimum requirement of 36 semester credit hours (IIA) in speech or to the 82 core curriculum academic hours in audiology
3. Speech-language pathology students must complete 400 clock hours of supervised clinical experience in the practice of Speech-Language Pathology (25 hours of observation and 375 in direct patient management). 325 of the 400 must be completed while engaged in graduate study in a program accredited by the CAA. A maximum of 50 clock hours accumulated at the undergraduate level may be applied to the minimum 400 clock hours required by ASHA, subject to approval by the Department Head/Program Director.

Comprehensive Examination

Students are required to complete a comprehensive examination in Speech Language Pathology. Students must also register for and complete the PRAXIS.

NOTE: In the event that any of these requirements has not been met, graduation may be delayed.

**SPEECH LANGUAGE PATHOLOGY
CURRICULUM**

(Students without Background)

Summer I

	Credits
SPTHAUD 5100 Survey of Communications Disorders.....	3
SPTHAUD 5134 Normal Language Acquisition	3
SPTHAUD 5136 Clinical Phonetics and Phonology	3
SPTHAUD 5490 Methods and Issues in Communication Disorders I	2
Total	11

Fall I

	Credits
SPTHAUD 5201 Intro to Diagnostic Audiology.....	3
SPTHAUD 5204 Language Disorders of Children: Assessment and Management	3
SPTHAUD 5206 Articulation & Phonological Disorders	3
SPTHAUD 6130 Neuroscience	3
SPTHAUD 5492 Methods and Issues in Communication Disorders II	2
Total	14

Spring I

	Credits
SPTHAUD 5132 Speech Science	3
SPTHAUD 5208 Aphasia and Related Disorders.....	3
SPTHAUD 6210 Fluency Disorder	3
SPTHAUD 5494 Issues in Communication Disorders III....	2
SPTHAUD 6702 Clinical Practicum – Level 1	1
Total	12

Summer II

	Credits
SPTHAUD 6100 Research in Communication Disorders	3
SPTHAUD 6201 Anatomy and Physiology of Speech and Hearing	4
SPTHAUD 6230 Seminar in Speech-Language Pathology	1
SPTHAUD 6704 Clinical Practicum – Level 2	1
Total	9

Fall II

	Credits
SPTHAUD 6212 Voice and Related Disorders	3
SPTHAUD 6214 Diagnoses and Evaluation.....	3
SPTHAUD 6222 Language Learning / Language Disorders in School-Aged Children.....	3
SPTHAUD 6706 Clinical Practicum Level 3	1
Total	10

Spring II

	Credits
SPTHAUD 6100 Research in Communication Disorders	3
SPTHAUD 6204 Motor Speech and Related Disorders.....	3
SPTHAUD 6212 Voice and Related Disorders	3
SPTHAUD 5496 Clinical Methods and Issues in Communication Disorders I	2
SPTHAUD 6708 Clinical Practicum – Level 4	1
Total	12

Summer III

	Credits
SPTHAUD 6218 Dysphagia	3
SPTHAUD 6216 Augmentative Communication (elective)	3
SPTHAUD 5498 Clinical Methods and Issues in Communication Disorders II	2
SPTHAUD 6710 Clinical Practicum – Level 5	1
Total	6-9
TOTAL CREDITS	74-77

**SPEECH LANGUAGE PATHOLOGY
CURRICULUM**

(Students with Background)

Summer I

	Credits
SPTHAUD 6236 Seminar in Basic Human Communication Processes	3
SPTHAUD 6201 Anatomy & Physiology of Speech and Hearing	4
SPTHAUD 6230 Seminar in Speech-Language Pathology	1
SPTHAUD 5490 Methods and Issues in Communications Disorders I	2
Total	10

Fall I

	Credits
SPTHAUD 5204 Language Disorders of Children: Assessment and Management.....	3
SPTHAUD 6130 Neuroscience	3
SPTHAUD 6214 Diagnoses and Evaluation.....	3
SPTHAUD 6222 Language Learning / Language Disorders in School-Age Children	3
SPTHAUD 5492 Issues in Communication Disorders III....	2
SPTHAUD 6702 Clinical Practicum – Level 1	1
Total	12

Spring I

	Credits
SPTHAUD 6100 Research in Communication Disorders	3
SPTHAUD 5208 Aphasia and Related Disorders.....	3
SPTHAUD 6204 Motor Speech and Related Disorders.....	3
SPTHAUD 6212 Voice and Related Disorders	3
SPTHAUD 5496 Clinical Methods and Issues in Communication Disorders I	2
SPTHAUD 6704 Clinical Practicum – Level 2	1
Total	15

Summer II

	Credits
SPTHAUD 6218 Dysphagia	3
SPTHAUD 5498 Methods and issues in Communication Disorders II	2
SPTHAUD 6216 Augmentation Communication (or elective).....	3
SPTHAUD 6706 Clinical Practicum –Level 3	1
Total	9

Fall II

	Credits
SPTHAUD 6212 Voice and Related Disorders	3
SPTHAUD 6220 Cleft Palate and Craniofacial Disorders (or elective)	3
SPTHAUD 6228 Medical Aspects of Speech-Language Pathology	3
SPTHAUD 6708 Clinical Practicum –Level 4	1
Total	10

Spring II

	Credits
SPTHAUD 6208 Geriatrics (or elective)	3
SPTHAUD 6210 Fluency Disorders (or elective).....	3
SPTHAUD 6710 Clinical Practicum – Level 5	1
Total	7

TOTAL CREDITS 63

AUDIOLOGY – AuD

For full-time students in the Doctor of Audiology Program, the program duration for the Doctor of Audiology program is 11 to 12 semesters. Upon graduation, a student will have completed the appropriate academic and clinical practicum requirements for State licensure.

ADMISSIONS

A baccalaureate degree from an accredited institution is required; however, the undergraduate degree does not have to be in communication disorders. Transcripts must show successful completion of courses in psychology or social sciences, natural or physical sciences, and mathematics. Limited deficits may be corrected during the graduate program.

For admission into the Audiology Doctorate Program, applicants are required to submit certified scores from the Graduate Record Examination (GRE). An applicant must have either a combined GRE of 1000 (verbal + quantitative) or an undergraduate grade point average (GPA) of 3.0 to be considered for admission. Applicants with a combined GRE of less than 950 (verbal + quantitative) will not be considered for admission to the Audiology program regardless of GPA. Two letters of recommendation are required. Admission to the program is competitive. Meeting minimum admission requirements does not guarantee admission. Letters of recommendation and the applicant's Statement of Intent will be used to adjust the rank-order as appropriate. The Department of Communication Disorders, in accordance with LSUHSC policy gives preference to applicants who are residents of Louisiana. No transfer of credit is permitted for the AuD program.

Types of Admission

Students selected for admission to the Department of Communication Disorders are granted regular admission. With the approval of the Department Head/Program Director, students not seeking a degree, but who wish to take coursework, may be granted non-degree status. Non-degree seeking students are not permitted to enroll in clinical practicum; other restrictions also apply. Students who want full admission must compete in the normal admissions process.

A student will be admitted to either the program in speech-language pathology or audiology. A student may not change programs without the approval of the Department Head. Credits earned as a special student may be applied only to non-background requirements for the AuD degree.

Method of Application

Application is made by completing an application form available from the Office of Student Affairs (504 568-4254) New Orleans, paying the application fee, and submitting additional required information to the Admissions Committee. This includes the following:

1. Two letters of recommendation
2. Two official transcripts of all undergraduate work and previous graduate work from accredited colleges and universities

3. Evidence of previous undergraduate practicum experience that adheres to ASHA guidelines. Include observation experience
4. Certified scores from the Graduate Record Examination
5. A brief essay explaining why the student is interested in a career in audiology

Applications to the Audiology program must be post marked by February 15. Audiology students begin their program in the fall semester.

Notification of action taken by the Admissions Committee will be available to all applicants no later than eight weeks after the deadline for application. Registration and payment of all LSU System fees will be completed at the School of Allied Health Professions at the beginning of each semester or term. Note: See "GENERAL ADMISSION POLICIES" of the School for further requirements and procedures relating to admissions.

STANDARDS

Technical Standards

In addition to demonstrated academic ability and other relevant admissions criteria, the School of Allied Health Professions program in Audiology expects all applicants to and students of the program to possess and be able to demonstrate the skills, attributes, and qualities set forth below, without unreasonable dependence on technology or intermediaries. If you are uncertain about your abilities to meet these technical standards, please consult with the Admissions Chair to discuss your individual situation.

Physical health: The student must possess the physical health and stamina needed to carry out the program of Audiology.

Intellectual skills: The student must have sufficient powers of intellect to acquire, assimilate, integrate, and apply information. The student must have the intellectual ability to solve problems and the ability to comprehend three-dimensional and spatial relationships.

Motor skills: The student must have sufficient use of motor skills to carry out all necessary audiological procedures, both those involved in learning the fundamental sciences and those required in the clinical environment. This includes the ability: (1) to participate in relevant educational exercises and to extract information from written sources; (2) use a computer keyboard to operate laboratory equipment, and (3) access transportation to all clinical and academic placements.

Communication: The Audiology student must have sufficient use of the sense of speech, hearing, and vision to communicate effectively with clients, faculty, staff, peers, and other health care professionals in both oral and written form (e.g., SOAP notes, diagnostic reports).

Sensory abilities: The student must have sufficient use of the sense of vision, hearing, touch, and smell to observe effectively in the classroom, laboratory, and clinical setting. Students must possess the ability to observe both close at hand and at a distance.

Behavioral qualities: The student must possess emotional health sufficient to carry out the tasks above, must have good judgment, and must behave in a professional, reliable, mature, and responsible manner. The student must be adaptable, possessing sufficient flexibility to function in new and stressful environments. The student must be able to critically evaluate her/his own performance, be forthright about errors, accept constructive criticism, and look for ways to improve. The student must show respect for individuals of different age, ethnic background, religion, and/or sexual

orientation. The student must exhibit professional behavior by conforming to appropriate standards of dress, appearance, language, and public behavior. The student must uphold the Code of Ethics of the American-Speech-Language-Hearing Association and the Code of Academic Conduct of the LSU Health Science Center's School of Allied Health Professions.

Each student must continue to meet all of the technical standards set forth above. A student may be denied permission to continue in the Audiology program at the LSU Health Sciences Center should the student fail at any time to demonstrate ALL of the required technical standards.

Academic Standards

Statement of Satisfactory Academic Progress

See standards for the SAHP graduate professional scholastic requirements listed elsewhere in this catalogue. In addition to these general requirements, the Department of Communication Disorders has the following requirements.

1. The student must satisfactorily complete all requirements for graduation in not more than four calendar years. This requirement may be waived only under extreme circumstances. A written request must be made through the Department Head, for approval by the Dean.
2. A grade of C or lower in clinical practicum (6701, 7501, 7502, or 7503) is considered unsatisfactory and will result in clinical probation. A student who receives a grade of C or lower will be allowed to enroll in clinical practicum for one semester during which the student may be required to follow specialized remedial procedures. Continuation in the program following an additional C in clinical practicum (consecutive or non-consecutive) must be approved by the Department Head/Program Director. If the student's clinical practicum grade falls below C, clinic hours accumulated for that semester will not be counted toward the clinic hours required for ASHA certification in accordance with ASHA guidelines.
3. Students' academic progress will be reviewed by the Review Committee of the Department of Communication Disorders each semester. The names of those students who have not achieved satisfactory progress for two or more semesters will be forwarded to the Director of Financial Aid for appropriate action. Appeals may be made in accordance with procedures set forth in the section of this catalog/bulletin entitled, "Student Academic Appeals."

Since the AuD is a doctoral degree and as it is designed to graduate ready-to-practice professional audiologists, LSUHSC AuD students will be held to high academic standards in order to proceed to graduation. Academic coursework is the foundation of good clinical practice.

In addition to the SAHP Graduate Professional Scholastic Requirements and the COMD Satisfactory Academic Progress Requirements

1. AuD students are required to repeat any academic course where they obtain a grade of D. The course will be repeated at its next offering. The student must obtain a grade of at least a C when repeating the course or be dismissed from the program. Students may repeat only one academic course in their pursuit of the Doctorate of Audiology.

2. Students may earn no more than 6 academic credits of grade C regardless of their overall grade point average.
3. Students earning more than 6 academic credits of Grade C will be dismissed from the AuD program.
4. A grade of F in any academic or clinical course results in dismissal from the Doctorate of Audiology program.

Academic and Employment Workloads

The usual full-time academic load in the Department is 9 to 14 semester hours during Fall and Spring semesters; and 6 to 9 during the Summer semester. Students with outside commitments may not be able to enroll full-time. It is the responsibility of the student to be available for classes, clinical practicum, and other scheduled activities that may occur anytime from 7:30 AM to 9 PM Monday through Friday and, occasionally, on the weekend or during semester breaks. Activities may include attendance at professional conferences or seminars.

STUDENTS WITH DISABILITIES

Students with disabilities who require accommodations should check with the Department Head or Program Director early for information about departmental and SAHP procedures.

CURRICULUM

Each student is expected to be knowledgeable about the departmental regulations and requirements for the AUD degree in audiology. The department will determine the duration and content of each student's program.

Licensure and Certification Requirements

Students must satisfy all applicable academic and clinical requirements for state licensure prior to graduation.

Academic Requirements

These represent minimum workload requirements for the AuD degree in Audiology assuming the student has successfully completed an undergraduate baccalaureate program in Communication Disorders or equivalent. A student's program of study may require the student to exceed these minimum requirements.

1. Minimum of 82 semester credit hours at LSUHSC; A maximum of six semester hours of credit in independent study courses may be applied to the requirement
2. Required coursework specified by the Department
3. Coursework as specified on the student's individual plan of study

Clinical Practicum Requirements

1. Audiology requires clinical enrollment each semester.
2. Academic credit for clinical practicum cannot be applied to the minimum requirement 82 core curriculum academic credits in Audiology.
3. Audiology students must complete the equivalent of 12 months full time clinical practicum prior to graduation.

Comprehensive Examination

The student must successfully complete comprehensive examinations.

NOTE

In the event that any of these requirements has not been met, graduation may be delayed.

DOCTOR OF AUDIOLOGY CURRICULUM

Total Credits 112

30 clinical credits

82 course credits

(9 additional credits for non-background students only)

Fall Year 1

	Credits
SPTHAUD 5991 Diagnostic Audiology I	3
SPTHAUD 5131 Hearing Science	3
SPTHAUD 6130 Neuroscience	3
SPTHAUD 5132 Speech Science	3
SPTHAUD 6111 Clinical Audiology Lab I	1
SPTHAUD 5499 Issues in Communication Disorders	1
SPTHAUD 6701 Clinical Practicum in Audiology	1
Total	15

Spring Year 1

	Credits
SPTHAUD 6207 Introduction to Hearing Aids	3
SPTHAUD 6273 Pediatric Audiology	3
SPTHAUD 6205 Auditory Evoked Potentials	3
SPTHAUD 6203 Advanced Diagnosis in Audiology	3
SPTHAUD 6121 Clinical Audiology Lab II	1
SPTHAUD 5499 Issues in Communication Disorders	1
SPTHAUD 6701 Clinical Practicum in Audiology	1
Total	15

Summer Year 1

	Credits
SPTHAUD 7215 Adult Aural Rehabilitation	3
SPTHAUD 6221 Advanced Hearing Aids	3
SPTHAUD 5499 Issues in Communication Disorders	1
SPTHAUD 6701 Clinical Practicum in Audiology	1
SPTHAUD 6131 External Observations	1
Total	9

Fall Year 2

	Credits
SPTHAUD 7235 Instrumentation	2
SPTHAUD 7211 Electronystagmography (ENG)	3
SPTHAUD 6227 Medical Audiology	3
SPTHAUD 6235 Psychoacoustics and Speech Perception	3
SPTHAUD 5499 Issues in Communication Disorders	1
SPTHAUD 6701 Clinical Practicum in Audiology	1
Total	13

Spring Year 2

	Credits
SPTHAUD 6581 Cochlear Implants and other specialized hearing devices	3
SPTHAUD 6237 Advanced Electrophysiological Techniques	3
SPTHAUD 6100 Research in Communication Disorders	3
SPTHAUD 6701 Clinical Practicum in Audiology	1
SPTHAUD 5499 Issues in Communication Disorders	1
Total	11

Summer Year 2

	Credits
SPTHAUD 7239 Geriatric Audiology	2
SPTHAUD 7331 Tinnitus	1
SPTHAUD 7231 Clinical Rotation (4 week offsite)	1
SPTHAUD 6701 Clinical Practicum in Audiology	1
SPTHAUD 5499 Issues in Communication Disorders	1
SPTHAUD 7319 Practice Management in Audiology	3
Total	9

Fall Year 3

	Credits
SPTHAUD 6231 Auditory Processing Disorders	3
SPTHAUD 7311 Hearing aid modification and repair	1
SPTHAUD 7315 Introduction to sign language	1
SPTHAUD 6701 Clinical Practicum in Audiology	1
SPTHAUD 5499 Issues in Communication Disorders	1
SPTHAUD 7225 Genetics	1
SPTHAUD 7233 Research Laboratory Experience	1
Total	9

Spring Year 3

	Credits
SPTHAUD 7323 Advanced Vestibular Testing and Rehabilitation	3
SPTHAUD 6247 Hearing Conservation	3
SPTHAUD 7325 Sign Language II	1
SPTHAUD 6701 Clinical Practicum in Audiology	1
SPTHAUD 5499 Issues in Communication Disorders	1
SPTHAUD 7329 Pharmacology	1
SPTHAUD 7131 Principles of Managing the Pediatric Hearing Impaired	3
Total	13

Summer Year 3

	Credits
SPTHAUD 7501 Externship I	6
Total	6

Fall Year 4

	Credits
SPTHAUD 7502 Externship II	6
Total	6

Spring Year 4

	Credits
SPTHAUD 7503 Externship III	6
Total	6

Addition Course Requirements for Non-background Students

The three classes listed below will be required of non-background students and must be completed before the beginning of Fall Year 4.

	Credits
SPTHAUD 5134 Normal Language Acquisition	3
SPTHAUD 5136 Clinical Phonetics and Phonology	3
SPTHAUD 5100 Survey of Communication Disorders	3

DEPARTMENT OF OCCUPATIONAL THERAPY

Jo Thompson, MA
Interim Head of the Department

Kelly Alig, MA
Interim Program Director

LOCATION: 1900 Gravier St. 8D3

PHONE: (504) 568-4302

FAX (504) 568-4306

WEB: <http://alliedhealth.lsuhscc.edu/OccupationalTherapy/>

The Department of Occupational Therapy offers a MASTER OF OCCUPATIONAL THERAPY (MOT) degree program that is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). 4720 Montgomery Lane, PO Box 31220, Bethesda, MD 20824-1220 [301] 652-2682. Graduates of the Master of Occupational Therapy program are eligible to sit for the national certification examination for occupational therapy administered by the National Board for Certification of Occupational Therapy (NBCOT). Following successful completion of this examination, the graduate will be an Occupational Therapist, Registered (OTR). This national certification is a prerequisite for obtaining a license to practice occupational therapy in most states, including Louisiana. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Completion of the Master of Occupational Therapy (MOT) program prepares a graduate to practice occupational therapy. Twenty-seven months are needed to complete a total of 91 semester hours of coursework on-campus at the Health Sciences Center at New Orleans, and off-campus at practice sites within and out of the state. Included in these semester hours are six months of Level II Fieldwork. All Level II Fieldwork must be completed within 24 months following completion of didactic course work.

Occupational therapy enables people to do the day-to-day activities that are important to them despite impairments, activity limitations, or participation restrictions. Occupations are another name for these day-to-day activities. Occupations are goal-directed pursuits that typically extend over time, have meaning to the performer, and involve multiple tasks. Areas of occupation include activities of daily living, work, education, play/leisure, and activities that support social participation. In therapy, a holistic philosophy is employed to assist individuals across the lifespan whose function has been impaired by disease, injury, or disorders of a physical, mental, or social nature. Occupational therapists, through their interventions, enable people to regain health as well as function. Intervention involves therapeutic use of meaningful and purposeful occupations, adaptation of environments, promotion of health and wellness, use of assistive technology and ergonomic principles, consultation, and education. Employment opportunities for occupational therapists are available in a variety of institutional, (e.g., inpatient hospitals, nursing facilities), outpatient (e.g., outpatient clinics, partial hospitalization), and home and community settings (e.g., home care, schools, day-care centers, wellness centers).

OCCUPATIONAL THERAPY – MOT

ADMISSIONS

Applicant Advising

The Master of Occupational Therapy program conducts **Information Sessions from January to June and October and November** for individuals interested in applying for admission. These group sessions include an orientation to the Master of Occupational Therapy program and information on admissions procedures. Information sessions are conducted **at 2:00pm on the First Friday of the months mentioned above.** Persons interested in attending an Information Session are asked to contact the Department of Occupational Therapy to let them know that they are planning on coming to a given session (see address and telephone number below).

Department Occupational Therapy
Nursing & Allied Health Professions Building
8th Floor
LSU Health Sciences Center
1900 Gravier Street
New Orleans, LA 70112
(504) 568-4302

Requirements

Admission to the Master of Occupational Therapy (MOT) Program is on a competitive basis. Requirements for admission are listed below. Meeting the following requirements does not guarantee admission into the program.

1. Completion of a baccalaureate degree from a regionally accredited college or university
2. Completion of the Graduate Record Examination (GRE) with a **minimum** score of 400 on the verbal, 400 on the quantitative, and 3.5 on the analytical writing subsections of the GRE. The GRE must be taken within the past five years
3. Completion of prerequisite courses prior to enrollment in the program
4. Applicants must acquire a minimum of 40 hours of verified observation or volunteer experience in occupational therapy. As few as one occupational therapist (OTR) at one site and as many as four therapists at four different facilities can be used to complete the 40 hours. A Documentation of Experience form, which is included in the application, will need to be completed by each supervising occupational therapist to verify hours of contact. If four therapists are visited to accrue the 40 hours, then four Documentation of Experience forms will need to be submitted.
5. Applicants must have a minimum overall cumulative grade point average (GPA) of 2.5 (based on a 4.0 scale) for their undergraduate degree, and a cumulative GPA of 2.8 for prerequisite courses.
6. A grade of "C" or better is required for all prerequisite courses.

7. Completion of an application is required. Completion of an essay, other written work, or an interview may be required.
8. Computer literacy is required of all students in the program. Specifically, students are expected to be proficient in word processing, spreadsheet management, internet navigation, and e-mail procedures.
9. CPR Certification must be valid while enrolled in the program, but is not required for application to the program.

3. Official transcripts must be sent directly to the Office of Student Affairs in New Orleans by all colleges and universities attended.

Technical Standards for Occupational Therapy

The school is committed to enabling student with disabilities to complete the course of study of our program by means of reasonable accommodations consistent with the Americans with Disabilities Act (ADA). These technical standards articulate the expectations and requisite abilities considered essential for occupational therapy students to become primary providers of occupational therapy services. All students admitted into this program should be able to demonstrate these abilities at the time of admission and at all times during matriculation. If accommodations are needed by a student to perform the technical standards, he or she must notify the Associate Dean for Academic Affairs at (504)568-4244 after being accepted into the program.

The major function of an Occupational Therapist (OTR) with registered certification is to provide occupational therapy services including evaluation, intervention planning, implementation, and review; discharge planning; outcomes assessment; and related documentation and communication.

The following technical standards describe the essential eligibility requirements for participation and progression in the occupational therapy curriculum. Standards cover observation skills, behavioral and social skills, communication, psychomotor skills, and cognitive skills. It is the expectation of the Department of Occupational Therapy that students engage at all times in client-centered, occupation-based services in a safe, professional and compassionate manner. These skills are necessary for successful transition into the clinical world of the occupational therapist.

Observation Skills

1. Students must be able to achieve the required competencies in the classroom setting from a variety of educational experiences in both basic arts and sciences and clinical settings.
2. Individuals must accurately observe human performance, discriminating between a safe and an unsafe environment and between therapeutic and non-therapeutic behavior and contexts.
3. Individuals must perceive, assimilate, and integrate information.
4. Individuals must demonstrate adequate functional use of visual, tactile, auditory, and other sensory and perceptual modalities to enable such observations and information acquisition.

Communication Skills

1. Effective communication is critical for students to build relationships with faculty, fellow graduate students, coworkers, clients, and their significant others in the student's various roles of learner, colleague, consultant, and leader.
2. Individuals must be able to gather, comprehend, utilize, and disseminate information effectively, efficiently, and according to professional standards.

Prerequisite Courses

	Credits
Abnormal Psychology	3
Anatomy with Anatomy Lab	4
Chemistry (General or Inorganic).....	3
Human Development across Lifespan *	3-6
Physiology (Lab is recommended, but not required)	3
Sociology.....	3
Statistics (Inferential)	3
TOTAL.....	22-25

*3 credits if the lifespan is covered in one semester course; 6 credits if a separate child development course and an aging course are taken to cover lifespan development.

Strongly Recommended Courses (but not required):
Computer Science, Medical Terminology, Public Speaking, Technical Writing, and Philosophy.

Scholastic Requirements and Statements of Satisfactory Academic Progress

Refer to general section for the School of Allied Health Professions under Graduate Professional Scholastic Requirements and Provisions for Academic Progression.

Method of Application

Procedures for applying for admission to the Master of Occupational Therapy degree program are as follows.

1. The application form for admission to the Program, may be obtained from:

<http://alliedhealth.lsuhscc.edu/OccupationalTherapy/>
or:

Office of Student Affairs
LSU Health Sciences Center
School of Allied Health Professions
1900 Gravier Street
New Orleans, LA 70112
(504) 568-4254
sahpsa@lsuhscc.edu

2. Application Deadline

Applications for admission are due to the Office of Student Affairs (see address above) by July 1st of each year. A new in-coming class is enrolled each January.

3. Communication should be comprehensible by patients, professionals, and laypersons.
4. Individuals must be able to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport and communicate with others.
5. Individuals must demonstrate the ability to observe, recognize and understand non-verbal behavior.
6. Individuals must participate in group and face-to-face discussions/presentations in a clear, organized, and professional manner.

Intellectual/Conceptual Skills

1. Students must demonstrate critical thinking skills so that they can problem-solve creatively, master abstract ideas, and synthesize information presented in academic, clinical and fieldwork settings.
2. Individuals must be able to measure, calculate, reason, analyze, process, integrate, synthesize, apply and retain facts, concepts, and data.
3. Individuals must develop and exhibit a sense of Professional ethics, and also recognize and apply pertinent legal and ethical standards.
4. Individuals must be able to combine separate pieces of information or specific answers to problems to come up with logical explanations for why seemingly unrelated events occur or are utilized together.
5. Individuals must use ingenuity and imagination in solving novel, ill-defined problems in complex, real-world settings.

PsychoMotor

1. Students must possess the motor functions needed to manipulate tools or handle clients in a variety of settings, under a variety of conditions.
2. Individuals must demonstrate the physical strength and coordination to safely handle and move clients; perform medical procedures, or direct clients in various practice settings according to the needs of their discipline.
3. Individuals must perform physical activities that require considerable use of arms and legs and moving one's whole body, such as climbing, lifting, getting up and down from the floor, balancing, walking, bending, stooping and handling of material and people. Standing and sitting for long periods of time are also necessary. This includes being able to apply physical restraints, and to lift, push and pull at least 50 pounds for routine transfers from varying surfaces, and be able to manually adjust equipment found in the occupational therapy clinical setting.
4. Individuals must possess adequate fine motor skills to be able to manipulate small objects, manage scissors, fabricate splints, and utilize tools /activities.
5. Individuals must tolerate being in close physical proximity and in physical contact with others.

Behavioral & Social Skills

1. Students must demonstrate emotional stability and acceptable communication skills, and be capable of developing mature and effective interpersonal relationships with other students, health care workers, clients and their significant others that inspire trust and respect and exceptional therapeutic use of self.
2. Individuals must be able to tolerate the physical, mental, and emotional academic and clinical workloads and to function effectively under stress.
3. Individuals will be able to adapt to changing environments, display flexibility, and function in the face of the uncertainties inherent in the clinical and academic setting.
4. Individuals must demonstrate the ability to self-reflect and understand why they respond/think/feel in the way that they do and then self-correct, if necessary. Openness and responsive to feedback is considered essential for success.
5. Individuals will safely perceive and navigate varied environments and communities.
6. Individuals must exhibit the ability and commitment to work collaboratively and professionally with individuals and groups in an intense setting to meet the needs of people of diverse cultures, age groups, socioeconomic groups and challenges without bias and in a harmonious manner.
7. Individuals must support and promote the activities of peers and health care professionals by sharing knowledge, eliciting input, and acting with empathy toward others.
8. Individuals must demonstrate compassion; integrity, concern for others, interpersonal skills; interest and motivation are all personal qualities that are critical.

Professional Responsibilities

1. Students must exhibit the ability to meet the challenges of any academic, medical or clinical situation that requires a readiness for immediate and appropriate response without interference of personal or medical problems.
2. Students have the responsibility to attend and be able to travel to and from classes and clinical assignments on time, and possess the organizational skills and stamina for performing required tasks and assignments within allotted time frames.
3. Individuals must have the ability to perform problem-solving tasks in a timely manner and prioritize and organize multiple workload needs, completing required work within the specified due dates.
4. Students will take initiative to direct their own learning as evidenced by the ability to prepare in advance, utilize resources before asking for help and independently explore additional information. Students must be able to take responsibility for their actions and outcomes.
5. Students need to work cooperatively and collaboratively with other students on assigned projects, and participate willingly in a supervisory process involving evaluation of other students and their own abilities and reasoning skills

via giving and receiving feedback, as well as looking for ways to improve.

6. Students must adhere to policies of the university, their program, and clinical sites. This includes matters ranging from professional dress and behavior, to attending to their program’s academic schedule.
7. Students must demonstrate knowledge of and commitment to the code of ethics of their profession and behavior that reflects a sense of right and wrong in the helping environment.

Academic Standards

Scholastic Requirements and Statement of Satisfactory Academic Progress

Refer to general section for the School of Allied Health Professions under Graduate Professional Scholastic Requirements and Provisions for Academic Progression.

Fees

In addition to costs for fees and required items listed in the sections of HEALTH SCIENCES CENTER FEES AND TUITION and ADDITIONAL EXPENSES of the School, other expenses may be incurred by students while enrolled in the program. For example, a laboratory fee of no more than \$60 per semester may be required. Expenses related to transportation and living away from campus during Fieldwork Experience I and II rotations may be incurred. In addition, each student is required to purchase individual malpractice insurance during these rotations. If a criminal background check is required by a Fieldwork site, the student will be responsible of incurred costs.



MASTER OF OCCUPATIONAL THERAPY CURRICULUM

Spring Semester (First Year)

	Credits
OCCT 6410 Concepts of Occupation	4
OCCT 6512 Occupational Performance across the Lifespan	3
OCCT 6418 Interactive Reasoning	3
OCCT 6523 Human Physiology	4
OCCT 6624 Medical Conditions	4
Total	18

Summer Semester (First Year)

	Credits
ANAT 6522 Human Anatomy	5
OCCT 6524 Applied Kinesiology	3
Total	8

Fall Semester (First Year)

	Credits
OCCT 6450 Measurement and Evaluation.....	4
OCCT 6520 Principles of Practice: Adult I.....	4
OCCT 6530 Applications I: General Practice Concepts.....	4
ANAT 6533 Neuroanatomy.....	4
OCCT 6540 Fieldwork Experience I and Seminar.....	1
Total	17

Spring Semester (Second Year)

	Credits
OCCT 6432 Health-Disability Continuum	3
OCCT 6614 Principles of Practice: Lifespan.....	4
OCCT 6620 Principles of Practice: Adult II.....	4
OCCT 6640 Documentation	3
OCCT 6650 Research I	3
Total	17

Summer Semester (Second Year)

	Credits
OCCT 6670 Fieldwork Experience IIA	6
Total	6

Fall Semester (Second Year)

	Credits
OCCT 6716 Management in Occupational Therapy	3
OCCT 6718 Community-Based and Specialized Practice	3
OCCT 6720 Principles of Practice: Early Life	4
OCCT 6730 Applications II: Specialized Practice Concepts.....	3
OCCT 6750 Research II	3
Total	16

Spring Semester (Third Year)

	Credits
OCCT 6770 Fieldwork Experience IIB	9
Total	9
TOTAL CREDITS	91

All courses in one semester are prerequisite to courses in successive semesters. Letter grades are given in all courses except Fieldwork Experience II (OCCT 6670, 6770) which are graded satisfactory/unsatisfactory (S/U) or pass/fail (P/F).

Department of Physical Therapy

Jane M. Eason, PhD
Head of the Department

LOCATION: 1900 Gravier St. 7A11
 PHONE: (504) 568-4288
 WEB: <http://alliedhealth.lsuhschool.edu/PhysicalTherapy/>

The Department of Physical Therapy currently offers an entry level Doctor of Physical Therapy (DPT) degree program for persons interested in becoming a physical therapist. Students planning to apply to the entry-level program should consult the Department of Physical Therapy website at <http://www.alliedhealth.lsuhschool.edu/PhysicalTherapy/> for the most current information pertaining to the program format and application process.

Students desiring to apply to the entry level DPT program are strongly urged to attend one of the Informational Sessions, which are held several times a year on the New Orleans LSUHSC campus. Interested students should contact the Department to find out the dates of the Informational Sessions or visit the Physical Therapy website located at <http://alliedhealth.lsuhschool.edu/PhysicalTherapy/>.

The entry-level program is fully accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association (APTA) and has been since 1973. The DPT curriculum consists of nine consecutive semesters of full-time didactic and clinical course work, which begin in the summer term.

Upon satisfactory completion of the curriculum, the student will receive a Doctor of Physical Therapy degree and may then take the licensing examination to practice physical therapy and apply for full membership in the American Physical Therapy Association.

PHYSICAL THERAPY – DPT

ADMISSIONS

Requirements

Admission to the Entry-level Doctor of Physical Therapy degree program is competitive. In order to be considered for admission, the applicant must:

1. Satisfactorily complete (grade of "C" or better) the listed prerequisite courses prior to the summer term for which the student is applying
2. Complete 60 clock hours of practical experience in physical therapy under the direct supervision of a licensed physical therapist by the time of application. Additional hours are suggested
3. Hold a baccalaureate degree from a fully regionally or nationally accredited college or university by the date of expected matriculation into the Department of Physical Therapy
4. Have a grade point average (GPA) of 3.0 or above in all undergraduate science courses by the time of application.

5. Submit scores from the Graduate Record Examination (GRE); (900 minimum combined on the Verbal and Quantitative portions of the exam)
6. Resident alien or international (F-1) students must take a minimum of 6 semester hours in the basic sciences (at least one course must include a related laboratory experience) and 6 hours in English composition in a U.S. college or university

Acceptance is competitive and satisfaction of basic requirements does not guarantee admission. The admissions committee considers science grade-point average, quality of courses taken, GRE scores, documented experience in physical therapy, and interviews. The Department selects applicants it considers most qualified for the study and practice of physical therapy.

Admission requirements and the curriculum may change from year to year as modifications occur in the Department. Applicants are strongly urged to contact the Department annually to avoid the risk of not meeting admission requirements in the expected time frame.

PHYSICAL THERAPY – DPT Prerequisites

Credits

Chemistry (Laboratory based for science majors)	8
Biology/Zoology (Laboratory based for science majors) ...	8
Physics (Laboratory based for science majors)	8
Advanced Biology (sophomore level or higher)	3
Anatomy (Recommended: Human Anatomy).....	3
Physiology (Recommended: Human Physiology)	3
Statistics * (Behavioral or Experimental)	3
Mathematics (Algebra level or above).....	6
Psychology.....	6
Public Speaking	3
English Composition	6
Advanced English Composition, Technical Writing or Exposition	3

* Credits in Statistics may be used to meet math requirements if taught in the math department or the psychology requirement if taught in the psychology department.

Note: The Department of Physical Therapy is not obligated to accept challenge credits in lieu of prerequisite courses.

Method of Application

Accepted applicants are enrolled once a year in the summer term.

See "GENERAL ADMISSIONS POLICIES" of the School of Allied Health Professions for further requirements and procedures relating to admissions.

The Department of Physical Therapy participates in the Physical Therapist Centralized Application Service (PTCAS). Applicants should send all application materials directly to PTCAS. PTCAS will verify the application information and send completed applications to the program. The deadline for application is October 15, unless that date falls on a weekend; the deadline will then be the Monday immediately following October 15th. To learn more about the PTCAS application process or to apply, please visit the PTCAS website at www.ptcas.org.

Students interested in applying to the program are strongly urged to contact the department and to attend an Informational Session. Sessions are held several times a year. Interested students should contact the Department to find out the dates of the Informational Sessions or visit our website.



STANDARDS

Technical Standards

The following technical standards are set forth so that the student will understand the essential eligibility requirements for participation and progression in the physical therapy curriculum. Standards cover interpersonal skills, communication, psychomotor skills, and cognitive skills. The ability to observe, evaluate, and treat a patient independently, while ensuring patient safety and professionalism at all times is an expectation of the Department of Physical Therapy.

The purpose of this policy is to ensure that all physical therapy students are able to provide swift, safe, and competent evaluation and treatment to patients. All students will be held to the same standards and must be able to perform the technical standards of their positions with or without reasonable accommodation.

The following list of examples is not inclusive but merely provides examples.

Observation

- Independently, the student must be able to observe a patient accurately. Assess gait deviation of patient 10 feet away
- Observe patient's response, diagnosis, pallor, grimacing
- Determine pressure ulcer stage and depth
- Read degrees of motion on a goniometer

Communication

- Utilize verbal and nonverbal communication with patients and care givers. Elicit information from patients and care givers for written history
- Explain treatment procedures
- Demonstrate exercise programs
- Document client responses in the medical record
- Establish rapport with the patient, caregivers, and colleagues
- Apply teaching and learning theories and methods in health care and community environments

Sensorimotor

- Safely, reliably, and efficiently perform physical therapy assessments and treatments
- Respond to a timer, emergency alarms
- Discern breath sounds
- Practice in an ethical and legal manner
- Perform tests of vital signs, pain, strength, coordination, cranial and peripheral nerves, balance, movement patterns, posture, sensation, skin integrity, joint motion, wound status, coordination, cognitive/mental status, soft tissue, assistive devices fit/use, reflexes, developmental stages, exertion of torque for manual muscle test grading, push/pull forces
- Move from place to place and position to position
- Perform physical therapy procedures with speed, strength, and endurance for handling self, classmates, and patients
- Simultaneously, physically support activities and observe a patient with a disability
- Coordinate verbal, manual, and gross motor skills
- Perform gait assessment on level surfaces, outdoor terrain, curbs, steps, ramps
- Assist with bed mobility and transfers from supine to sit, and sit to stand
- Administer balance training, cardiopulmonary resuscitation, exercise techniques, activities of daily living, coordination training, prosthetic and orthotic training, joint mobilization, wound debridement and dressing, electrotherapy, soft tissue mobilization, thermal agents, neurosensory techniques, cardiopulmonary rehabilitation, developmental activities, hydrotherapy, tilt table, massage, relaxation techniques, traction, taping and draping techniques, and dependent patient transfers.

Intellectual / Conceptual

- The student must be able to problem solve rapidly and have the ability to learn and reason, and to integrate, analyze, and synthesize data concurrently in a multitask setting.
- The student must be able to comprehend three-dimensional relationships and understand the spatial relationship of structures.
- The student must be able to participate in scientific inquiry process.

The following list of examples is not inclusive but merely provides examples.

- Determine the physical therapy needs of any patient with a dysfunction
- Demonstrate ability to apply universal precautions
- Identify cause and effect relationships
- Perform physical therapy differential diagnosis
- Interpret patient responses
- Make appropriate modifications to evaluations and treatment. Determine realistic short and long term goals for the patient
- Recognize the psychological impact of dysfunction and disability
- Integrate the needs of the patient and caregiver into the plan of care
- Develop hypotheses; perform literature and clinical research; perform statistical analyses, develop discussion and conclusions

Judgment

- Students must be able to practice in a safe, ethical, and legal manner.
- Students must be able to respond to emergencies.
- Students must demonstrate management skills including planning, organizing, supervising, and delegating.

The following list of examples is not inclusive but merely provides examples.

- Complies with the American Physical Therapy Association Code of Ethics
- Abides by LSU Health Sciences Center School of Allied Health Professions Policy & Procedures related to student conduct
- Complies with Louisiana State Board of Physical Therapy Examiner Practice Act and Rules and Regulations
- Modifies procedures in a manner that is appropriate to the patient's status and desired goals

Behavioral / Social

- Students must possess the emotional health required for full use of their intellectual abilities, exercise good judgment, and the prompt and safe completion of all responsibilities.
- Students must be able to adapt to change, to display flexibility, and to learn to function in the face of uncertainty and stress.
- Students must possess empathy, integrity, and concern for others.

The following list of examples is not inclusive but merely provides examples

- Assess a learner's ability to perform tasks. Identify cognitive and emotional needs of self and others
- Establish rapport
- Interact with individuals, families, groups from a variety of social, emotional, cultural, and intellectual backgrounds
- Demonstrate responsibility for lifelong professional growth and development
- Overriding Behaviors Policy: Students must demonstrate professional behaviors, interpersonal skills and safety concerns

Professional Behavior

- Abides by APTA Code of Ethics and Standards of Practice
- Self-evaluates/critiques own performance
- Follows state practice act
- Utilizes own resources before asking for help
- Abides by institutional policies and procedures
- Seeks constructive criticism for self-improvement
- Projects professional image
- Attends professional meetings
- Utilizes feedback to modify behavior and for self-improvement
- Accepts responsibility for actions and outcomes
- Asks pertinent questions
- Able to focus on tasks at hand without dwelling on past mistakes
- Seeks assistance of instructor and/or peers to gain a better understanding of concepts learned
- Sets up own schedule, sets priorities, and meets external deadlines
- Identifies and utilizes resources for learning
- Puts new information into practice
- Collaborates with others
- Accepts that there may be more than one answer to a problem
- Coordinates schedule with others
- Offers own thoughts and ideas
- Sets realistic goals
- Sets personal and professional goals
- Keeps commitments
- Be honest and have the highest integrity

Safety

- Identifies and addresses potential and actual safety hazards
- Reports unsafe conditions to appropriate personnel
- Is able to assess physical and cognitive limitations of self and others and request assistance as necessary
- Determines safety and operational status of equipment

- Selects treatment interventions considering safety of patient at all times
- Does not select treatment interventions in which patient's own or others' safety is compromised
- Modifies evaluation and treatment based on patients' signs, symptoms, and response to treatment. Modifies when safety of patients, others, or self is compromised; patient's discomfort exceeds levels necessary for procedure; patient's assistance is necessary, and he/she is no longer able to assist; equipment becomes faulty; procedure is not yielding results necessary for evaluating patient's physiologic, neuromuscular, and skeletal problems

Communication and Interpersonal Skills

- Demonstrates understanding of basic English (verbal and written) and writes legibly; uses correct grammar, accurate spelling, and expression
- Recognizes voice quality and avoids vocal distractors; (e.g., song-singing, sighing, uh)
- Maintains eye contact
- Summarizes verbal or written message clearly and concisely
- Presents verbal or written messages with logical organization and sequencing, using accurate professional and/or lay terminology
- Gives feedback constructively
- Respects personal space of patients and others
- Takes responsibility for mistakes and apologizes
- Recognizes worth and dignity of each person as demonstrated in the following manner.
 - Exhibits caring, maintains confidentiality; modifies response when appropriate; exhibits courtesy by using polite language; listening without interrupting; tone of voice, body language, and verbal expression.
 - Demonstrates flexibility by being cooperative in changing plans to meet the needs of peers, faculty, patients, and the institution
 - Evidences loyalty by supporting the institution in a positive way to peers, staff, and others

Students are expected to demonstrate overriding behaviors in all courses and clinical experiences. Overriding behaviors will be assessed as part of all didactic courses, lab sessions, lab practical and clinical educational experiences. As students participate in the education program, academic and clinical faculty and the student's adviser will document problems that arise in overriding behaviors. The student will be given opportunities to demonstrate modifications of his/her behavior and faculty will assist where possible to facilitate strategies for this development.

When behaviors do not meet acceptable standards, depending on the nature and severity of the infraction, one or more of the following actions may be taken at the discretion of the Physical Therapy Department faculty:

Notify the student about inappropriate behaviors first orally, and then with a written warning. Problem behaviors will be discussed with the student's faculty adviser. If inappropriate behaviors are cited on subsequent occasions, faculty will discuss the incident at faculty meetings for action. Clinical or academic faculty may require remedial action on the part of the student as a contingency for continuing in the program or

passing the course. The faculty may terminate a student from the program because of failure to meet the standards of the overriding behaviors in the academic or clinical settings.

ACADEMIC STANDARDS

Scholastic Requirements

See the general section of the School of Allied Health Professions in this catalog for graduate scholastic requirements. Appeals may be made in accordance with the procedures set forth in the section of this catalog/bulletin entitled, "Student Academic Appeals." Further academic requirements for students enrolled in the Department are outlined in the Department of Physical Therapy Policy Statement. In order to be eligible to continue enrollment in the curriculum, the student must satisfy all School and Departmental academic requirements.

Student Employment Statement

Due to the demands of the curriculum, students are discouraged from seeking outside employment.

CURRICULUM

The calendar of scheduled classes for the Department of Physical Therapy may vary from the School of Allied Health Professions calendar published elsewhere. Students should contact the Department Head for information concerning dates of holidays, the beginning/ending of the semester, and when classes begin/end, etc. The Department curriculum may change as modifications occur.

All courses in each semester are prerequisite for the following semester and for continued enrollment except those indicated as electives.



DOCTOR OF PHYSICAL THERAPY CURRICULUM

FIRST YEAR

Summer I

	Credits
PHTH 7000 Physical Therapy Gross Anatomy.....	5
PHTH 7110 Introduction to Professional Practice	1
PHTH 7130 Foundational Science of Movement.....	1
Total	7

Fall I

	Credits
PHTH 7101 Evidence-Based PT I: Clinical Analyses.....	4
PHTH 7111 Professional Practice in PT I.....	3
PHTH 7121 Physiological Sciences I	2
PHTH 7131 Movement Sciences I.....	4
PHTH 7140 Physical Therapy Neuroanatomy	4
PHTH 7180 Introduction to Clinical Practice.....	1
Total	18

Spring I

	Credits
PHTH 7102 Evidence-Based PT II: Clinical Analyses	3
PHTH 7112 Professional Practice in PT II.....	3
PHTH 7122 Physiological Sciences II	5
PHTH 7123 Pathophysiology.....	4
PHTH 7132 Movement Sciences II.....	3
PHTH 7141 Neurosciences I	1
Total	19

SECOND YEAR

Summer II

	Credits
PHTH 7280 Clinical Experience	3
Total	3

Fall II

	Credits
PHTH 7203 Evidence-Based PT III: Clinical Analyses	2
PHTH 7213 Professional Practice in PT III	2
PHTH 7233 Therapeutic Interventions	3
PHTH 7240 Motor Behavior	4
PHTH 7242 Neurosciences II	2
PHTH 7250 Diagnosis & Management in Cardiopulmonary Dysfunction	4
PHTH 7261 Diagnosis & Management in Musculoskeletal Dysfunction I	3
Total	20

Spring II

	Credits
PHTH 7204 Evidence-Based PT IV: Research Analyses	3
PHTH 7214 Professional Practice in PT IV.....	2
PHTH 7234 Prosthetics & Orthotics in PT.....	2
PHTH 7243 Neurosciences III.....	2
PHTH 7262 Diagnosis & Management in Musculoskeletal Dysfunction II.....	4
PHTH 7271 Diagnosis & Management in Neuromuscular Dysfunction	4
PHTH 7400 Practicum in Client and Peer Teaching.....	2
Total	19

THIRD YEAR

Summer III

	Credits
PHTH 7381 Clinical Internship I	4
Total	4

Fall III

	Credits
PHTH 7305 Evidence-Based PT V: Research Analyses	2
PHTH 7315 Professional Practice in PT V	2
PHTH 7350 Diagnosis & Management in Integumentary Dysfunction	2
PHTH 7391 Administrative Skills in PT I.....	2
PHTH 7401 Practicum in Integrative Clinical Practice I.....	4
PHTH 7382 Clinical Internship II	4
Total	16

Spring III

	Credits
PHTH 7383 Clinical Internship III.....	4
PHTH 7300 Prevention, Nutrition and Wellness	2
PHTH 7306 Evidence-Based PT VI: Capstone Completion & Defense	2
PHTH 7316 Professional Practice in PT VI.....	2
PHTH 7392 Administrative Skills in PT II.....	2
PHTH 7402 Practicum in Integrative Clinical Practice II	4
Total	16
TOTAL CREDITS	122

DEPARTMENT OF INTERDISCIPLINARY HUMAN STUDIES

J.M. Cairo, PhD,
Acting Head of the Department

HUMAN DEVELOPMENT CENTER

The mission of the Human Development Center (HDC) is to promote knowledge and practices related to enhancing the realization of human potential. HDC is a statewide resource emphasizing interdisciplinary and interagency approaches to systems change and program development in topics of health, education, and human services. Each year faculty, staff, and students associated with HDC accomplish activities of personnel preparation, technical assistance, research, service demonstration, and dissemination of information to sites throughout Louisiana and beyond. A special emphasis of the Center is on developing and sharing information about effective services and supports for people with disabilities. HDC provides the infrastructure for operation of the Department of Interdisciplinary Human Studies and conducts specialized projects. Under the Department, other centers and programs related to the mission of HDC are operated.

The Department of Interdisciplinary Human Studies is the academic home for most faculty assigned to HDC and is responsible for teaching selected interdisciplinary courses.

The Louisiana University Center of Excellence in Developmental Disabilities (UCEDD) is a member of the national network of such centers. Federal law directs these centers to accomplish (1) interdisciplinary training; (2) outreach, model demonstration, training, and technical assistance, (3) research, and (4) dissemination of information related to developmental disabilities (see P.L. 106-402 for details). The mission for the Louisiana UCEDD is "to help Louisiana service and support resources to promote participation and quality of life desired by each person with functional disabilities." *

Employed at HDC is a total of about 20 faculty, representing a variety of disciplines and 20 professional staff who carry out the center's projects and activities.

At this writing, our facility is located in New Orleans in the Allied Health/Nursing building at 1900 Gravier Street. Approval for construction of a new facility to house HDC and funds for construction were provided by the Louisiana Legislature in 2005. HDC has staff who work on statewide and national projects who are officed off-site at a variety of locations including, for example, Baton Rouge, Lafayette, and Alexandria.

For more detailed information on the programs offered by the Human Development Center go to our homepage at <http://www.hdc.lsuhsoc.edu> or email the HDC at hdcinfo@hdc.lsuhsoc.edu.

Background of the Human Development Center

The Louisiana University Center of Excellence in Developmental Disabilities (UCEDD) was established as a University Affiliated Program (UAP) in 1972 when the LSU

Medical Center received a federal grant offered under provisions of what is now the Developmental Disabilities Assistance and Bill of Rights Act. At that time, federal law mandated UCEDDs to accomplish systems change through activities of interdisciplinary personnel preparation, outreach, research, and dissemination of information related to meeting needs of people with disabilities. The Louisiana UCEDD was placed within the Human Development Center (HDC) with approval of the Board of Regents in 1984. In accordance with expectations for UCEDDs, our center has been active across the life span and has striven to demonstrate, teach, and disseminate effective practices for building on opportunities and meeting challenges of people with disabilities so they benefit from increased independence, productivity, and inclusion in their communities.

Particular programmatic strengths of our Center that have brought national recognition to Louisiana include (a) demonstration models of infant services, (b) interdisciplinary training (c) research in early intervention, community participation of adults with severe disabilities, supported employment, and early intervention (d) training and technical assistance in community-based models of adult services, (e) pre-doctoral internship experiences for school psychologists, (f) statewide transition systems-change, (g) training and providing technical assistance to supported employment and other direct support personnel, and (h) national leadership in developing special education monitoring procedures.

Interagency and Collaborative Arrangements of the Human Development Center

Faculty and leadership of the Center work closely with other state and national resources related to the development of human potential. As the University Center of Excellence in Developmental Disabilities for Louisiana, HDC is actively engaged with the national network of 67 such Centers. Network members frequently share expertise or information and often collaborate in developing grant-funded projects to benefit our States. These collaborative efforts provide opportunities for meeting objectives of HDC and provide benefits for Louisiana and collaborating states.

HDC maintains close and productive relationships with state and local agencies including the Department of Health and Hospitals, Office for Citizens with Developmental Disabilities, Louisiana Rehabilitation Services, Office of Public Health, Children's Special Health Services, State Department of Education, many Local Education Agencies, Department of Social Services, and related offices. We also are proud of our collaborative relationships with the President's Committee on Mental Retardation - Louisiana Team, Arc of Louisiana, local Arcs, Head Start agencies, childcare agencies, public and private schools, and adult service agencies throughout our State.

We are pleased to collaborate extensively with our fellow Developmental Disabilities programs authorized by the federal Developmental Disabilities legislation. That is, we engage in strategic planning and a wide range of program development activities with the Louisiana Developmental Disabilities Council and the Advocacy Center. Together we work to promote systems development and implement programs to increase services, supports, and quality of life for individuals with disabilities in the communities of their choice.

HDC maintains formal and informal arrangements with numerous units of higher education in Louisiana and across

the United States. Students and faculty in various disciplines participate in instructional offerings and supervised practices offered within clinical and other programs of HDC. We collaborate with Delgado Community College in instructional programs including early intervention, Direct Support Personnel preparation, and post-secondary education options for persons with intellectual disabilities. Other collaborative activities are developed as opportunities allow.

Requirements for Participation in Activities of the Human Development Center

Most of the programs of HDC present opportunities for students and faculty to learn, practice, or investigate topics of human development, particularly as it relates to practices of health, education, and human services and systems change. In the United States, the predominate models of health and human services involve multi- or interdisciplinary activities of screening, diagnosing, planning, and delivering services. To be fully prepared for success, personnel preparing for careers in health, education, and human services need to learn vocabularies, skills, and practices that include working in interdisciplinary teams and collaborating with clients and their families. The instructional and clinical programs of HDC provide faculty and students with opportunities for developing skills related to working effectively in various interdisciplinary settings.

Learning experiences at HDC are designed to allow students to acquire new skills and directly apply what they have learned in various professional settings. We provide courses for credit, supervised practice, internships, sabbatical, and involvement in research, independent study, continuing education, in-service training, and brief instructional sessions. There are opportunities for "hands on" training experiences for undergraduate and graduate students enrolled with the LSU Health Sciences Center and other units of higher education. Usually, experiences of students at HDC are guided by an individualized training plan developed cooperatively among the student, faculty of the sending department, and Center faculty. This plan will specify the activities, supervision, and evaluation criteria that apply to the student while enrolled with HDC.

We encourage interested students to contact their faculty advisor, the HDC Director, or the HDC Training Coordinator for more information, or visit the HDC web site for information.

Research Opportunities for Students and Faculty

HDC Faculty engage in a wide range of studies related to human development. Ongoing research by HDC faculty includes studies of physical and behavioral development, intervention methods, and training strategies. Recent research activities include early intervention practices; policies and practices in transition from school-to-work; methods of positive behavioral support; issues in supervision and management of community-based services; benefits education and management, supported employment instructional methods for in-service and pre-service teaching; intervention practices for individuals with Autism; and, manpower needs in public schools. Students interested in these or other areas are invited to participate in research or initiate their own studies under supervision of faculty at HDC.

Student involvement with HDC researchers and collaboration with faculty outside of HDC in studies conducted at HDC is strongly encouraged. Contact your faculty advisor or the Human Development Center for more information.

* This statement was developed and adopted by the Consumer Advisory Council for the Louisiana UCEDD. An advisory committee is required for UCEDDERSs by federal law (P.L. 106-402).

EARLY INTERVENTION INSTITUTE

The Early Intervention Institute is housed administratively in the School of Allied Health Professions and was approved by the Louisiana Board of Regents in January 1999. This interdisciplinary Institute builds on the expertise and strengths in early intervention demonstrated by personnel of the School and Health Sciences Center over the past 30 years. The Institute is a focal point for organizing and directing early intervention initiatives to enhance research, training, services, and supports related to young children at risk for or with disabilities and their families on local, state, and national levels.

The mission of the Early Intervention Institute is to expand the understanding of early intervention, increase use of effective practices, and improve outcomes for children, birth through age 5, and their families. Through the Institute's dedication to supporting and enhancing early intervention services and systems, we seek greater participation and inclusion of young children with special needs and their families in natural, community-based environments. The Institute is organized as a resource for those interested in developing, carrying out, and evaluating programs for young children at risk for or with disabilities, their families, and the personnel who serve them in health, education, and human service settings.

Those who collaborate with the Institute include the following

- Parents and parent organizations
- Advocacy organizations
- Legislators interested in policy matters related to early childhood and early intervention
- Early education and care programs interested in offering or enhancing inclusive child care services
- Faculty preparing for careers related to early intervention
- Health and developmental service programs for pediatric populations
- Researchers in early intervention
- Developers of model early intervention services and systems

Several research, training, and direct clinical service programs operate under the direction of the Early Intervention Institute at sites in New Orleans, Lafayette, and throughout the State. Students and faculty interested in learning more about Institute programs or participating in research or clinical affiliations with Institute faculty should contact the Director of the Early Intervention Institute. Additional information about the Early Intervention Institute can be found on the School of Allied Health Professions home page on the LSU Health Sciences web site.

COURSE DESCRIPTIONS

Anatomy

ANAT 6522 Human Anatomy

[5 Credits] A lecture and laboratory course which focuses on cell, tissue, organ and body system structures, and human cadaver dissection with emphasis on structure and function of neuromuscular and skeletal systems.

ANAT 6533 Neuroanatomy

[4 Credits] A study of anatomy of the central and peripheral nervous systems with emphasis on structures commonly involved in pathological conditions that impact function.

Cardiopulmonary Science

CPSC 3100 Introduction to the Clinical Cardiopulmonary Sciences

[1 Credit] Lecture course designed to introduce students to various aspects of respiratory therapy and cardiovascular technology. Course content includes a review of medical terminology along with discussions related to ethical and legal issues encountered in the allied health sciences.

CPSC 3130 Cardiopulmonary Human Gross Anatomy

[5 Credits] Lectures on cell, tissue, organ, and body systems, structures, and dissection of human cadaver with emphasis on structure and function of the cardiovascular and respiratory systems.

CPSC 3200 Respiratory Therapy Fundamentals

[3 Credits] Lecture/laboratory course covering general principles of respiratory therapy modalities and techniques.

CPSC 3210 General Pharmacology

[3 Credits] A study of the medications and drugs that affect cardiopulmonary function and the therapeutic agents used by pulmonary and cardiovascular health care professionals. Review of pathogenic and nonpathogenic microorganisms found in the respiratory system and which may contaminate respiratory therapy and diagnostic equipment.

CPSC 3220 Cardiopulmonary Physiology

[3 Credits] This course presents a detailed analysis of cardiopulmonary physiology. The emphasis is placed on structure and function and whenever possible clinical applications will be introduced to enhance an understanding of the normal cardiopulmonary system.

CPSC 3270 Patient Assessment

[3 Credits] A lecture/laboratory course designed to teach basic patient assessment skills in a disease state management model. Students will refine interpersonal communication skills and develop a comprehensive, well organized approach for assessing patients in any clinical setting.

CPSC 3280 Cardiopulmonary Pathophysiology

[3 Credits] This course is designed to introduce the student to common pulmonary and cardiovascular disease processes and how these diseases affect respiratory and cardiovascular function. Emphasis is placed on pathogenesis, history and physical findings, diagnostic findings, and clinical

management of each disease entity. Students will be able to differentially diagnose diseases covered in lecture.

CPSC 3282 Clinical Echocardiography I

[4 Credits] A lecture/laboratory course designed to introduce the student to two-dimensional and Doppler echocardiography, and their application in the diagnosis of systolic and diastolic cardiac dysfunction and valvular heart disease.

CPSC 3285 Respiratory Clinics I

[3 Credits] This course is the first of four clinical courses during which students develop the clinical skills necessary to become a competent respiratory care professional. In this course, students will gain competence in the respiratory care of adult patients receiving non-intensive care. Emphasis is placed on routine patient care, including such modalities as oxygen therapy, use of aerosol humidity devices, aerosol delivery of medication, airway clearance techniques, and hyperinflation therapy.

CPSC 3290 Principles of Cardiac Electrophysiology

[3 Credits] This course is designed to introduce the student to common pulmonary and cardiovascular disease processes and how these diseases affect respiratory and cardiovascular function. Emphasis is placed on pathogenesis, history and physical findings, diagnostic findings, and clinical management of each disease entity. Students will be able to differentially diagnose diseases covered in lecture.

CPSC 3295 Sonography Principles and Instrumentation

[2 Credits] This course will provide the student with a thorough understanding of the principles of ultrasound physics and instrumentation involved in two-dimensional, M-mode, and Doppler echocardiography.

CPSC 3300 Neonatology and Pediatrics

[3 Credits] Lecture series designed to cover the development of the cardiopulmonary system from embryo to puberty. Emphasis includes problems of the infant and newborn that affect cardiopulmonary function and techniques for diagnostic and therapeutic procedures.

CPSC 3360 Medical Ethics

[1 Credit] A discussion of current ethical issues facing health care providers, as well as landmark cases that have shaped resulting policy.

CPSC 3362 Critical Care Concepts I

[3 Credits] This class is designed to introduce the student to the physics and mechanics of artificial ventilation as well as the theory and practical application of manual resuscitators and mechanical ventilators.

CPSC 3370 Advanced Pulmonary Pathophysiology

[1 Credit] This course is designed to examine the clinical assessment, physical and diagnostic findings, and current management strategies for advanced pulmonary conditions encountered by the respiratory care practitioner within critical care settings and among special populations, as well as discussion on emerging threats to the respiratory system that include SARS, Avian flu, and bioterrorism.

CPSC 3382 Clinical Echocardiography II

[2 Credits] A continuation of CPSC 3282. Application of echocardiography in the diagnosis of congenital and other

cardiac diseases, as well as a discussion of advanced topics including strain rate imaging and 3-D echocardiography.

CPSC 3385 Vascular Technology I

[3 Credits] Lecture/laboratory course designed to familiarize the student with the use of ultrasound and non-imaging physiologic techniques in the diagnosis of cerebrovascular and peripheral arterial disease.

CPSC 3388 Echocardiography Clinics I

[6 Credits] This is the initial clinical experience in echocardiography. Three days per week obtaining echocardiographic views and performing color-flow and spectral Doppler exams.

CPSC 3392 Pediatric Advanced Life Support

[1 Credit] This course is designed to provide the student with the information needed to recognize infants and children at risk for cardiopulmonary arrest, strategies to prevent arrest, and the cognitive and psychomotor skills needed to resuscitate and stabilize those in respiratory failure, shock, or cardiopulmonary arrest in accordance with the guidelines set by the American Heart Association.

CPSC 3395 Respiratory Clinics II

[3 Credits] This course is the second of four clinical courses during which students develop the clinical skills necessary to become a competent respiratory care professional. In this course, students will gain competence in the respiratory care of adult patients in critical care units and pediatric patients receiving non-intensive care. Emphasis is placed on introduction of monitoring techniques, blood gas sampling and analysis, mechanical ventilation, patient weaning and extubation, and application of skills learned in CPSC 3285.

CPSC 4108 Vascular Technology II

[3 Credits] Lecture/laboratory course designed to familiarize the student with the use of ultrasound and non-imaging physiologic techniques in the diagnosis of peripheral venous and abdominal and pelvic vascular disease.

CPSC 4115 Geriatric Respiratory Care

[1 Credit] This course is designed to provide the student with an insight into the medical and psychosocial problems encountered by the geriatric population. Lectures are designed to cover the physiologic and pharmacologic implications of aging, describe the unique medical, economic, and sociologic effects of an aging population, discuss delivery of compassionate care, and cover end of life issues.

CPSC 4135 Critical Care Concepts II

[3 Credits] This course is designed to teach the student advanced concepts regarding mechanical ventilation techniques, including adult and neonatal ventilators, transport ventilators, and home care ventilators.

CPSC 4145 Respiratory Clinics III

[4 Credits] This course is the third of four clinical courses during which students develop the clinical skills necessary to become a competent respiratory care professional. In this course, students will gain competence in the respiratory care of pediatric and neonatal patients in critical care units, patients with chronic pulmonary disease in outpatient clinic settings, and for pediatric and adult patients in need of airway management, including intubation. Emphasis is placed on neonatal and pediatric monitoring techniques, blood gas sampling and analysis, mechanical ventilation, weaning and extubation, intubation, and application of skills learned in CPSC 3285 and CPSC 3395.

CPSC 4175 Neonatal Resuscitation Program

[1 Credit] This course is designed to provide the student with the concepts and basic skills of neonatal resuscitation. The students will be able to assess and recognize the need for neonatal resuscitation according to the guidelines set by the American Academy of Pediatrics and the American Heart Association.

CPSC 4185 Echocardiography Clinics

[4 Credits] Continuing clinical experience in two-dimensional and Doppler echocardiography.

CPSC 4195 Vascular Clinics I

[2 Credits] This is the student's initial clinical experience in vascular technology. Emphasis is on performing extracranial vascular exams.

CPSC 4205 Health Care Management

[1 Credit] A study of a topic of current interest in Cardiopulmonary Science, which is not covered in other courses. May be repeated for a maximum of six semester-hours credit with change in topic and permission of the department.

CPSC 4208 Vascular Technology III

[2 Credit] A case-based course designed to enhance the student's ability to utilize appropriate protocol in diagnosing vascular disease, as well as interpret vascular ultrasound exams.

CPSC 4215 Pulmonary Rehabilitation and Home Care

[3 Credits] Lecture/laboratory course designed to introduce students to the care of chronically ill patients. Discussions will focus on the delivery of services for hospital-based pulmonary rehabilitation programs, extended care facilities, and home care. Topics include clinical exercise testing, exercise prescriptions, clinical practice guidelines for management of patients who require long-term respiratory care (e.g., oxygen therapy, bronchodilator therapy, mechanical ventilation, etc.).

CPSC 4222 Senior Thesis

[2 Credits] This course is centered on an extended-length paper written by each student pertaining to a topic of his/her choice in cardiopulmonary science. Both in-and out-of-class time will be provided to help guide the student and improve his or her research, writing, and presentation skills.

CPSC 4225 Pulmonary Diagnostic Tests

[2 Credits] Lecture/laboratory course covering basic instrumentation and diagnostic techniques employed in assessment of pulmonary functions.

CPSC 4235 Respiratory Clinics IV

[5 Credits] This course is the final of four clinical courses during which students develop the clinical skills necessary to become a competent respiratory care professional. In this course, students will gain competence in the respiratory care of critically ill patients and patients receiving pulmonary diagnostic tests and pulmonary rehabilitation. Emphasis is placed on advanced monitoring and diagnostic techniques, advance modes of mechanical ventilation, emergency airway management, chronic pulmonary disease management through exercise prescription and education, and application of skills learned in CPSC 3285, 3395, and 4145.

CPSC 4245 Respiratory Seminar

[1 Credit] This is a discussion and presentation course designed to introduce the student to current and relevant topic areas in the field of respiratory care.

CPSC 4255 CRT Review

[2 Credits] This is a review course designed to prepare the student for the content areas specified by the National Board for Respiratory Care entry level exam.

CPSC 4265 Echocardiography Clinics III

[3 Credits] Continuing clinical experience in two-dimensional and Doppler echocardiography, with additional emphasis on interpretation of echocardiograms.

CPSC 4275 Vascular Clinics II

[5 Credits] Clinical instruction in vascular technology, with emphasis on diagnosis of upper and lower extremity arterial disease.

CPSC 4285 Cardiovascular Seminar

[1 Credit] This course is designed to familiarize the student with current research in echocardiography and vascular ultrasound. Each week selected students present peer-reviewed journal articles of their choice to the class.

CPSC 4295 Echocardiographic Interpretation

[2 Credits] Case-based instruction designed to improve the student's ability to interpret echocardiograms, and to use the appropriate echocardiographic protocol.

CPSC 4300 RRT Review

[2 Credits] This course is designed to prepare students to pass the simulation portion of the National Board of Respiratory Care Registry Examination. Students improve their critical thinking skills through case-based lectures and computer simulations that allow students to manage patient problems relevant to the clinical practice of respiratory care. Emphasis is placed on 1) review, collection, and interpretation of patient data; 2) selection, assembly, use, and assurance of proper function, operation and cleanliness of equipment; and 3) initiation, conduction, monitoring, and modification of prescribed therapeutic procedures.

CPSC 4310 Polysomnography

[4 Credits] This course is designed to provide both didactic and laboratory training in polysomnographic technology. Students will become familiar with the basic and advanced aspects of polysomnographic technology including instrumentation setup and calibration, recording and monitoring techniques, obtaining and evaluating high quality sleep recordings, sleep scoring and event recognition, therapeutic interventions, documentation, professional issues, and patient-technologist interactions related to polysomnographic technology. Laboratory sessions will provide practical experience in the skills required to obtain and evaluate high quality sleep recordings.

CPSC 4320 Respiratory Clinics V

[4 Credits] This course is designed to give the student an opportunity to rotate through a sleep lab, provide community outreach in the forms of respiratory services and education related to pulmonary disease management and the respiratory therapy profession, and serve as a teaching assistant. Through patient contact in a sleep lab, students acquire the clinical experiences necessary to develop the psychomotor skills and clinical competence associated with advanced-level polysomnographic technology. Students also gain teaching and leadership skills as teaching assistants to

junior respiratory therapy students during CPSC 3395 Respiratory Clinics II.

CPSC 4340 Cardiovascular Registry Review

[2 Credits] A review course designed to prepare the student for the echocardiography and vascular technology registry exams.

CPSC 4350 Vascular Clinics III

[6 Credits] Clinical instruction in vascular technology, with emphasis on ultrasonic examination of upper and lower extremity veins, as well as abdominal arteries and veins, intracranial blood vessels, and hemodialysis access fistulas and grafts.

CPSC 4360 Echocardiography Clinics IV

[2 Credits] One day per week of continuing clinical experience in echocardiography, allowing the student to maintain skills.

Medical Technology**MTEC 3101 Clinical Hematology I**

[2 Credits] Instruction in the development, physiology, morphology and function of the cellular elements normally found in blood. Also included will be hemostatic mechanisms and disorders as well as laboratory testing for hemostasis evaluation.

MTEC 3107 Introduction to Immunology

[3 Credits] Study of the structure, synthesis and functions of antibodies, antigen-antibody interaction, and cell-mediated and humoral immunity. Hypersensitivity and tumor immunity will also be covered as well as an introduction to immunologic diseases.

MTEC 3112 Professional Skills in Clinical Laboratory Science

[3 Credits] Introduction to the role of the clinical laboratory scientist as a member of the health care team. Includes theory and practical experience in laboratory safety, phlebotomy, use and care of the microscope, and use of laboratory reagents and measuring devices. Also includes basic quality control, introductory statistics, laboratory math and basic skills for effective teaching in the clinical laboratory setting with emphasis on instructional objectives, learning styles, and exam item composition. Other topics include presentation skills, study skills, and time management.

MTEC 3121 Clinical Hematology Laboratory I

[2 Credits] Discussion, demonstrations and laboratory exercises in routine and specialized manual and semiautomatic hematologic and coagulation procedures. Concurrent registration in MTEC 3101.

MTEC 4102 Clinical Microscopy

[2 Credits] Lectures, discussions, demonstrations, and laboratory exercises focusing on the anatomy, physiology, and pathology of the urinary tract, with emphasis on concepts related to the formation, distribution, and function of urine and body fluids and their physical, chemical, and cellular composition in health and disease.

MTEC 4105. Clinical Parasitology/Myology

[2 Credits] Lecture and laboratory exercises on the classification and identification of medically important parasites and fungi including epidemiology, pathology, and morphology of infective and diagnostic forms.

MTEC 4118 Laboratory Management

[3 Credits] Concepts of medical laboratory management to include the dynamics of leadership, competence and performance improvement, inventory control, interpersonal skills, professional ethics, quality management, laws and accrediting standards regulating laboratories, compliance and third-party reimbursement policies, public relations, principles of marketing and cost accounting, and utilization review. Also includes concepts and principles of research design, exercises in evaluation of published studies, writing test questions, and professional development skills such as resume writing, interviewing, and understanding of compensation including benefits.

MTEC 4120 Clinical Biochemistry Laboratory

[2 Credits] Discussions, demonstrations, and laboratory exercises performed in the student laboratory designed to familiarize the student with the principles, procedures, and interpretation of manual and automated general and advanced techniques as applied in the clinical chemistry laboratory. Includes principles of instrumentation and methods of laboratory quality control. Concurrent registration in MTEC 5109.

MTEC 4121 Clinical Hematology Laboratory II

[2 Credits] Discussion, demonstration, and laboratory exercises performed in the student laboratory designed to familiarize the student with the principles and execution of manual and automated routine and advanced hematology procedures. Emphasis will be placed on performance and interpretation of results of these procedures as applied in the clinical hematology laboratory. Principles of instrumentation and methods of laboratory quality control will also be covered. Concurrent registration in MTEC 5101. Prerequisites: MTEC 3101, 3121.

MTEC 4122. Clinical Immunohematology Laboratory

[2 Credits] Lectures, discussions, demonstrations, and laboratory exercises performed in the student laboratory designed to familiarize the student with the principles, procedures and interpretation of general and advanced techniques as applied in the clinical immunohematology laboratory. Stresses importance of laboratory quality control in transfusion practices. Concurrent registration in MTEC 5111.

MTEC 4125 Clinical Microbiology Laboratory

[1 Credit] Discussions, demonstrations, and laboratory exercises performed in the student laboratory designed to familiarize the student with the principles, procedures, and interpretation of manual and automated techniques in the isolation and identification of clinically significant bacteria. Concurrent registration in MTEC 5104.

MTEC 4130 Clinical Chemistry/Immunology Practicum

[4 Credits] Discussions, demonstrations, and laboratory exercises performed in the clinical laboratory designed to familiarize the student with the principles, procedures and interpretation of manual and automated, general and advanced techniques as applied in the clinical chemistry, immunology, and serology laboratories. Includes principles of instrumentation and methods of laboratory quality control.

MTEC 4131 Clinical Hematology/Microscopy Practicum

[4 Credits] Discussions, demonstrations, and laboratory exercises performed in the clinical laboratory designed to

familiarize the student with the principles, procedures, and interpretation of manual and automated, general and advanced techniques as applied in the clinical hematology, coagulation, urinalysis, and body fluids laboratories. Includes principles of instrumentation and methods of laboratory quality control.

MTEC 4132 Clinical Immunohematology Practicum

[3 Credits] Discussions, demonstrations, and laboratory exercises performed in the clinical laboratory designed to familiarize the student with the principles, procedures, and interpretation of general and advanced techniques as applied in the clinical immunohematology laboratory. Stresses importance of laboratory quality control in transfusion practices.

MTEC 4134 Clinical Phlebotomy Practicum

[1 Credit] Provides the student an opportunity to acquire practical experience in phlebotomy techniques at an affiliated clinical site. Pass/Fail.

MTEC 4135 Clinical Microbiology Practicum

[5 Credits] Discussions, demonstrations, and laboratory exercises performed in the clinical laboratory designed to familiarize the student with the principles, procedures, and interpretation of manual and automated techniques as applied in the microbiology laboratory. Includes methods of laboratory quality control.

MTEC 4139 Review and Application of Clinical Laboratory Concepts

[2 Credits] The course will provide the student with a series of formal comprehensive review components to prepare him/her for the clinical practica and the national certification examinations. An additional component of the course is self-directed learning which provides the student the opportunity to apply skills acquired from course work to clinical laboratory science practice and to demonstrate problem-solving, communication and presentation skills. Students will be required to gather data and present a clinical case study involving several laboratory disciplines and/or solve and present a laboratory management problem.

MTEC 4140 Special Topics in Medical Technology

[1-3 Credits] With the consent of the Department Head, a student may elect to take this course on subjects of current interest in one of the special areas of medical technology. The content area may vary from year to year. The amount of credit a specific topic carries will be stated at registration. Pass/Fail

MTEC 5101 Clinical Hematology II

[2 Credits] Instruction in malignant and non-malignant megakaryocyte, erythrocyte, and leukocyte disorders with emphasis on pathophysiology, clinical and laboratory findings, which help in the differentiation of these disorders. Principles and applications of flow cytometry in the clinical laboratory will also be covered. Prerequisite: MTEC 3101, MTEC 3121.

MTEC 5104 Clinical Microbiology

[4 Credits] Lectures on the physiology, metabolism, and pathogenesis of medically important bacteria and viruses with emphasis on their isolation and identification in the clinical laboratory.

MTEC 5109 Clinical Biochemistry

[4 Credits] Lectures on the physiology and pathology of the major organ systems and their chemical constituents with

emphasis on the principles of analytical techniques, instrumentation, and methodology used in the clinical chemistry laboratory in the investigation of pathological changes occurring in disease states.

MTEC 5111 Clinical Immunohematology

[2 Credits] Lectures on the theories and principles of antigen-antibody reactions as applied to blood-banking techniques with emphasis on cell-typing, cross matching and compatibility problems. Includes case study presentation, interpretation, and discussion.

MTEC 5119 Molecular Diagnostics and Genetics

[3 Credits] Lectures, discussions, demonstrations, and laboratory exercises designed to familiarize the student with the principles and clinical applications of nucleic acid-based molecular testing in the clinical laboratory.

MTEC 5128 Clinical Serology and Immunology

[2 Credits] Lectures, discussions, demonstrations, and laboratory exercises designed to familiarize the student with the principles, procedures, and interpretation of manual and automated techniques as applied in the clinical serology/immunology laboratory. Prerequisite: MTEC 3107.

MTEC 6190 Independent Study in Clinical Laboratory Science

[2-4 Credits] Study and research of a specialized aspect of clinical laboratory science by an individual student under the supervision of a director approved by the department. May be repeated for a maximum of six semester- hours credit with a change in topic and permission of the department.

Occupational Therapy

OCCT 6410 Concepts of Occupation

[4 Credits] Focus is on the history, philosophy, and sociopolitical influences on the profession and theoretical frameworks on which occupational therapy (OT) is built. Other issues include professionalism, scholastic inquiry, and areas of OT practice.

OCCT 6418 Interactive Reasoning

[3 Credits] Occupational therapy process, client-centered care, clinical reasoning, and therapeutic tools will be emphasized, e.g., therapeutic use of self, personal and professional values, interactions with others, and cultural diversity awareness.

OCCT 6432 Health-Disability Continuum

[3 Credits] Disability/illness experience of service recipients and resultant effects upon their occupational performance, quality of life, family roles and responsibilities, the ability to participate in productive activity, and implications of disease and disability on society will be emphasized. Adjustment to disability, current health care issues, and community resources will be discussed.

OCCT 6450 Measurement and Evaluation

[4 Credits] Principles of measurement, methods of assessment, responsibilities of examiners, measurement reliability and validity, standardization process and procedures in testing, components and interpretation of test analysis/assessment of test adequacy will be covered. Opportunities to practice with various instruments will be included.

OCCT 6491 Independent Study

[1-6 Credits] Prerequisite: Consent of the department. The course credit, content, written objectives, and evaluation criteria will be jointly established by the student and instructor. These may be documented in writing and placed in the student's file by the tenth day of the semester or summer term. This course can be retaken for a maximum of six semester-hours credit.

OCCT 6512 Occupational Performance Across the Lifespan

[3 Credits] Emphasis on systems that influence occupational performance and human development across the lifespan, including person-related factors, family dynamics, task requirements, the environment, governmental issues, and cultural demands.

OCCT 6520 Principles of Practice: Adult I

[4 Credits] First of two courses that applies the OT process to adults experiencing occupational performance deficits. Emphasis on factors contributing to successful engagement in occupation through adulthood and conditions that challenge occupational performance in mid to late life.

OCCT 6523 Human Physiology

[4 Credits] Lectures cover physiology of cell, tissue, organ and body systems with emphasis on physiological changes associated with selected pathological conditions. Laboratory demonstrations focus on observation and measurement of function in the body systems, using videotapes and animal experiments.

OCCT 6524 Applied Kinesiology

[3 Credits] Clinical application of anatomy and kinesiology to include the examination of surface anatomy; identification of anatomical landmarks, manual muscle testing, and palpation of joints and muscles, human movement analysis, and conditions that influence the functions of movements will be taught.

OCCT 6530 Applications I: General Practice Concepts

[4 Credits] Presentation of specific occupational therapy intervention techniques for use with clients across the lifespan.

OCCT 6540 Fieldwork Experience I and Seminar

[1 Credit] This course focuses on students' clinical reasoning through fieldwork experience and seminars with particular application to community practice.

OCCT 6614 Principles of Practice: Lifespan

[4 Credits] Medical management and provision of occupational therapy services to orthopedic conditions will be addressed. Laboratory and clinical experiences will provide opportunities to develop related skills.

OCCT 6620 Principles of Practice: Adult II

[4 Credits] Continuation from Principles of Practice: Adult I. Focus on occupational performance problems of the adult with special attention given to aging and performance dysfunction of later life.

OCCT 6624 Medical Conditions

[4 Credits] Medical perspective of conditions frequently encountered by occupational therapists and respective occupational therapy interventions will be detailed.

OCCT 6640 OT Documentation[3 Credits] Common documentation practices used throughout the OT process will be shared including opportunities to develop needed skills.

OCCT 6650 Research I

[3 Credits] Introduction to research designs and data analyses used in quantitative and qualitative studies will be covered; a research proposal will be developed. The critical thinking needed for evidence-based practice and professional writing will be emphasized.

OCCT 6670 Fieldwork Experience IIA

[6 Credits] First of two in-depth, supervised experiences in delivering occupational therapy services in a variety of community settings, full-time for 12 weeks.

OCCT 6716 Management in Occupational Therapy

[3 Credits] Introduction to management principles and issues including current healthcare trends, supervision, conflict management, legal concerns, quality improvement, fiscal management and reimbursement, program outcome studies, marketing strategies and advocacy, and utilization of community resources.

OCCT 6718 Community-Based & Specialized Practice

[3 Credits] Knowledge and experience in program development in emerging community areas of occupational therapy practice will be emphasized.

OCCT 6720 Principles of Practice: Early Life

[4 Credits] Application of the OT process with infants and young children from pre-assessment through intervention within various practice settings will be covered. Teaming with families and other service providers will be emphasized in this course. Assistive technology training provided.

OCCT 6730 Applications II: Specialized Practice Concepts

[3 Credits] OT concepts learned thus far will be integrated with knowledge of patient/client issues to develop skills and concepts of OT evaluation and intervention. Specific client cases involving various pediatric, adolescent, and adult conditions, with resultant occupational performance deficits, will be provided.

OCCT 6750 Research II

[3 Credits] Course emphasis is on the execution of a research protocol, written and oral dissemination of study findings, and the application of published research to practice.

OCCT 6770 Fieldwork Experience IIB

[9 Credits] Second of two in-depth, supervised experiences in delivering occupational therapy services to clients in a variety of community settings, full-time for 12 weeks.

Physical Therapy

PHTH 7000 Physical Therapy Gross Anatomy

[5 credits] A course including lecture and human cadaver dissection which focuses on cell, tissue, and organ systems and the relationship of skeletal, muscular, neurological and vascular systems.

PHTH 7101 Evidence-Based Physical Therapy I:

[4 Credits] This course introduces the student to tools and procedures used in clinical-decision-making. Students will

learn patient-centered interviewing, examination format, and the skills of basic patient handling. The student is initiated into research methodology relevant to clinical practice and/or research applications. Case-based problems are used to assist students in developing relevant questions, developing a matrix for critical literature review and application of knowledge from the literature review to answering of clinical questions.

PHTH 7102 Evidence-Based Physical Therapy II:

[3 credits] Building upon skills introduced in PHTH 7101, this course further develops and elaborates foundational tools and procedures used in clinical decision-making and evidence-based practice. Students will learn further examination and patient management skills including assistive device prescription and training, general patient handling and mobility skills, as well as a variety of endurance and multiple system assessments. Research methodology relevant to clinical practice continues with the critical review of literature related to tests, measures and interventions used physical therapy practice.

PHTH 7110 Introduction to Professional Practice

[1 Credit] This course introduces the student to the role of the professional physical therapist, the American Physical Therapy Association and expected professional behaviors including: appropriate language and physical communication with clients and peers. Clinical labs and case-based problems will be used in developing an awareness of self and others.

PHTH 7111 Professional Practice in Physical Therapy I

[3 credits] This course introduces the student to concepts of professionalism within the realm of healthcare and, specifically, the practice of physical therapy. Methods of documentation and the principles of patient/client teaching are introduced and practiced. Ethical, legal and professional policy issues are introduced. Clinical labs and case-based problems will be used in developing specific skills of legal documentation, patient teach solving of legal and ethical conundrums, and to evaluate students' behavioral outcomes.

PHTH 7112 Professional Practice in Physical Therapy II

[3 credits] Aspects of professional practice introduced in PHTH 7111 are expanded and applied. Current models and theories of developing culturally proficient physical therapy practice are introduced, discussed, and applied to specific cultures commonly seen in regional clinical practice. Students are introduced to the laws and legal organizations that govern the practice of physical therapy both nationally and those specific to the state of Louisiana.

PHTH 7121 Physiological Sciences I

[2 credits] Development of organs, and function of tissues and organs that comprise the gastrointestinal and renal systems will be presented; mechanisms of control and integration of the various functions will be discussed. An introduction to the pathophysiology, genetic basis and therapeutics of some diseases will be included.

PHTH 7122 Physiological Sciences II

[5 credits] Development of organs, and function of tissues and organs that comprise the neurological, endocrine, cardiovascular, and respiratory systems will be presented; mechanisms of control and integration of the various functions will be discussed. An introduction to the pathophysiology, genetic basis, and therapeutics of some diseases will be included as well as an integrated approach to

the effects of chronic stress on cell, organ and whole organism function.

PHTH 7123 Pathophysiology

[4 credits] Building upon knowledge gained in Anatomy and Physiology, this course focuses on the physiological changes that are the result of pathological conditions. Disease processes most commonly seen in physical therapy practice will be emphasized.

PHTH 7130 Foundational Science of Movement

[1 credit] This course introduces the student to anatomic/biomechanical terminology used to describe movement, and to basic histology of connective, nervous, epithelial and muscle tissue as applied to human movement/function.

PHTH 7131 Movement Sciences I

[4 credits] This course introduces the student to basic principles of kinetics and kinematics of movement, as well as regional anatomy and joint structure and function. Changes throughout the life span as they apply to biomechanics and kinesiology will be examined at a very basic level. Through case studies and applied laboratory sessions, the student will master surface anatomy and palpation skills leading to clinical location, description, and differentiation of all major landmarks and anatomical structures.

PHTH 7132 Movement Sciences II

[3 credits] A continuation of PHTH 7131, this course focuses on the maturation of human movement systems and the application of biomechanical, musculoskeletal and neuromaturational principles in the analysis of lifespan motor development and function. This course content builds upon the study of human movement to look at the human body as a whole with emphasis placed on the interplay of human systems in creating and responding to different movements (gait, transfers, exercise, etc.).

PHTH 7140 Physical Therapy Neuroanatomy

[4 credits] This course focuses on the anatomy, physiology and biochemistry of the nervous system, including: normal structure and function of the central, peripheral and autonomic systems; normal and abnormal neurodevelopment. Students learn the neurophysiological mechanisms of pain mediation and the underpinnings of neural mechanisms mediating motor control. Case studies will highlight selected neurological conditions for integrating the foundational science with clinical relevance specific to the practice of physical therapy.

PHTH 7141 Neurosciences I

[1 credit] This course is a continuation of PHTH 7140: Physical Therapy Neuroanatomy with a special focus on normal neurological anatomy and physiology that is vitally pertinent to physical therapy practice. The course will also look at minor pathophysiology of the nervous system in order for the learner to better understand the body's normal response to injury as well as introducing the nervous system's mechanisms of neuroplasticity. The student will also be introduced to the neurological screen and exam as a way to apply the content covered in the different exams and to help integrate this material with co-requisite coursework.

PHTH 7180 Introduction to Clinical Practice

[1 credit] A didactic course that prepares the student for clinical coursework that will be completed at various intervals within the curriculum. Students are introduced to the roles and responsibilities of the program, clinical facility and

faculty, and the student in clinical education. Students learn about the evaluative instruments that are utilized to evaluate student performance and to provide feedback regarding the clinical internship experience, and are introduced to principles of ethics that guide professional conduct, and review legal ramifications involved in clinical education.

PHTH 7203 Evidence-Based Physical Therapy III

[2 credits] This course further develops and elaborates on tools and procedures used in clinical decision-making and evidence-based practice. Previously learned skills in critical literature review and measurement science are applied to the issues of clinical epidemiology, hypothesis testing and outcomes measurement in the context of physical therapy practice.

PHTH 7204 Evidence-Based Physical Therapy IV: Research Analyses

[3 credits] Students apply the foundations of research methodology learned for clinical practice to the principles of scientific research. The theory and basis of hypothesis testing is reviewed in the context of research design. Students receive guidelines for and begin work on their chosen capstone project.

PHTH 7213 Professional Practice in Physical Therapy III

[2 credits] Professional development continues as students explore the psychosocial aspects of providing healthcare to others. Students also study the basic learning theories and teaching methods that they will utilize in clinical education of patients/clients, students and peers; and demonstrate competency in their application of this material in the context of peer-to-peer, classroom teaching.

PHTH 7214 Professional Practice in Physical Therapy IV

[2 credits] Students continue to learn about the legal aspects of providing health care and physical therapy practice. The legal structure of health care organizations and the systems that serve them are reviewed along with fair and legal avenues for providing pro bono services. Legalities of providing appropriate documentation for third party payers and documentation requirements for federal insurance programs are addressed.

PHTH 7233 Therapeutic Interventions

[3 credits] This course focuses on therapeutic intervention aimed at restoring function and maximizing outcomes in a variety of patient populations. Foundations and techniques of therapeutic interventions are explored in the classroom and applied by students in the laboratory settings.

PHTH 7234 Prosthetics & Orthotics in PT

[2 credits] This course will focus on assessment and intervention of patients who require use of prosthetics and orthotics to enhance function and mobility. This course will apply the knowledge of gait kinematics and upper extremity function as they relate to the prescription, fabrication, and use of prosthetics and orthotics.

PHTH 7240 Motor Behavior

[4 credits] This course integrates information from the fields of neuroscience, exercise science, cognitive and sport psychology to build an evidence-based foundation for the evaluation and management of movement dysfunction in physical therapy practice. Students review and debate the evidence and assumptions underlying contemporary theories of motor control and learning. Standardized clinical tools for

the assessment of movement dysfunction and its causes are learned and applied by students in laboratory and clinical settings across a variety of patient populations.

PHTH 7242 Neurosciences II

[2 credits] This course is an introductory study of functional neuroanatomy and neuropathology correlated with specific regional neuropathological conditions. Selected neuropathologies and injuries are studied with respect to etiology, epidemiology, and clinical signs and symptoms. Particular focus is given to neural substrates of cognitive, perceptual, sensory, and motor functions and dysfunctions that arise as consequences of pathology or injury. Case studies are utilized to assist students' integration of functional neuroanatomy with clinical presentation.

PHTH 7243 Neurosciences III

[2 credits] This course is a continuation of PHTH 7241 with more in depth study of functional neuroanatomy and neuropathology of specific diagnoses commonly encountered in physical therapy practice. This course is taught in conjunction with PHTH 7271 to study the full spectrum of patient management. These selected neuropathologies and injuries are studied with special emphasis placed on clinical signs and symptoms, medical diagnosis, radiological examination, medical and pharmacological management and prognosis. Case studies are utilized to assist students' integration of functional neuroanatomy, etiology, epidemiology, and medical evaluation and assessment with clinical presentation.

PHTH 7250 Diagnosis & Management in Cardiopulmonary Dysfunction

[4 credits] This course provides the student with an overview of cardiovascular and pulmonary systems pathologies, medical diagnosis and management; and then focuses on physical therapy diagnosis and management of related physiological and movement dysfunctions. Case studies and laboratory practice facilitate the students' development of skills in examination, assessment, and interventions aimed at restoration of cardiopulmonary health and maximization of functional independence.

PHTH 7261 Diagnosis & Management in Musculoskeletal Dysfunction I

[3 credits] Students examine the principles of orthopaedic medicine and study the etiology, diagnosis, and surgical management of commonly encountered musculoskeletal pathologies across the lifespan. Students learn methods of selective tissue evaluation and mobilization, and apply exercise approaches for the therapeutic management of musculoskeletal dysfunction. Case studies, laboratory and clinic practice facilitate the development of applied skills.

PHTH 7262 Diagnosis & Management of Patients with Musculoskeletal Dysfunction II

[4 credits] Students expand their knowledge and skills in the management of individuals with musculoskeletal dysfunction through the application of manual therapy and interventions that integrate the principles of mechanics, arthrokinematics and osteokinematics. They learn to apply selected modalities in the management of musculoskeletal dysfunction and pain. Case studies and laboratory practice facilitate development of skills in musculoskeletal evaluation, examination, and interventions along with integration of related curricular topics.

PHTH 7271 Diagnosis & Management of Patients with Neuromuscular Dysfunction

[4 credits] Applying the foundational knowledge from neuroscience and movement science courses, students learn to diagnose and manage movement dysfunction in adults and children with cognitive, behavioral, and neuro-motor deficits.

PHTH 7280 Clinical Experience

[3 credits] This clinical course provides students with full-time clinical experience in a mainly acute care setting. The practicum of the course provides clinical reinforcement of the material presented during the first year of study.

PHTH 7300 Prevention, Nutrition & Wellness

[2 credits] Students will actively learn to assess the health needs of individuals, groups and communities through the development of screening programs and promoting healthy lifestyles through the development of wellness program that address preventative medicine, nutrition and the benefits of exercise to a healthy lifestyle. Aspects of nutrition in healing and managing individuals with injury or disease is also addressed.

PHTH 7305 Evidence-Based Physical Therapy V: Research Analyses

[2 credits] Students apply the foundations of research previously introduced to the development of clinical case studies and formal research proposals. Work on the capstone projects will continue.

PHTH 7306 Evidence-Based Physical Therapy VI: Capstone Completion and Defense

[2 credits] Students complete, present and defend the capstone project.

PHTH 7315 Professional Practice in Physical Therapy V

[2 credits] This course further focuses on the preparation of students to enter physical therapy practice. Students will receive information on multiple aspects of entering the profession of physical therapy including information about licensure, attainment and retention of employment, professional organization membership, and other opportunities such as mentoring programs, residency and fellowship programs, as well as specialization. Students will learn how to develop a professional resume and prepare for a professional interview. Students will be given the opportunity to perform mock interviews with local clinicians.

PHTH 7316 Professional Practice in Physical Therapy VI

[2 credits] This course focuses on the many specific roles and responsibilities of individuals within the field of physical therapy practice. Students will further examine the structure of the professional organization with emphasis on opportunity and levels of involvement. The students will receive in depth training on how to educate in the clinical setting with emphasis on clinical instruction of students. The students will also learn about various avenues for patient and professional advocacy as well as service opportunities in the community and profession.

PHTH 7350 Diagnosis & Management of Patients with Integumentary Dysfunction

[2 credits] This course provides the student with an overview of integumentary system pathologies, medical diagnosis and management and focuses on physical therapy diagnosis and management of related physiological and movement dysfunctions. Case studies and laboratory practice will

facilitate the students' development of skills in examination, assessment, and interventions aimed at restoration of integumentary health and maximization of functional independence.

PHTH 7381 Clinical Internship I

[4 credits] A clinical course providing students with a full-time clinical experience in a mainly orthopedic setting. The practicum of the course is designed to provide clinical reinforcement of the material presented during the first two years of study.

PHTH 7382 Clinical Internship II

[4 credits] A 10 week clinical providing students with a full-time clinical experience in a variety acute, inpatient, outpatient and long-term clinical settings. The practicum of the course is designed to provide clinical reinforcement of the material presented to date in the curriculum

PHTH 7383 Clinical Internship III

[4 credits] A 10-week clinical providing students with a full-time clinical experience in a variety acute, inpatient, outpatient, and long-term clinical settings. The practicum of the course is designed to provide clinical reinforcement of the material presented to date in the curriculum

PHTH 7391 Administrative Skills in Physical Therapy I

[2 credits] Students explore topics essential to effective management within health care organizations and operations. Students engage in clinical administrative simulations designed to develop management skills and facilitate administrative problem solving.

PHTH 7392 Administrative Skills in Physical Therapy II

[2 credits] As a continuation of PHTH 7391, students apply their knowledge of administration to the exercise of designing a physical therapy practice in one of a variety of healthcare environments.

PHTH 7400 Practicum in Client and Peer Teaching

[2 credits] This is a classroom and clinic based course in which students practice the application of their teaching skills in the context of patient care and in the context of clinical teaching to peers. Second year students will participate in teaching of basic skills to first year in DPT 7102. Before going into the clinics where they will apply teaching principles in the context of patient and family education. Finally, students will develop and present and educative review of the literature on a topic of their choice to faculty and peers.

PHTH 7401 Practicum in Integrative Practice I

[4 credits] The first of two problem-based courses in which students manage simulated patient cases designed to foster integration of all aspects of the doctoral curriculum in physical therapy.

PHTH 7402 Practicum in Integrative Clinical Practice II

[4 credits] The second of two problem-based courses in which students manage simulated patient cases designed to foster integration of all aspects of the doctoral curriculum in physical therapy.

PHTH 7800 Independent Study

[1-3 credits] This is an optional learning experience. Students, under the guidance of a faculty advisor, engage in the in-depth study of advanced topics related to the practice

and profession of physical therapy. (This course may be repeated for a total of 12 credits).

Physiology**PHYSIO 3123 Human Physiology**

[4 Credits] Lecture/laboratory course covering general human physiology

PHYSIO 6523 Human Physiology

[4 Credits] A lecture and laboratory course that focuses on the physiology of cell, tissue, organ, and body systems with emphasis on physiological changes associated with selected pathological conditions. Laboratory demonstrations focus on observation and measurement of function in the body systems.

Rehabilitation Counseling**REHAB 5601 Foundations of Rehabilitation Counseling**

[3 Credits] Students learn the legislative, historical, and philosophical roots of rehabilitation. Topics covered include federal and local mandates for the rehabilitation of individuals with disabilities, independent living concepts, and the basic principles of human services and helping techniques. A comprehensive review of the variety of rehabilitation programs across the public, private non-profit and proprietary settings is provided. Emphasis is placed on ethical decision-making related to working with people who have disabilities and the development of a case management approach to providing services. Students make field site visits to various rehabilitation settings for practical exposure to actual functioning of rehabilitation systems and the disability groups they serve.

REHAB 5602 Medical Aspects of Disability

[3 Credits] Knowledge and understanding of the medical and functional implications of a wide variety of disabilities are acquired. Curriculum components include learning medical terminology and the use of medical information for facilitating the vocational rehabilitation and independent living of people with physical, sensory, and mental disabilities. The medical and psychological needs as well as individual and community resources typically associated with treating and managing these conditions are reviewed. Emphasis is placed on assessing, discussing, and resolving the personal, professional, and environmental challenges each disability presents.

REHAB 5603 Psychosocial and Cultural Aspects of Disability

[3 Credits] Students acquire knowledge and understanding of the myriad psychosocial facets of the status and experience of disability. Curriculum components include identification and discussion of psychological and sociological issues associated with disability and their impact on vocational rehabilitation, community living and social perception. The focus of the course is analysis of the total situation of living with a disability, including: environmental and attitudinal barriers and resources; multicultural and other counseling process issues; personal reflection about one's attitudes and motivations as a helping professional; educational, vocational and socio-economic opportunities; adjustment to disability and interpersonal interaction; influences of the family, popular culture, technology, and the consumer empowerment movement.

REHAB 5612 Development across the Life Span

[3 Credits] This course studies the processes underlying human growth and development across the lifespan from conception through childhood, adolescence, adulthood, and aging to death. The interaction of biological, cultural, and environmental factors will be considered in studying the physical, intellectual, social, emotional, and moral development of a person. This course will present the normal range of responses, reactions, and behaviors of age-related development.

REHAB 5651 Supervised Project in Rehabilitation

[1-3 Credits] Students participate in research, community activities, resource development, and special projects requiring literature reviews, report preparation, skill demonstrations, and public education. Credit is assigned depending on the amount of time spent on the project per week. Contracts are developed between students and faculty members before registration for the course. Permission of instructor is required. S/U grading.

REHAB 5652 Supervised Project in Vocational Evaluation

[1-3 Credits] Students participate in an advanced practicum in vocational evaluation with emphasis on interview techniques, vocational plan development, measurement issues, and the coordination and use of various tests and work samples. The course emphasizes actual practice in determining current levels of client functioning in order for a student to gain a basic competency level in the area of diagnostic and prognostic procedures. Permission of instructor is required. S/U grading.

REHAB 5653 Human Behavior Management

[3 Credits] This course introduces the principles of human behavior and techniques for managing behavioral change in a variety of rehabilitation settings. Students learn to target socially significant behaviors, to select behavioral strategies to improve targeted behaviors and to demonstrate a reliable relationship between the behavior change strategy and the improved behavior.

REHAB 5654 Psychiatric Rehabilitation

[3 Credits] Rehabilitation practice and the rehabilitation model of intervention in mental health settings are reviewed. Emphasis is placed on areas such as diagnosis, treatment options, increasing consumer skills and resource management, vocational strategies, community integration, and program evaluation.

REHAB 5658 Substance Abuse in Rehabilitation

[3 Credits] This course explores rehabilitation issues of a variety of substance abuse-related disabilities. Emphasis is placed on the 8-core competencies that rehabilitation counselors would practice in a substance abuse treatment setting. Each counseling core competency is highlighted with an examination of various theories and types of substance abuse counseling interventions. Other topics covered include the psychopharmacology of commonly abused drugs and issues accompanying a co-existing substance related disability and other disability. Lastly, policy issues pertaining to the services provided to individuals with substance abuse-related disabilities are examined.

REHAB 5659 Professional Communications

[3 Credits] Professional-level oral and written communication skills germane to success as a rehabilitation counselor are further developed in this course. Learning resources,

including student assignments, focus upon the organization content, and style of professional writing and professional presentation activities across a spectrum of rehabilitation counseling responsibilities and opportunities.

REHAB 5660 Contemporary Issues in Rehabilitation Counseling

[3 Credits] This course examines current issues and research in Rehabilitation Counseling. Emphasis is on interdisciplinary teamwork and facilitating models of service delivery that emphasize integrated, comprehensive services that are mutually planned by the consumer and rehabilitation counselor. Includes topics such as conflict resolution, problem solving, stress management, death and dying, chronic pain, and program evaluation. Topics may vary from semester to semester.

REHAB 5661 Introduction to Play Therapy

[3 Credits] This course is intended as an Introduction to Play Therapy in counseling when working with children. Students will be presented with the history of play therapy, its varying models, as well as rationale for play therapy, and basic practice skills.

REHAB 5662 Private Sector Rehabilitation Counseling

[3 Credits] This course will provide an in-depth look into the private sector of the vocational rehabilitation field, including aspects of Workers' Compensation, third party litigation, Social Security hearings, and Life Care Planning with an emphasis on Licensure and Certification. This course will provide detailed information, resources and professional contacts in the industry preparing counselors for future career opportunities through instruction and discussion by professionals in Private Sector community and through the use of a blended learning program. This course will also prepare counselors to serve people with disabilities and assume a full range of responsibilities required in a variety of rehabilitation agencies and organizations, as well as contribute to scholarship and services in the rehabilitation community.

REHAB 6611 Counseling Theories and Practices

[3 Credits] An examination of the generic model of the counseling process and a detailed critical review of several major counseling theories relevant to rehabilitation counseling are conducted. Special attention is given to the counseling needs of diverse special populations and cultural groups. An ultimate goal of the course is to enable students to develop a theoretically based personal approach to counseling.

REHAB 6612 Counseling Pre-Practicum

[3 Credits] Students are instructed in basic counseling and communication skills. This lab-oriented class uses videotaped role plays to help students learn basic communication and counseling skills. Students receive individualized feedback from the faculty instructor as well as their peers. Pre-requisite: REHAB 6611. P/F grading.

REHAB 6614 Group Process and Counseling

[3 Credits] The dynamics of group interactions are examined from both theoretical and practical perspectives. Topics addressed include types of groups (including peer, support, and problem/issue groups), marriage and family concerns, leadership styles, counselor roles, and models of problem resolution. The student acquires practical experience as both a member and a leader of groups. Pre-requisites: REHAB 6611, REHAB 6612.

REHAB 6630 Vocational Counseling/Career Development

[3 Credits] Vocational, career, and occupational resources and systems and how to access and utilize them with individuals with disabilities are discussed in detail. This course includes a discussion of state of the art practices in areas such as supported employment, proprietary rehabilitation, and computerized vocational instruments. Students learn career development theories and how to apply them to counseling individuals with disabilities. Students make field site visits to identify community vocational resources and gain exposure to occupational classifications within local businesses and industries.

REHAB 6632 Assessment in Rehabilitation

[3 Credits] Basic testing and measurement concepts, the practices of vocational (work) evaluation, and psychological assessment are explored. Students receive instruction in and practice using measurement techniques including psychometric tests (such as intelligence, achievement, aptitude, interest, and personality tests), behavioral assessment, situational assessment, ecological assessment, and work samples. Students learn how to apply assessment data gathered to the formulating service plans for people with disabilities. Issues related to test modification for people with severe disabilities are emphasized. Pre-requisite: REHAB 6640.

REHAB 6634 Ethics in Rehabilitation Counseling.

[3 Credits] This course is designed to provide the graduate student with an overview of current legal, ethical, and professional issues related to the practice of rehabilitation counseling. The course focuses on providing the students with a point of reference from which to define acceptable professional behavior based upon the Code of Professional Ethics for Rehabilitation Counselors, on helping students understand the problems, issues and concerns confronting rehabilitation practitioners, and on developing an ethical awareness and problem solving mindedness that cuts across job functions and work settings.

REHAB 6640 Research Methods and Techniques in Rehabilitation

[3 Credits] This course will provide a learning experience for students so that by the end of the semester they will have attained a basic knowledge of research design, interpretation of research findings, and utilization of results. This course is a review of basic statistics and their application to behavioral sciences. Research design and methodology are presented, offering students the opportunity to develop individual research projects during the semester. Special attention will be made to facilitate the use of research design in problem solving.

REHAB 6641 Practicum in Rehabilitation

[3 Credits] Students acquire field counseling experience and firsthand knowledge of the purpose, function, services, and clientele of an agency. Students apply knowledge learned in didactic courses and achieve specific competencies in rehabilitation counseling during the course of their off-site placement in a rehabilitation setting and in the Department's counseling clinic. Supervision is provided by a professional in the facility or program, and by the departmental faculty. Pre-requisites: REHAB 6611, REHAB 6612. Permission of Department. P/F grading.

REHAB 6643 Rehabilitation Internship

[6-12 Credits] A full-time placement in a rehabilitation setting is provided. In addition, students work in the

Department's counseling clinic. Students are placed in a setting that is related to their career goals. The student is expected to take on the full complement of duties expected by a rehabilitation counselor in that setting. These include, but will not be limited to, individual counseling, case management, utilization of community resources, advocacy, and client assessment. Supervision is provided by a professional in the facility or program and by the departmental faculty on both counseling and case management issues. This course includes a weekly group meeting with the faculty supervisor in which case management and counseling process issues are reviewed. Prerequisites: Students must have completed at least 42 of the 48 non-internship hours (including REHAB 6611, REHAB 6612, REHAB 6614, REHAB 6641) and have successfully passed the departmental comprehensive exam. Permission of Department. P/F grading.

REHAB 6650 Rehabilitation Counseling Research Practicum

[1-6 Credits] The research practicum is designed to involve students with ongoing research in Rehabilitation Counseling. Students are involved in a variety of research activities with a designated faculty member that include: conceptualization of a research project, library research concerning a research topic, stimulus material design, data collection, data entry, data analysis, writing tasks relevant to the research, presentation of findings, and publication of research articles. Students are assigned to a faculty member. The specific nature of the student's activities will be determined in consultation with the faculty member and formalized in a research practicum contract signed by both the student and faculty member. Credits may be taken in increments of 1 to 6 credits in any semester. A one-credit load is the equivalent of three hours per week of student activity. Students must accumulate a minimum of 3 credits of research practicum. Although students may take research practicum hours in addition to the 3 required, any such additional hours cannot be used to take the place of a program elective or special topics course. Permission of instructor is required. S/U grading.

Communication Disorders**SPTHAUD 5100 Survey of Communication Disorders**

[3 Credits] A survey of the normal and abnormal processes in communication including articulation, voice, fluency, language and hearing disorders. Audiology students may take this course to meet the speech disorders requirement.

SPTHAUD 5131 Hearing Science

[3 Credits] The basic principles of acoustics related to hearing will be introduced along with the anatomy and physiology of the auditory system. Topics include: generation, transmission, and measurement of sound; peripheral and central auditory system.

SPTHAUD 5132 Speech Science

[3 Credits] The basic principles of acoustics related to speech will be introduced. Topics include generation, transmission, and measurement of sound; frequency, intensity and duration, waveform composition, physiologic and psychologic aspects of acoustic phonetics.

SPTHAUD 5134 Normal Language Acquisition

[3 Credits] This course provides an introduction to the scientific study of language. Linguistic terminology and subsystems, sociolinguistics, and psycholinguistics with

emphasis on normal aspects of language acquisition are presented. Implications of linguistic theory for the practice of speech language pathology are addressed.

SPTHAUD 5136 Clinical Phonetics and Phonology

[3 Credits] This course introduces articulatory phonetics and transcription using the International Phonetic Alphabet, including extensions for abnormal speech. An overview of normal aspects of articulation and phonology including coarticulation, segmental and non-segmental phonology, and phonological acquisition will also be included. Laboratory exercises are included

SPTHAUD 5201 Introduction to Diagnostic Audiology

[3 Credits] Introduction to basic audiological testing concepts and procedures including the audiogram, pure tone audiometry, masking, speech testing, and immittance. Students acquire basic proficiency in test procedures.

SPTHAUD 5203 Principles of Managing the Hearing Impaired

[3 Credits] This course will focus on the habilitation/rehabilitation of individuals with hearing impairments. Varying procedures and rationales for management in a variety of settings will be discussed. Psychological, social, and educational aspects of hearing impairment in children and adults will be addressed.

SPTHAUD 5204 Language Disorders of Children: Assessment and Management

[3 Credits] Varying types of language impairment that are found in children with atypical development are overviewed. Standardized and nonstandardized assessment procedures are presented, and basic intervention techniques for children are addressed.

SPTHAUD 5206 Articulation and Phonological Disorders

[3 Credits] This course provides an overview of speech sound production disorders and their etiology in children. Procedures for the assessment and phonological analysis of child speech will be presented. Treatment approaches -- with emphasis on the establishment, generalization, and maintenance phases -- will be covered.

SPTHAUD 5208 Aphasia and Related Disorders

[3 Credits] Normal and disordered aspects of cognitive/information processing will be studied. The nature, assessment, and management of aphasia will be addressed from multiple theoretical and practical perspectives.

SPTHAUD 5490 Methods and Issues in Communication Disorders I

[2 Credit] Presentations and lectures on a variety of professional and clinical issues in audiology and speech language pathology.

SPTHAUD 5991 Diagnostic Audiology I

[3 Credits] Basic audiology test battery (air, bone, speech, masking and immittance) for beginning Au.D. students.

SPTHAUD 5492 Methods and Issues in Communication Disorders II

[2 Credits] Presentations and lectures on a variety of professional and clinical issues in audiology and speech language pathology.

SPTHAUD 5494 Methods and Issues in Communication Disorders III

[2 Credits] Presentations and lectures on a variety of professional and clinical issues in audiology and speech language pathology.

SPTHAUD 5496 Clinical Methods and Issues in Communication Disorders I

[2 Credits] Presentations and lectures on a variety of clinical issues in audiology and speech language pathology.

SPTHAUD 5498 Clinical Methods and Issues in Communication Disorders II

[2 Credits] Presentations and lectures on a variety of clinical issues in audiology and speech language pathology.

SPTHAUD 5499 Issues in Communication Disorders

[1 Credit] Presentations and lectures on a variety of professional and clinical issues in audiology and speech language pathology. Pass/fail

SPTHAUD 5991 Diagnostic Audiology I

[3 Credits] Basic audiology test battery (air, bone, speech, masking and immittance) for beginning Au.D. students.

SPTHAUD 6100 Research in Communication Disorders

[3 Credits] Ethical and methodological considerations in speech-language pathology and audiology research. Critical evaluation of research. Application of research to clinical practice.

SPTHAUD 6111 Clinical Laboratory I

[1 Credit] First year (beginning) students will be paired with an advanced practicing student to observe clients throughout the semester. Students will be required to test several simulated patients via computer programs.

SPTHAUD 6121 Clinical Laboratory II

[1 Credit] Continuation of Clinical Laboratory I with students simulating more difficult cases and testing other students for practice. Observation of advanced students will continue.

SPTHAUD 6130 Neuroscience

[3 Credits] The structure and function of the nervous system are presented and analyzed, with an emphasis on hearing, speech, and language central organizations. Emphasis is on normal structure and function so the clinician can better understand abnormalities.

SPTHAUD 6131 External Observations

[1 Credit] Multi day observations at some of the following offsite locations: ENT office, hearing aid manufacturer, private practice, hospital. Experiences must be summarized into a written report.

SPTHAUD 6201 Anatomy and Physiology of Speech and Hearing

[4 Credits] Detailed anatomy and physiology of the systems involved in speech and hearing, including cadaver dissection. The nervous system, respiration, phonatory-articulatory systems, and auditory system are included. Laboratory required.

SPTHAUD 6203 Advanced Diagnosis in Audiology

[3 Credits] This course focuses on the development, administration, and interpretation of advanced procedures in audiology. Included are immittance audiometry, otoacoustic emissions, speech audiometry, and tests for pseudohypacusis. Integration of the total audiological test battery to assess the site of lesion of aural pathologies will be examined. Clinical laboratory is required.

SPTHAUD 6204 Motor Speech and Related Disorders

[3 Credits] This course will focus on motor speech disorders (e.g., dysarthria and apraxia of speech). The neuroanatomy and neurophysiology underlying these disorders will be explored. Motor control will be addressed across the domains of acoustics, aerodynamics, and kinematics. The assessment, diagnosis, and treatment of motor speech disorders will be approached from both theoretical and clinical perspectives.

SPTHAUD 6205 Auditory Evoked Potentials

[3 Credits] This course is designed to explore the normal neuroanatomy and neurophysiology of the auditory system. Included will be an overview of normal and abnormal function, assessment, and treatment techniques. Administration and interpretation of auditory brainstem response testing will be emphasized. Clinical laboratory is required.

SPTHAUD 6206 Infant Intervention

[3 Credits] Assessment, intervention, and parental training for at-risk infants will be covered. The course will focus on the management of infants at risk and include clinical experiences in short-term neonatal intensive care, long-term infant programming, and interdisciplinary evaluations and intervention. Training will be provided in home programming, classroom and individual intervention. Parental support groups will be discussed.

SPTHAUD 6208 Geriatric Intervention

[3 Credits] The purpose of this course is to provide an understanding of communication changes, communication disorders, and service delivery options from a gerontological perspective. An overview of direct services offered to communicatively impaired older adults and ancillary or support services will be given. Treatment strategies addressing environment, significant others, and associated professional services will be covered.

SPTHAUD 6207 Introduction to Hearing Aids

[3 Credits] This course emphasizes hearing aid hardware, signal processing, and basic clinical procedures including electroacoustical analysis and real-ear measurement.

SPTHAUD 6209 Speech Audiometry

[3 Credits] The principles and procedures for assessing detection, recognition, and identification of speech signals by a listener are studied. Rationales and development of speech testing materials and parameters influencing speech intelligibility are investigated.

SPTHAUD 6210 Fluency Disorders

[3 Credits] The theoretical foundations of dysfluent behavior will be reviewed. Differential diagnosis, principles of therapeutic techniques for children and adults will be studied.

SPTHAUD 6211 Listening

[3 Credits] The listener is studied as an integral part of the verbal communication system. Theories of listening, assessment, and improvement of listening are examined.

Procedures to function at maximum capacity in the verbal communication process are presented.

SPTHAUD 6212 Voice and Related Disorders

[3 Credits] This course addresses the nature, course, evaluation, and treatment of voice and related disorders in children and adults.

SPTHAUD 6214 Diagnosis and Evaluation in Speech-Language Pathology

[3 Credits] The diagnostic process as it pertains to all speech-language pathology disorders will be presented. The course covers application of evaluation principles and methods of both formal and informal measurement in speech-language pathology.

SPTHAUD 6216 Augmentative Communication

[3 Credits] This course will explore the assessment and treatment of persons requiring non-speech communication.

SPTHAUD 6218 Dysphagia

[3 Credits] Lectures will cover anatomy and physiology of the normal swallow, abnormal physiological and anatomical conditions leading to dysphagia, and assessment and treatment of strategies for swallowing disorders.

SPTHAUD 6220 Cleft Palate and Craniofacial Disorders

[3 Credits] This course provides a foundation in the symptomology, etiology, assessment, and treatment of communication disorders associated with cleft palate and craniofacial syndromes. Multidisciplinary management, including medical and dental care, is emphasized.

SPTHAUD 6221 Advanced Hearing Aids

[3 Credits] This course places an emphasis on selection of hearing aid parameters, verification of fit, validation of benefit, orientation to use and care, and troubleshooting. Prerequisite: SPTHAUD 6207.

SPTHAUD 6222 Language Learning/Language Disorders in School-Age Children

[3 Credits] This course covers diagnostic and management issues pertinent to older children with language and/or language learning disorders; transdisciplinary and interdisciplinary models of collaboration with teachers, special educators, related service providers, and families.

SPTHAUD 6226 Supervision in Communication Disorders

[1-3 Credits] This course is designed for practicing clinicians or advanced master level students interested in styles and components of the supervisory process. Participation in supervisory experiences will be required, with the amount of supervision practicum dependent upon the amount of clinical experience. Permission of the department is required for enrollment.

SPTHAUD 6227 Medical Audiology

[3 Credits] A study of the interaction among the anatomical and physiological components of the auditory system and various medical conditions as reflected in the sound transmission characteristics of the auditory system.

SPTHAUD 6228 Medical Aspects of Speech-Language Pathology

[3 Credits] This course is designed to develop students' familiarization with issues related to the practice of speech-

language pathology within the healthcare environment. Topics will include charting, medical abbreviations, ethics, multicultural considerations, and universal precautions. Additionally, as the final course in the sequence of neurogenic communication disorders, one section will be focused on the evaluation and treatment of communication disorders associated with Traumatic Brain Injury (TBI).

SPTHAUD 6230 Seminar in Speech-Language Pathology

[1-3 Credits] This seminar will address a variety of topics in speech-language pathology. Topics may vary each semester. This course may be repeated for credit when the topic is different.

SPTHAUD 6231 Auditory Processing Disorders

[3 Credits] This course reviews the anatomy and physiology of the central auditory pathway. The development, administration and interpretation of tests of central auditory function are presented as well as current remediation strategies. Clinical laboratory is required.

SPTHAUD 6232 Seminar in Language Disorders

[1-3 Credits] This seminar will address a variety of topics in language disorders. Topics may vary each semester. This course may be repeated for credit when the topic is different.

SPTHAUD 6234 Seminar in Speech Disorders

[1-3 Credits] This seminar will address a variety of topics in speech disorders. Topics may vary each semester. This course may be repeated for credit when the topic is different.

SPTHAUD 6235 Psychoacoustics and Speech Perception

[3 Credits] The determination of psychological correlates of the physical parameters of acoustics will be studied. The general problem of inferring sensation or perception from behavioral data utilizing psychophysical methods and decision theory will be examined.

SPTHAUD 6236 Seminar in Basic Human Communication Processes

[1-3 Credits] This seminar will address a variety of topics in basic human communication processes. Topics may vary each semester. This course may be repeated for credit when the topic is different.

SPTHAUD 6237 Advanced Electrophysiological Techniques

[3 credits] This course investigates origins and applications of evoked potentials looking at early, middle, and late responses including ECoG, ABR, MLR, LAER, and endogenous (e.g., MMN and P300) potentials. Case studies and detailed analyses of wave forms are emphasized.

SPTHAUD 6247 Hearing Conservation

[3 Credits] The student learns how to implement a comprehensive noise program following the OSHA guidelines. Topics include noise measurement, noise-hazards, noise-abatement, and noise-safety programs. Hearing conservation is discussed.

SPTHAUD 6273 Pediatric Audiology

[3 Credits] A developmental approach to the evaluation of hearing of the neonate, infant and young child will be studied. The principles and procedures for screening, testing, and monitoring the pediatric client will be presented. Laboratory.

SPTHAUD 6298 Independent Study Speech Pathology

[1-3 Credits] This course is geared to individual needs of students to explore an area with faculty guidance. May be repeated for a total of 6 credit hours.

SPTHAUD 6299 Independent Study-Audiology

[1-3 Credits] This course is geared to individual needs of students to explore an area with faculty guidance. May be repeated for a total of 6 credit hours.

SPTHAUD 6461 Seminars in Audiology

[1-3 Credits] Seminar type course that will address a variety of topics in audiology. Topics will vary each semester. May be repeated for credit.

SPTHAUD 6500 Thesis in Speech-Language Pathology

[1-6 Credits] Enrollment in this course will result in the development of a research project culminating in an original contribution to the scientific literature that is of publishable quality. Approval of the student's thesis committee is required prior to enrollment. This course may be repeated for credit, although no more than 6 credit hours will count to the degree. Students must be registered in all semesters until thesis is finished.

SPTHAUD 6581 Cochlear Implants and Other Specialized Hearing Devices

[3 Credits] Treatment of profoundly hearing impaired adults and children is discussed. Function, assessment, and performance of cochlear implants is investigated from inception to current practice. Assessment and treatment techniques incorporating implantable hearing aids, tactile aids, and assistive listening devices are presented.

SPTHAUD 6701 Clinical Practicum Audiology

[1 Credit] Supervised clinical experiences for audiology students. For those students assigned to on-site clinic at the LSUHSC Department of Communication Disorders Clinic, the clinic assignment will include on-call time with hearing aid dispensary, and duties as described in the Clinic Handbook.

SPTHAUD 6702 Clinical Practicum Speech-Language Pathology – Level 1

[1 Credit] This course involves supervised clinical experiences for speech language pathology students.

SPTHAUD 6704 Clinical Practicum Speech-Language Pathology – Level 2

[1 Credit] This course involves supervised clinical experiences for speech-language pathology students.

SPTHAUD 6706 Clinical Practicum Speech-Language Pathology – Level 3

[1 Credit] This course involves supervised clinical experiences for speech-language pathology students.

SPTHAUD 6708 Clinical Practicum Speech-Language Pathology – Level 4

[1 credit] This course involves supervised clinical experiences for speech-language pathology students.

SPTHAUD 6710 Clinical Practicum

Speech-Language Pathology – Level 5

[1 credit] This course involves supervised clinical experiences for speech-language pathology students. Enrollment in this course may be repeated.

SPTHAUD 6711 Supplemental Practicum

Audiology

[1-8 Credits] Additional supervised clinical experiences for Audiology students. Must be taken with 6701. Grading will be S/U. Does not count towards any Departmental or ASHA requirements.

SPTHAUD 6712 Supplemental Practicum Speech Pathology

[1-8 Credits] Additional supervised clinical experiences for Speech-Language Pathology students. Must be taken with 6702, 6704, 6706, 6708, or 6710. Grading will be S/U. Does not count towards any Departmental or ASHA requirements.

SPTHAUD 7131 Principles of Managing the Pediatric Hearing Impaired

[3 Credits] This course focuses on the habilitation/rehabilitation of children, age 0 to 18 with hearing impairments. Psychological, social, and educational aspects of hearing impairment in children are addressed. Parental and family counseling are discussed. Pediatric hearing aid fitting, educational audiology, and speech perception testing are included.

SPTHAUD 7211 Electronystagmography (ENG)

[3 Credits] This course will focus on the functional anatomy and physiology of the vestibular system, with emphasis on administration and interpretation of standard clinical tests of ENG. Extensive laboratory work will be required. This course is the prerequisite for the advanced vestibular testing and rehabilitation course.

SPTHAUD 7215 Adult Aural Rehabilitation

[3 Credits] This course focuses on adult (18 years and older) aural rehabilitation. Psychological and social aspects of hearing impairment are discussed. Assistive Listening Devices are addressed. Counseling the adult patient, structured aural rehab sessions, and the latest methods for adult hearing aid fittings are presented.

SPTHAUD 7225 Genetics

[1 Credit] The science of genetics as it applies to audiology and hearing.

SPTHAUD 7231 Clinical Rotation

[1 Credit] This is a 4 to 6 week offsite clinical audiology placement. It may be repeated for credit.

SPTHAUD 7233 Research Laboratory Experience

[1 Credit] Since solving clinical problems involves procedures very similar to those used by the laboratory researcher, AuD practitioners must have some knowledge of research methods. Students will team up with a research scientist and assist or participate in research activities over the course of a full semester.

SPTHAUD 7235 Instrumentation

[2 Credits] Participants will develop an understanding of issues involved in measuring sound including calibration of equipment, trouble shooting, use of terms and technical aspects of equipment. Lab required.

SPTHAUD 7239 Geriatric Audiology

[2 Credits] This course is an overview on the anatomical and physiological effects of aging on the peripheral and central auditory system. Subjective and objective measurements will be discussed as well as rehabilitation methods.

SPTHAUD 7311 Hearing Aid Modification and Repair

[1 Credit] Lecture and lab work on hearing aid repair and earmold modification.

SPTHAUD 7315 Introduction to Sign Language

[1 Credit] Introduction to basic sign systems and rudimentary ASL.

SPTHAUD 7319 Practice Management in Audiology

[3 Credits] This course considers the non-clinical aspects of professional practice. Topics presented include ethics, employment, billing, information management, suppliers and manufacturers, private practice, laws and regulations.

SPTHAUD 7323 Advanced Vestibular Testing and Rehabilitation

[3 Credits] New computer assisted balance evaluation techniques will be discussed. Additional postural tests to be used in conjunction with the ENG evaluation will be presented to aid in diagnosis. Quality of life scales and balance rehabilitation techniques will be discussed.

SPTHAUD 7325 Sign Language II

[1 Credit] Basic sign language for audiologists and other health professionals. Introduction to Sign Language is a prerequisite for this course.

SPTHAUD 7329 Pharmacology

[1 Credit] Basic pharmacology course for audiologists and other health professionals. This course focuses on the actions of drugs that will affect hearing.

SPTHAUD 7331 Tinnitus

[1 Credit] Generation, assessment, and management of tinnitus will be discussed. Associated pathologies, quality of life scales, rehabilitative devices, and specific rehabilitation procedures are included.

SPTHAUD 7501 Externship I

[6 Credits] This course is part of a 9 to 12 month externship designed to provide the student with at least 35 hours per week of audiology experience. May be repeated until clinical training is completed.

SPTHAUD 7502 Externship II

[6 Credits] This course is part of a 9 to 12 month externship designed to provide the student with at least 35 hours per week of audiology experience. May be repeated until clinical training is completed. Prerequisite: satisfactory completion of Externship I.

SPTHAUD 7503 Externship III

[6 Credits] This course is part of a 9 to 12 month externship designed to provide the student with at least 35 hours per week of audiology experience. May be repeated until clinical training is completed. Prerequisite: satisfactory completion of Externship II.

FACULTY ROSTER

EMERITI

BYERS, VINCENT W., PhD, University of Pittsburgh, 1961
Emeritus Professor of Communication Disorders
LAWRENCE, LOUANN, DrPH, University of Texas, 1994
Emeritus Professor of Clinical Laboratory Sciences
WEISS, ELIZABLETH L., PhD, Tulane University, 1988
Emeritus Professor of Physical Therapy

ALARIO, CATHY, BS, Nicholls State University, 1979
Instructor of Clinical Laboratory Sciences
ALIG, KELLY L, MA, Texas Woman's University, 2001
Assistant Professor of Clinical Occupational Therapy
AMADON, SHERRY, BS, LSU Health Sciences Center, 1986
Instructor of Cardiopulmonary Science
ARCEMENT, COREY P, BS, LSU Health Sciences Center, 1988
Instructor of Physical Therapy
BABIN, MICHAEL D, BS, LSU Health Sciences Center, 1990
Instructor of Physical Therapy
BAGBY, GREGORY, PhD, West Virginia University, 1979
Professor of Physical Therapy
BAKEER, MONA K, PhD, Tulane University, 1995
Assistant Professor of Clinical Laboratory Science
BANAJEE, MEHER, PhD, Louisiana State University, 2007
Assistant Professor of Clinical Communication Disorders
BARRETT, BRIDGET, BS, Northeast Louisiana University, 1984
Instructor of Clinical Laboratory Sciences
BARROQUERE, CATHERINE, BS, LSU Health Sciences Center, 1990
Instructor of Clinical Laboratory Sciences
BENDERNAGEL, CORRINE, MEd, Auburn University, 1989
Instructor of Clinical Rehabilitation Counseling
BERNARD, ROBIN, BS, Northeast Louisiana University, 1982
Instructor of Clinical Laboratory Sciences
BLANCHARD, MARK J, MS, Texas Women's University, 1992
Instructor of Occupational Therapy
BLANCO, MARIA, Med, University of New Orleans, 2004
Assistant Professor of Interdisciplinary Human Studies
BOOTH, CHIPLEY, BS, LSU Medical Center, 1976
Instructor of Clinical Laboratory Sciences
BOYTER, LORI L, BS, LSU Health Sciences Center, 1997
Instructor of Physical Therapy
BRACKIN, LAURA, PhD, Louisiana State University, 2005
Assistant Professor of Interdisciplinary Human Studies
BROUSSARD, LARRY, PhD, University of Texas, 1974
Professor of Clinical Laboratory Sciences
BUCKINGHAM, HUGH W, PhD, University of Rochester, 1974
Clinical Professor of Communication Disorders
CAIRO, J. M., PhD, LSU Medical Center, 1986
Professor of Cardiopulmonary Science, Dean of School of Allied Health Professions
CALDERON, LUISA, BS, LSU Health Sciences Center, 1989
Instructor of Clinical Laboratory Sciences
CARDONA-LETULLE, CLARISA, BSc, National Autonomous University of Honduras, 1985
Instructor of Clinical Laboratory Sciences
CARLSON, PHYLLIS, BS, LSU Health Sciences Center, 1980
Instructor of Clinical Laboratory Sciences
CASE, JAN C, PhD, University of Texas, 1977
Assistant Professor of Clinical Rehabilitation Counseling
CASTILLION, MARY, BS, LSU Health Sciences Center, 1998
Instructor of Occupational Therapy
CHABAUD, MARY, BS, Louisiana State University, 1977
Instructor of Clinical Laboratory Sciences
CHACHERE, JEAN M, MHS, LSU Health Sciences Center, 1995
Instructor of Cardiopulmonary Science

CHAISSON, DONNA M, BS, Nicholls State University, 1980
Instructor of Clinical Laboratory Sciences
CHOOJITAROM, GAYLE A, BS, LSU Medical Center, 1987
Instructor of Cardiopulmonary Science
CLAY, KIMBERLY, BS, University of Louisville, 1982
Instructor of Clinical Laboratory Sciences
CLINTON, SUSAN C, MHS, LSU Health Sciences Center, 1999
Instructor of Physical Therapy
COLLADO, CHANTELE, BS, LSU Health Sciences Center, 2004
Instructor of Clinical Laboratory Sciences
COMEAX, DAVID, BS, University of Southwestern Louisiana, 1975
Instructor of Clinical Laboratory Sciences
CORDES, TIM, MHS, LSU Health Sciences Center, 2000
Assistant Professor of Clinical Cardiopulmonary Science
COULTER, W ALAN, PhD, University of Texas, 1991
Associate Professor of Interdisciplinary Human Studies
CRABTREE, TAMMY, MCD LSU Medical Center, 1985
Instructor of Communication Disorders
CRANE, SHARON, BS, LSU Medical Center, 1986
Instructor of Occupational Therapy
DAVIS, DAVID B, AuD, Salus University George S. Osborne College of Audiology, 2009
Instructor of Communication Disorders
DAVIS, SUE, BS, LSU Medical Center, 1982
Instructor of Cardiopulmonary Science
DAVIS, SYLVIA M, PhD, Wichita State University, 1976
Professor of Communication Disorders
DECOTEAU, WENDI C, BS, Nicholls State University, 2003
Instructor of Cardiopulmonary Science
DIAZ, JAMES, MD, MHA, DRPH, MPH&TM, Tulane University School of Medicine and Public Health & Tropical Medicine, 1975, 1990, 1995, & 2001
Professor of Interdisciplinary Human Studies
DOHERTY, ALICE A, MNS, Louisiana State University, 1982
Instructor of Clinical Laboratory Sciences
DOLAN, JOHN D, RhD Southern Illinois University, 1983
Professor of Rehabilitation Counseling
DOMANGUE, BRETT M, MPT, Texas Women's University, 1994
Instructor of Physical Therapy
DUCOMBS, SHERRY C, MA, Boston University, 1999
Instructor of Communication Disorders
DUCOTE, SUSAN S, BS, LSU Health Sciences Center, 1978
Instructor of Physical Therapy
DUGAN, ERIN E, PhD, University of Mississippi, 2005
Assistant Professor of Rehabilitation Counseling
DUHON, MITZI L, BS, McNeese, 1995
Instructor of Clinical Laboratory Sciences
DUKARIC-PAGE, ANGELA R, BS, LSU Health Sciences Center, 1994
Instructor of Physical Therapy
DUPRE, JENNIFER, AuD, LSU Health Sciences Center, 2008
Instructor of Communication Disorders
DUPUIS, LISA, BS, University of Southwestern Louisiana
Instructor of Clinical Laboratory Sciences
EASON, JANE M, PhD, University of Florida, 1996
Associate Professor of Physical Therapy
EASTERLY, GINA, PhD, Florida State University, 2003
Assistant Professor of Clinical Interdisciplinary Human Studies
EICHER, CYNTHIA A, MHS, LSU Health Sciences Center, 1989
Instructor of Clinical Laboratory Sciences
ELY, JANET, BS, Dominican College, 1978
Instructor of Clinical Laboratory Sciences
EMMETT, PAUL, MSW, University of Central Florida, 1996
Instructor of Rehabilitation Counseling
EUBANKS, JONATHAN S, BS, LSU Health Sciences Center, 1989
Instructor of Clinical Laboratory Sciences

LSU Health Sciences Center at New Orleans School of Allied Health Professions

- FIELDS, CHERI A, BS, University of New Orleans/LSU Health Sciences Center, 1982
Instructor of Clinical Laboratory Sciences
- FIGAROLA, JOHN, BS, LSU Medical Center, 1990
Instructor of Occupational Therapy
- FOLEY, ANGELA B, MS, LSU Health Sciences Center, 1982
Associate Professor of Clinical Laboratory Sciences
- FORRETTE, TERRY, MHS, LSU Medical Center, 1983
Associate Professor of Clinical Cardiopulmonary Science
- FREY, BRIENNE B, MHS, LSU Health Sciences Center, 2004
Instructor of Rehabilitation Counseling
- GAINES, SUSAN, MS, University of Mississippi, 1978
Instructor of Clinical Laboratory Sciences
- GARVEY, JULIE S, DPT, Massachusetts General Hospital
Institute of Health Professions, 2006
Instructor of Physical Therapy
- GIAMO, BETSY, BS, Tulane University, 1979
Instructor of Physiology
- GRANIER, LESLIE, M, BS, LSU Health Sciences Center, 1992
Instructor of Clinical Laboratory Sciences
- GRAVES, SHANTELE, BS, LSU Health Sciences Center, 1999
Instructor of Cardiopulmonary Science
- GREEN, JEFFERY, PhD, State University New York Sys All Inst., 1981
Professor of Anatomy
- GUIDROZ, RICHARD L, BS, LSU Health Sciences Center, 1976
Instructor of Physical Therapy
- GUILLORY, JOAN D, MEd, University of New Orleans, 1978
Associate Professor of Clinical Interdisciplinary Human Studies
- GUNALDO, TINA P, DPT, Boston University, 2005
Instructor of Physical Therapy
- HALBY, MICHELLE M, BS, LSU Health Sciences Center, 2009
Instructor of Clinical Laboratory Sciences
- HALL, STANLEY M., MD, LSU Medical Center, 1978
Clinical Associate Professor of Cardiopulmonary Science
- HAMPTON, GEORGE H, MPH, University of North Carolina, 1968
Clinical Associate Professor of Physical Therapy
- HAUN, DANIEL, BS, University of New Orleans, 1974
Instructor of Clinical Laboratory Sciences
- HEBERT, GEORGE W, PhD, Louisiana State University, 1998
Assistant Professor of Clinical Interdisciplinary Human Studies
- HELD, DANIEL P, BS, LSU Health Sciences Center, 2000
Instructor of Clinical Laboratory Sciences
- HEPBURN, JOYCELYN T, BS, University of New Orleans/LSU, 1987
Instructor of Clinical Laboratory Sciences
- HILL, KATHRYN S, MHS, LSU Health Sciences Center, 2007
Instructor of Rehabilitation Counseling
- HOANG, HA, MHS, LSU Health Sciences Center, 2006
Instructor of Physical Therapy
- HOARD, ALICIA, BS, Western Michigan University, 1982
Instructor of Occupational Therapy
- HOGH, SUSAN A, BS, LSU Medical Center, 1996
Instructor of Cardiopulmonary Science
- HOLBROOK, CARLENE, BS, Corpus Christi State University, 1980
Instructor of Clinical Laboratory Sciences
- HOWARD, HARRY D, PhD, Cornell University, 1993
Instructor of Communication Disorders
- HURLEY-LARMEU, ANNETTE, PhD, Louisiana State University, 2003
Assistant Professor of Communication Disorders
- JACOBS, RENNIE U, MHS, LSU Health Sciences Center, 2007
Instructor of Occupational Therapy
- JAMES, JERALD, AuD, Arizona School of Health Sciences, 2009
Assistant Professor of Clinical Communication Disorders
- JARREAU, PATSY C, MHS, LSU Health Sciences Center, 1989
Associate Professor of Clinical Laboratory Sciences
- JENKINS, WILLIAM L, MMEDVET, PHD, University of Pretoria and University of Missouri in Columbia, 1958, 1968, 1970
Professor of Interdisciplinary Human Studies
- JETER, JAN T, PhD, University of Texas, 1972
Professor of Clinical Laboratory Sciences
- JEUNGLING, ELINA, BS, University of St. Francis, 1996
Instructor of Clinical Laboratory Sciences
- KIRKLEY, KAREN, BS, Louisiana State University, 1973
Instructor of Clinical Laboratory Sciences
- KLUMP, MICAH, PhD, Louisiana State University, 2010
Instructor of Communication Disorders
- KRATZ, KENNETH E, PhD, Kansas State University, 1975
Clinical Professor of Occupational Therapy,
Associate Director, Office of Research Services
- KUNDUK, MELDA, MS, City University – London, 1990
Clinical Assistant Professor of Communication Disorders
- LABBE, ANDRE, BS, LSU Health Sciences Center, 1991
Instructor of Physical Therapy
- LATTIER, MICHAEL, MHS, LSU Health Sciences Center, 1988
Instructor of Clinical Laboratory Sciences
- LEACH, ARGIE M P, MHS, LSU Health Sciences Center, 1999
Instructor of Clinical Laboratory Sciences
- LEBLANC, ERROL J, BS, LSU Health Sciences Center, 1975
Instructor of Physical Therapy
- LEVITZKY, MICHAEL, PhD, Albany Medical College, 1975
Professor of Cardiopulmonary Science
- LOWREY, KAREN A, PhD, University of Illinois, 2008
Associate Professor of Clinical Interdisciplinary Human Studies
- LUSTER, JANE NELL, PhD, Louisiana State University, 1993
Clinical Assistant Professor of Interdisciplinary Human Studies
- LYKES, ALOMA R, MCD, LSU Medical Center, 1976
Associate Professor of Clinical Communication Disorders
- MAJONOS, JOYCE A, MA, Central Michigan University, 1981
Clinical Assistant Professor of Clinical Laboratory Sciences
- MANGUM, SHANNON W., MPS, Loyola University, 2002
Assistant Professor of Clinical Occupational Therapy
- MARKEY, DAVID D, BS, Our Lady of Holy Cross College, 1996
Instructor of Cardiopulmonary Science
- MARKS, LA SHAWN, BS, LSU Health Sciences Center, 1994
Instructor of Clinical Laboratory Sciences
- MARTIN, DAWN M, BS, LSU Medical Center, 1999
Instructor of Occupational Therapy
- MARTYN, WILLIAM, University of New Orleans, 2002
Instructor of Rehabilitation Counseling
- MATTE, DARLENE, BS, University of Southwestern Louisiana, 1993
Instructor in Clinical Laboratory Sciences
- MC CARTHY, HENRY, PhD, University of Kansas, 1977
Professor of Rehabilitation Counseling
- MC ILWAIN, ELIZABETH, BS, LSU Health Sciences Center, 1985
Assistant Professor of Clinical Cardiopulmonary Science
- MC LEOD, MAX Q, BS, LSU Health Sciences Center, 1973
Instructor of Physical Therapy
- MOLL, TRACY L, BS, LSU Health Sciences Center, 1993
Instructor of Clinical Laboratory Sciences
- MOORE, CYNTHIA M, BS, Nicholls State University, 1984
Instructor of Clinical Laboratory Sciences
- MORAN, SYLVIA R, MS, Mount St. Mary's College, 1996
Instructor of Physical Therapy
- MOREAU JR, AL C, BS, University of Alabama-Birmingham, 1974
Instructor of Physical Therapy
- MULLOOLY, MONICA, BS, Nicholls State University, 1984
Instructor of Clinical Laboratory Sciences

- MUNSELL, DEBORAH, DHSC, Nova University, 2009
Associate Professor of Interdisciplinary Human Studies
- NELSON, T KIRK, PhD, University of New Orleans, 2010
Instructor of Physical Therapy
- NEWMAN, WILLIAM P, MD, LSU School of Medicine, 1967
Professor of Clinical Laboratory Sciences
- NICHOLLS, THERESA, MCD, LSU Health Sciences Center, 1996
Assistant Professor of Clinical Communication Disorders
- OLDAG, JOYE, BS, Nicholls State University, 1980
Instructor of Clinical Laboratory Sciences
- ORTEGO, RANDY, BS, LSU Health Sciences Center, 1993
Instructor of Clinical Laboratory Sciences
- ORTIZ, KELLY A, MPT, LSU Health Sciences Center, 2001
Instructor of Physical Therapy
- OURSO, BELINDA, BS, LSU Health Sciences Center, 1992
Instructor of Clinical Laboratory Sciences
- PANCAMO, SUSAN, MCD, LSU Medical Center, 1989
Instructor of Speech-Language Pathology
- PELLETT, ANDREW A, PhD, LSU Health Sciences Center, 1991
Associate Professor of Cardiopulmonary Science
- PEOPLES, CATINA, AuD, Arizona School of Health Sciences, 2006
Instructor of Communication Disorders
- PETTINGILL, MICHAEL, BS, LSU Health Sciences Center, 2005
Instructor of Clinical Laboratory Sciences
- PIZZO, KIMBERLY, MS, University of New Orleans, 2005
Instructor of Occupational Therapy
- POSITERRY, MELANIE A, BS, Nicholls State University, 1982
Instructor of Clinical Laboratory Sciences
- QUAGLINO, SHANNON, BS, LSU Health Sciences Center, 1991
Instructor of Clinical Laboratory Sciences
- RABALAIS, RUTH K, BS, LSU Health Sciences Center, 1978
Instructor of Clinical Laboratory Sciences
- RAGAN JR, FRANCIS A, PhD, University of Alabama, 1977
Clinical Assistant Professor of Clinical Laboratory Sciences
- RAMSDELL, KERRIE, MS, Western Michigan University, 1997
Assistant Professor of Clinical Occupational Therapy
- RICE, MARGARET, BS, Northwestern State University, 1977
Instructor of Clinical Laboratory Sciences
- RICHARDS, HELEN, BS, University of New Orleans/LSU Health Sciences Center, 1982
Instructor of Clinical Laboratory Sciences
- RINAUDO-PERKINS, FRANCES J, BS, LSU Health Sciences Center, 2002
Instructor of Cardiopulmonary Science
- RODRIGUE, LONNIE, BS, Nicholls State University, 1989
Instructor of Clinical Laboratory Sciences
- RODRIGUEZ JR, FRED H, MD, LSU School of Medicine, 1975
Professor of Clinical Laboratory Sciences
- ROWE, ROBERT H, MHS, LSU Health Sciences Center, 1994
Instructor of Physical Therapy
- RUBIN, SCOTT S, PhD, University of Georgia, 1993
Associate Professor of Communication Disorders
- RUSNAK, VADYM V, MD, Odessa State Medical University, Ukraine, 2005
Assistant Professor of Interdisciplinary Human Studies
- SACKETT, LISA, BS, LSU Health Sciences Center, 1980
Instructor of Clinical Laboratory Sciences
- SCHEER, WILLIAM D, PhD, LSU Medical Center, 1976
Professor of Clinical Laboratory Sciences
- SCHMIDT, LAURIE, AuD, University of Florida, 2008
Instructor of Communication Disorders
- SEYLER, CARLA, MEd, Loyola University, 1987
Instructor of Rehabilitation Counseling
- SHINE, JOSEPH L, BS, LSU Health Sciences Center, 1996
Instructor of Physical Therapy
- SHOLES, RONALD J, JD, Loyola University, 1984
Clinical Assistant Professor of Physical Therapy
- SLIMAN, KAYLA D, MPT, LSU Health Sciences Center, 2002
Instructor of Physical Therapy
- SMITH, RICHARD K, BS, LSU Health Sciences Center, 1995
Instructor of Clinical Laboratory Sciences
- STAGG, LOIS M, MPT, LSU Health Sciences Center, 1998
Instructor of Physical Therapy
- STARRING, DEBORAH T, MS, University of Alabama-Birmingham, 1985
Instructor of Physical Therapy
- STEMMANS, PEGGY, BS, Northeast Louisiana State University, 1970
Instructor of Clinical Laboratory Sciences
- STEWART, BONNIE J, MS, Texas Woman's University, 1981
Instructor of Physical Therapy
- STOKES, LARRY S, PhD, University of New Orleans, 1998
Instructor of Rehabilitation Counseling
- STRADLEY, SHARON, BS, LSU Health Sciences Center, 1992
Instructor of Clinical Laboratory Sciences
- STRONG, JACK P, MD, LSU School of Medicine, 1951
Professor of Clinical Laboratory Sciences
- SUAREZ, ALFREDO, MD, Universidad Central Venezuela (Venezuela), 1965
Associate Professor of Clinical Laboratory Sciences
- SWANSON, DAMITA, BS, LSU Health Sciences Center, 1989
Instructor of Physical Therapy
- TAUZIER, DARLENE, BS, LSU Health Sciences Center, 1995
Instructor of Clinical Laboratory Sciences
- THOMAS, MACK A, MD, LSU Medical School, 1962
Professor of Cardiopulmonary Science
- THOMPSON, JEFFREY A, DPT, Temple University, 2005
Assistant Professor of Clinical Physical Therapy
- THOMPSON, JOSHEPHINE, MA, Xavier University, 1989
Assistant Professor of Clinical Occupational Therapy
- THOMSON, BELINDA, BS, University of New Orleans, 1972
Instructor of Clinical Laboratory Sciences
- TROMMELEN, RACHEL D, DPT, Thomas Jefferson University, 2006
Assistant Professor of Clinical Physical Therapy
- TULLEY, RICHARD T, PhD, LSU Medical Center, 1979
Associate Professor of Clinical Laboratory Sciences
- TURNER, ROBERT G, PhD, University of Florida, 1975
Professor of Communication Disorders
- TYNER, CHARLES T, MPT, LSU Health Sciences Center, 1999
Instructor of Physical Therapy
- VANLANGENDONCK, RANI A, LSU Health Sciences Center, 2003
Instructor of Cardiopulmonary Science
- VIGIL, JOSEPH, PhD, Memphis State University, 2003
Instructor of Rehabilitation Counseling
- WALL, JEFFREY, MHS, LSU Health Sciences Center, 1990
Instructor of Clinical Laboratory Sciences
- WARD, PAULA, MSA, Central Michigan University, 1982
Instructor of Clinical Laboratory Sciences
- WARE, JOHN W, MS, University of Alabama-Birmingham, 1994
Instructor of Physical Therapy
- WASCOM, JULIE, BS, Our lady of Holy Cross College, 1994
Instructor of Clinical Laboratory Sciences
- WENDT-HARRIS, BARBARA, PhD, University of Connecticut, 1997
Associate Professor of Clinical Communication Disorders
- WELTY, ERIN M, MPT, LSU Health Sciences Center, 2002
Instructor of Physical Therapy
- WILENSKY, DIANE, MS, Tulane University, 1973
Assistant Professor of Communication Disorders
- WILLIAMS, ELIZABETH F, MHS, LSU Health Sciences Center, 1988
Associate Professor of Clinical Laboratory Sciences
- WILLIS, MICHELLE, MCD, LSU Medical Center, 1996
Instructor of Communication Disorders

WILSON, PHILIP G, PhD, University of Illinois, 1991
Associate Professor of Clinical Interdisciplinary Human
Studies

ZAMJAHN, JOHN, PhD, LSU Health Sciences Center, 2004
Assistant Professor of Clinical Cardiopulmonary Science

ZAUNBRECHER, LUCILLE F, BS, University of Southwestern
Louisiana, 1967
Instructor of Clinical Laboratory Sciences

ZITZMANN, MICHELE B, MHS, LSU Health Sciences Center,
1995
Associate Professor of Clinical Laboratory Sciences

RECAPITULATION OF FACULTY

Below are listed the seven academic departments of the School of Allied Health Professions and the respective active faculty of each, in alphabetical order by rank:

Cardiopulmonary Science

PROFESSOR: Cairo, Levitzky, Thomas

ASSOCIATE PROFESSOR: Forrette, Hall, Pellett

ASSISTANT PROFESSOR: Cordes, McIlwain, Zamjahn

INSTRUCTOR: Amadon, Chachere, Choojitarom, S. Davis, Decoteau, Graves, Hogh, Markey, Rinaudo-Perkins, Vanlangendonck

Clinical Laboratory Sciences

PROFESSOR: Broussard, Jeter, Newman, Rodriguez, Scheer, Strong

ASSOCIATE PROFESSOR: Foley, Jarreau, Suarez, Tulley, Williams, Zitzmann

ASSISTANT PROFESSOR: Bakeer, Majonos, Ragan

INSTRUCTOR: Alario, Barrett, Barrouquere, Bernard, Booth; Calderon, Cardona-Letulle, Carlson, Chabaud, Chaisson, Clay, Collado, Comeaux, Doherty, Duhon, Dupuis, Eicher, Ely, Eubanks, Fields, Gaines, Granier, Halby, Haun, Held, Hepburn, Holbrook, Jeungling, Kirkley, Lattier, Leach, Marks, Matte, Moll, Moore, Mullooly, Oldag, Ortego, Ourso, Pettingill, Positerry, Quaglino, Rabalais, Rice, Richards, Rodrigue, Sackett, R. Smith, Stemmans, Stradley, Tauzier, Thomson, Wall, Ward, Wascom, Zaunbrecher

Communication Disorders

PROFESSOR: Buckingham, S. Davis, Green, Turner

ASSOCIATE PROFESSOR: Lykes, Rubin, Wendt-Harris

ASSISTANT PROFESSOR: Banajee, Hurley-Larmeu, James, Kunduk, Nicholls, Wilensky

INSTRUCTOR: Crabtree, D. Davis, Ducombs, Dupre, Howard, Klump, Pancamo, Peoples, Schmidt, Willis

Interdisciplinary Human Studies

PROFESSOR: Diaz, Jenkins

ASSOCIATE PROFESSOR: Coulter, Guillory, Lowrey, Munsell, Wilson

ASSISTANT PROFESSOR: Blanco, Brackin, Easterly, Hebert, Luster, Rusnak

Occupational Therapy

PROFESSOR: Kratz

ASSISTANT PROFESSOR: Alig, Mangum, Ramsdell, Thompson

INSTRUCTOR: Blanchard, Castillion, Crane, Figarola, Hoard, Jacobs, Martin, Pizzo

Physical Therapy

PROFESSOR: Bagby

ASSOCIATE PROFESSOR: Eason

ASSISTANT PROFESSOR: Hampton, Sholes, Thompson, Trommelen

INSTRUCTOR: Arcement, Babin, Boyter, Clinton, Domangue, Ducote, Dukaric-Page, Garvey, Guidroz, Gunaldo, Hoang, Labbe, Leblanc, McLeod, Moran, Moreau, Nelson, Ortiz, Rowe, Shine, Sliman, Stagg, Starring, Stewart, Swanson, Tyner, Ware, Welty

Rehabilitation Counseling

PROFESSOR: Dolan, McCarthy

ASSISTANT PROFESSOR: Case, Dugan

INSTRUCTOR: Bendernagel, Emmett, Frey, Hill, Martyn, Seyler, Stokes, Vigil



LSU Health Sciences Center at New Orleans School of Dentistry

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LSU HEALTH SCIENCES CENTER AT NEW ORLEANS SCHOOL OF DENTISTRY



Henry A. Gremillion, DDS, Dean

Appointed to the Deanship: October 1, 2008

Appointed to the Health Sciences Center Faculty: October 1, 2008

Faculty Academic Rank: Professor of Orthodontics

Address: LSU School of Dentistry
1100 Florida Avenue
New Orleans, LA 70119

Telephone Number: (504) 619-8500

Website: <http://www.lsusd.lsuhscc.edu>

Administration

HENRY A. GREMILLION, DDS
Dean

SANDRA C. ANDRIEU, PhD
Associate Dean for Academic Affairs

PAUL L. FIDEL, PhD
*Associate Dean for Research & Director of Center
of Excellence in Oral and Craniofacial Biology*

ATHONY J. DIVINCENTI, MBA
Assistant Dean for Fiscal Affairs

JOHN GALLO, DDS
Assistant Dean for Clinical Education

ROBERT E. BARSLEY, DDS
*Director of Oral Health Resources, Community and
Hospital Affairs*

DARLENE P. BRUNET, MEd
Director of Student Affairs

JOANNE COURVILLE
Director of Alumni Relations

JOHN R. RITCHIE, DDS
*Director of Admissions, Diversity and Minority
Affairs*

SUZANNE K. FARRAR, MSHCM
Director of Clinical Staff & Patient Services

ADMINISTRATIVE COUNCIL

HENRY A. GREMILLION, DDS, Chairman
Dean, LSU School of Dentistry

SANDRA C. ANDRIEU, PhD
Associate Dean for Academic Affairs

PAUL C. ARMBRUSTER, DDS
Interim Head of the Department of Orthodontics

LENNY AUCOIN
*Director, Program in Dental Laboratory
Technology*

ROBERT E. BARSLEY, DDS
*Director of Oral Health Resources, Community and
Hospital Affairs*

DARLENE P. BRUNET, MEd
Director of Student Affairs

JOANNE COURVILLE
Director of Alumni Relations

ANTHONY J. DIVINCENTI, MBA
Assistant Dean for Fiscal Affairs

ALEX D. EHRLICH, DDS
*Head of the Department of Comprehensive
Dentistry and Biomaterials*

GERALD H. EVANS, DDS
Interim Head of the Department of Periodontics

SUZANNE K. FARRAR, MSHCM
Director of Clinical Staff & Patient Services

PAUL L. FIDEL, PhD
*Associate Dean for Research, Director of Center
of Excellence in Oral and Craniofacial Biology and
Head, Department of Oral Biology*

JOHN R. GALLO, III, DDS
Assistant Dean for Clinical Education

ERIC J. HOVLAND, DDS, Med, MBA
Director of Advanced Education

VAN T. HIMEL, DDS
Head of the Department of Endodontics

JANICE A. TOWNSEND, DDS
*Interim Head of the Department of Pediatric
Dentistry*

CAROLINE F. MASON, MEd
Director, Program in Dental Hygiene

ARTURO MENDEZ J., DDS
Head of the Department of Prosthodontics

MICHAEL O'BRIEN, DDS
Faculty Dental Practice Representative

LIKITH V. REDDY, DDS, MD
*Head of the Department of Oral and Maxillofacial
Surgery*

JOHN R. RITCHIE, DDS
*Director of Admissions, Diversity and Minority
Affairs*

ELIZABETH STROTHER, AMLS
Head Dental Librarian

MICHAEL L. BATES, DDS
Faculty Assembly President

HISTORY

Dental education has a long history in Louisiana, dating as far back as 1867. The LSUHSC School of Dentistry, established in 1966, followed on the heels of the Loyola University School of Dentistry, Tulane University School of Dentistry, the New Orleans College of Dentistry, and the New Orleans Dental College. LSUSD is the only dental school in the state and has educated 70% of the dentists practicing in Louisiana today.

Dr. Edmund E. Jeansonne, dean of the former Loyola University School of Dentistry, was appointed founding dean of the LSUHSC School of Dentistry. The school enrolled its first class of 30 students on September 3, 1968. The agreement called for Loyola to phase out its school as the new LSUHSC School of Dentistry came into being year by year, and the last class of Loyola-trained dentists graduated in 1971. LSUSD graduated its first class of 27 dentists on June 3, 1972.

The LSUHSC School of Dentistry, located on a 22-acre tract of land on Florida Avenue and the banks of across Bayou St. John across from City Park, was acquired from the federal government. This property had served as a United States Navy housing development during World War II. Some of the 30-frame buildings on the site were renovated to accommodate a 60-student laboratory, a 15-unit clinic, classrooms, and administrative offices for faculty and support personnel. An adjacent barracks was also renovated to house temporarily house the complete Loyola dental library collection that served as the nucleus for development of the LSUSD library.

A grant was obtained from the United States Department of Health, Education, and Welfare to construct a permanent physical plant for the school. Formal dedication of the new school took place on Friday, February 18, 1972. The project cost \$15,500,000, of which \$5,000,000 was state funds. The 22-acre site on which the dental school now sits was named William Pitcher Plaza in honor of a Covington, Louisiana, educator who served as chairman of the LSU Board of Supervisors at the time LSU acquired the site.

The LSUHSC School of Dentistry is fully accredited by the Commission on Dental Accreditation of the American Dental Association. The facility is one of the most advanced in the nation and houses outstanding basic science, preclinical, and clinical facilities.

CHRONOLOGY

Five deans have served the Louisiana State University Health Sciences Center School of Dentistry since its establishment in 1966. The names of the five former deans and the period of deanship follow.

Edmund Engler Jeansonne, DDS (1966-1974)

Allen Anthony Copping, DDS (1974)

Edmund Engler Jeansonne, DDS (1974-1976)

Jack Henry Rayson, DDS (1976-1993)

Eric Jeffrey Hovland, DDS (1993-2008)

MISSION STATEMENT

The mission of the Louisiana State University Health Sciences Center School of Dentistry (LSUSD) is to serve the needs of the citizens of the State of Louisiana by

- Educating future general dentists, specialists and allied dental professionals to provide excellent and current health care
- Providing a leadership role in research through investigating new approaches to the prevention and management of disease, developing innovative treatment modalities, expediting the transfer of knowledge for clinical use and enhancing health care delivery
- Providing health care services to the public and disseminating information to the dental community on a local, national and international level

EDUCATIONAL PHILOSOPHY AND OBJECTIVES

In the broadest sense, the mission of the School of Dentistry is to serve as a center for education, research, and service related to oral health. Although its primary obligation is to respond to the needs of the state of Louisiana, it strives to assume a meaningful role at a national and international level. The graduate has demonstrated and is endowed with skill to render intricate and demanding patient care, knowledge of the human organism essential to making sound clinical judgments, and an attitude of service and social responsibility traditionally expected of the health professional. The graduate is prepared to serve as the key member of the oral health care team, and, accordingly, the learning experience includes functioning with dentists, dental hygienists, dental laboratory technologists and dental assistants.

The School offers a variety of academic opportunities for dentists and allied dental professionals. There are programs at the post-doctoral level to develop clinical and basic science educators, highly differentiated researchers, and specialty practitioners. Continuing education opportunities offered by the School of Dentistry serve as an important vehicle to educate practitioners throughout their career, keeping them abreast of the latest and most up-to-date procedures and techniques in the field of dentistry.



CALENDAR: 2011-2012

MAY

Friday 27 Registration for fourth (D4) dental class; classes begin

JUNE

Monday 20 Registration for second (D2) dental class; classes begin

Wednesday 22 Registration for third (D3) dental class; classes begin

Thursday 30 Registration for second (DLT2) dental lab technology and third (DLT3) dental laboratory technology; classes begin

JULY

Monday 4 Independence Day; no class

Friday 8 Faculty CE; no class D1- D4

Monday 11 Registration for first (D1) year dental class; classes begin

Friday 15 Faculty Calibration; no class D3

Monday 25 Registration, instruments and orientation for second (DHY2) dental hygiene; classes begin

AUGUST

Wednesday 10 Registration for first (DHY1) dental hygiene class; classes begin
Registration for first (DLT1) dental lab technology class; classes begin

SEPTEMBER

Monday 5 Labor Day holiday; no classes

Friday 23 Alumni Day; no classes

OCTOBER

Friday 14 White Coat Ceremony for D2

NOVEMBER

Wednesday 16 Faculty Development (p.m.); no classes

Friday 18 Professionalism Ceremony (D1, DHY1, DLT 1), no p.m. classes for D1, D3, D4, DHY2

Tuesday 22 Thanksgiving holidays begin, 5:00 p.m.

Monday 28 Classes resume, 8:00 a.m. Classes end for first (DHY1) dental hygiene

DECEMBER

Friday 2 Classes end for second (DHY2) dental hygiene; first (DLT 1) dental lab technology second (DLT2) dental lab technology; and third (DLT3) year dental lab technology

Wednesday 21 Christmas holidays begin, 5:00 p.m.

JANUARY, 2012

Tuesday 3 Second half fees due & Classes resume (Dentistry), 8:00 a.m.

Wednesday 4 Registration fees due & Spring term begins for first year (DHY1) dental hygiene, second (DHY2) year dental hygiene; first (DLT1) dental lab technology; second (DLT2) dental lab technology and third (DLT 3) dental lab technology

Monday 16 Martin Luther King, Jr. Holiday, no class

FEBRUARY

Friday 17 Mardi Gras holidays begin, 5:00 p.m.

Monday 27 Classes resume, 8:00 a.m.

MARCH

Tuesday 20 Faculty Development (a.m.); no classes

Monday 26 National Boards DHY2

Tuesday 27 National Boards DHY 2

APRIL

Thursday 5 Easter holidays begin, 5:00 p.m.

Tuesday 10 Classes resume, 8:00 a.m.

Thursday 26 Classes for D4 end

MAY

Wednesday 2 Classes end for DLT1, DLT 2 and DLT3

Thursday 3 Classes for DHY 2 end

Thursday 10 Classes for D3 end

Tuesday 15 Classes for DHY1 end

Thursday 24 Classes for D2 end

Monday 28 Memorial Day; no classes

Wednesday 30 Classes for D1 end

Student Aid

LOANS

The School of Dentistry Memorial Student Emergency Loan Fund - Established as a living memorial by faculty and staff of the School and by the dental community of Louisiana, the fund provides for interest -free loans to needy dental students, on a short-term basis, to cover emergency financial needs. Contributions to this fund provide a continual and worthy memorial.

The Carl Baldrige, D.D.S., Endowed Student Loan Fund - Due to the generous donation from the late Dr. Carl Baldrige to the School of Dentistry a dental student loan fund was established through the LSU Health Sciences Center Foundation. Available loans are based on the yearly earnings of the fund. The loan is available to first-year dental students and is awarded according to the priority processing date established by the Financial Aid Office. Loans are based on federal methodology that produces expected family contributions. The amount and number of students depend on yearly projected student costs and the need balance after the student receives Federal Stafford Student Loan money. The loans are interest free and repayable over an 8-year period commencing 6 months after graduation.

SCHOLARSHIPS

Dental

The LSU Health Sciences Center Honors Scholarship - This scholarship is given to the student who earns the highest GPA at the end of the first year, and it continues for the next three years, if the student remains qualified.

The Grace Voigt Scholarship - The late Mrs. Grace Voigt served as director of student affairs from 1968-1992. In her honor the Alumni Association of the LSU School of Dentistry established the scholarship fund through the LSU Health Sciences Center Foundation. The amount of the scholarship derives from the yearly earnings of the Fund. Each year, a rising second-, third-, and fourth-year dental student who exhibits outstanding leadership, character, concern for fellow students and patients, and dedication to dentistry each receives this scholarship.

The Hotel Dieu Medical & Dental Staff Scholarship in Dentistry In 1997, due to the generous donation of the Hotel Dieu medical staff, a scholarship fund was established through the LSU Health Sciences Center Foundation. The amount of the scholarship derives from the yearly earnings of the fund. This scholarship is awarded annually to a fourth-year dental student who has demonstrated outstanding scholarship, leadership, and professionalism for the first three years of dental school.

The William F. Toler Memorial Scholarship – The family and friends, in memory of Dr. William F. Toler, established a scholarship through the LSU Health Sciences Center Foundation. The amount of the scholarship derives from the yearly earnings of the fund. This scholarship is awarded to the third-year dental student who has demonstrated accomplishments in the areas of scholarship, leadership, professionalism to include participation in activities that develop responsibility, and financial need.

The Baldrige Scholarship - Due to the generous donation from the late Dr. Carl Baldrige to the School of Dentistry a scholarship fund was established through the LSU Health Sciences Center Foundation to honor academically outstanding dental students. Scholarships are awarded annually based on the yearly earnings of the fund.

Dental Hygiene

Tracy Helm, RDH, Scholarship in Dental Hygiene – The family of the late Tracy Helm donated \$10,000 the LSUHSC–NO Foundation to establish a scholarship in her memory. The scholarship amount derives from the yearly earnings of the fund. This scholarship is given annually to a second-year dental hygiene student who, in the opinion of the dental hygiene faculty, is the most outgoing, kind, and considerate of his/her fellow students and patients.

Dental Laboratory Technology

The John Lapez Scholarship – Friends of Mr. John Lapez have contributed to the LSU Health Sciences Center Foundation to establish the scholarship. The amount of the scholarship derives from the yearly earnings of the fund. This scholarship may be awarded annually to an outstanding dental laboratory technology student who, in the opinion of the dental laboratory technology faculty, shows scholarship, leadership, and financial need.

The Office of Student Affairs can provide scholarship information.

STANDARDS

Academic evaluation in the School of Dentistry is based upon a combination of the intellectual, technical, professional and behavioral performance of a student. It is not sufficient for a student to meet grading requirements since that is only one component of the standards for promotion and graduation. Each student is required to meet not only academic standards that reflect intellectual achievement, but also those that reflect technical standards and professional conduct.

TECHNICAL STANDARDS FOR THE PROFESSION

In addition to proven academic ability and other relevant personal characteristics, the School of Dentistry expects all applicants to and students of the Programs in Dentistry, Dental Hygiene, Dental Laboratory Technology and Advanced Education to possess and be able to demonstrate the skills, attributes and qualities set forth below, without unreasonable dependence on technology or intermediaries.

Physical health: The student must possess the physical health and stamina needed to carry out the program of dental education.

Intellectual skills: The student must have sufficient powers of intellect to acquire, assimilate, integrate and apply information. The student must have the intellectual ability to solve problems. The student must possess the ability to comprehend three-dimensional and spatial relationships.

Motor skills: The student must have sufficient use of motor skills to carry out all procedures involved in learning the

fundamental sciences and those required in the clinical environment. This includes the ability to participate in relevant educational exercises and to extract information from written sources.

Communication: The student must have sufficient use of the senses of speech, hearing and vision to communicate effectively with patients, teachers and peers in both oral and written form.

Sensory abilities: The student must have sufficient use of the senses of vision, hearing, touch and smell to observe effectively in the classroom, laboratory and clinical setting. Students must possess the ability to observe both close at hand and at a distance.

Behavioral qualities: The student must possess emotional health sufficient to carry out the tasks above, must have good judgment, and must behave in a professional, reliable, mature and responsible manner. The student must be adaptable, possessing sufficient flexibility to function in new and stressful environments. The student must demonstrate appropriate motivation, integrity, compassion, and a genuine interest in caring for others.

Each student must continue to meet all of the TECHNICAL STANDARDS set forth above. A student may be denied permission to continue in the education program at the School of Dentistry should the student fail at any time to demonstrate all of the required TECHNICAL STANDARDS.

ACADEMIC STANDARDS

Academic Performance Advancement Committees

The School of Dentistry has three academic performance advancement committees, one each for the Programs in Dentistry, Dental Hygiene and Dental Laboratory Technology. The academic performance advancement committees are responsible for evaluating the student's scholastic performance and progress, which shall include the student's course grades, compliance with the TECHNICAL STANDARDS and demonstration of PROFESSIONAL CONDUCT expected of a dental professional. The committees meet on a regular basis throughout the year to evaluate student scholastic progress and professional behavior. Students who appear to be experiencing difficulty in maintaining the required standards are informed in writing or through personal counseling. Each student must continue to meet the requirements of SATISFACTORY PROGRESS as defined herein.

Statement of Satisfactory Progress

The academic performance advancement committees evaluate the qualitative and quantitative academic progress of each student and allow the student's continued enrollment in the School of Dentistry if the student is making satisfactory progress. In order to achieve the status of satisfactory academic progress, the student must meet the following minimum standards.

1. The student must satisfactorily complete all requirements in each course.
2. The student must satisfactorily meet the policy on National Board Examinations as described herein.

3. The student must maintain a 2.0 grade point average for each term (Programs in Dentistry, Dental Hygiene and Dental Laboratory Technology).
4. The student must satisfactorily meet all TECHNICAL STANDARDS.
5. The student must demonstrate PROFESSIONAL CONDUCT and an attitude of service and responsibility that is expected of all health professionals.

A student not satisfactorily completing all course requirements may be permitted to remediate, required to retake the course, required to repeat an entire academic year of study or dismissed. A student not satisfactorily meeting the policy on National Board Examinations may be required to repeat an entire academic year of study or dismissed. A student not satisfactorily meeting all of the TECHNICAL STANDARDS and/or not satisfactorily demonstrating PROFESSIONAL CONDUCT expected of a health professional may be denied at any time permission to continue in the educational program at the School of Dentistry. The committee may recommend that a student who is not making satisfactory progress be dropped from the rolls of the school and, with approval from the dean, the student's enrollment will be terminated.

Promotions

After a student has been admitted to the School of Dentistry, the student's advancement to the next succeeding class and ultimate graduation depends on the student's demonstration of SATISFACTORY PROGRESS as defined herein and the recommendation and approval of the Academic Performance Advancement Committee. The Academic Performance Advancement Committee may deny a student permission to continue in the educational program when the student's conduct, attitude, mental or physical fitness casts grave doubt upon the student's professional capabilities.

The Academic Performance Advancement Committee will consider for promotion a student who has achieved a grade point average of 2.0 or better, has not failed courses during the academic term, has met the policy on National Board Examinations, has continued to meet the required TECHNICAL STANDARDS of the profession and has continued to demonstrate PROFESSIONAL CONDUCT. The student must satisfactorily complete all requirements in each course. The student who has achieved a grade point average of 2.0 or better and has incurred academic deficiencies that the committee has not considered excessive may be allowed to remove the deficiencies in order to be considered for promotion. The Academic Performance Advancement Committee may drop from the rolls at any time during the academic year a student who has incurred excessive academic deficiencies, has failed to satisfactorily meet the required TECHNICAL STANDARDS or has failed to demonstrate PROFESSIONAL CONDUCT.

Any student of a School of Dentistry program who has been dropped from the rolls for academic reasons and has been recommended to pursue defined courses or activities may upon satisfactory completion of said courses or activities, petition the Academic Performance Advancement Committee for readmission to repeat that academic year. When a student is readmitted to repeat an entire academic year, only the course grades achieved in the repeat year will be used to compute satisfactory academic progress for promotion and graduation. The student's complete transcript (grades for all work attempted) while enrolled in the School of Dentistry will still be used for all other purposes.

Each dental student must complete the four-year curriculum in no more than six years after initial enrollment and no year may be repeated more than once. Each dental hygiene student must complete the two-year Bachelor of Science Degree program curriculum in no more than three years after initial enrollment. Each dental laboratory technology student must complete the two-year Associate of Science Degree program curriculum in no more than three years after initial enrollment. Each dental laboratory technology student must complete the one-year Bachelor of Science Degree program curriculum in no more than two years after initial enrollment. The time granted a student for an APPROVED ABSENCE will not be included in the maximum time period for completion of the program.

The Academic Performance Advancement Committee will not approve the promotion of a student to the next succeeding class or for graduation until the student has demonstrated SATISFACTORY PROGRESS. When a student has incurred deficiencies in any course, the department involved specifies, with the approval of the Academic Performance Advancement Committee, the method of removing deficiencies. The student must promptly remove all deficiencies in order for the Academic Performance Advancement Committee to evaluate the student's progress prior to registration. A student whose performance is unsatisfactory, including receiving a failing course grade, failing to meet the required TECHNICAL STANDARDS or failing to demonstrate PROFESSIONAL CONDUCT, may be considered for dismissal or appropriate academic probation at any time the Academic Performance Advancement Committee thinks such action is in the best interest of the school and/or the student involved.

ATTENDANCE

The School of Dentistry has a standard policy for attendance in all didactic and pre-clinical courses for the Programs in Dentistry, Dental Hygiene and Dental Laboratory Technology and a specific policy for attendance in the laboratory courses for the Program in Dental Laboratory Technology. These policies are included in the *LSUSD Student Handbook of Policies and Procedures*.

Didactic and Pre-clinical Courses

Students are required to attend all scheduled appointments/sessions in each course. Students not present when attendance is taken will be considered absent. Absence in excess of 20% of the total clock hours in any course will result in a final grade reduction of one letter grade for that course. Each department will determine general policy for monitoring attendance in assigned course(s).

There are no excused absences with this policy. The only exception is an APPROVED ABSENCE, as described herein.

Clinical Courses (Program in Dentistry)

Dental students are required to attend all scheduled clinic sessions as a requirement of each specific clinical course. There are no excused absences. The only exception is an APPROVED ABSENCE as described herein.

Clinical Courses (Program in Dental Hygiene)

Dental hygiene students are required to attend all scheduled clinic sessions as a requirement of each specific clinical course. There are no excused absences. The only exception is an APPROVED ABSENCE as described herein.

Laboratory Courses (Program in Dental Laboratory Technology)

Dental laboratory technology students are required to attend 90% of all scheduled laboratory sessions. There are no excused absences. The only exception is an APPROVED ABSENCE as described for didactic and pre-clinical courses above. Students who exceed the 10% missed-session limit shall have their final laboratory grade reduced according to the respective course outline.

GRADING SYSTEM

The School of Dentistry uses the letter grades of "A", "B", "C" and "F" for final course grades. Numerical values are established by the Administrative Council and published in the *LSUSD Student Handbook of Policies and Procedures*. For the Programs in Dentistry, Dental Hygiene and Dental Laboratory Technology, the grades of "A", "B" and "C" indicate passing work, with "A" being the highest grade given. The "F" grade indicates failure in a course. The LSU Health Sciences Center Office of the Registrar notifies each student of his/her academic standing in writing at the end of the academic year.

For the Program in Dentistry, the grade point average (GPA) is derived by multiplying the clock hours total by the quality points earned and dividing that product by the total number of hours attempted. Proportional weight is given to the number of clock hours in each course. An "A" has the value of 4 quality points, "B" = 3 quality points, "C" = 2 quality points and "F" = no quality points. Thus, a 2.0 GPA is equivalent to a "C" average.

For the Programs in Dental Hygiene and Dental Laboratory Technology, the grade point average (GPA) is derived by multiplying the number of credit hours assigned to each course by the quality points earned and dividing that product by the total number of credit hours attempted. Proportional weight is given to the number of credit hours in each course. An "A" has the value of 4 quality points, "B" = 3 quality points, "C" = 2 quality points and "F" = no quality points. Thus a 2.0 GPA is equivalent to a "C" average.

Pass/Fail Grades

The Pass/Fail grading system applies in certain required courses, as well as in all selective courses, and the criteria are specified in the evaluation section of the individual course outlines.

For the Program in Dentistry, when a "Pass" grade is awarded, the student earns the clock hour value of the course; however, should a "Fail" grade be incurred, the clock hours are charged against the GPA as an "F" would in any letter-graded course.

For the Programs in Dental Hygiene and Dental Laboratory Technology, the student earns the credit hour value of the course; however, should a "Fail" grade be incurred, the credit hours are charged against the GPA as an "F" would in any letter-graded course.

EXAMINATIONS

Course Examinations

Examinations may be written, oral, practical, or a combination of all three. Failure to pay fees may cause a student to be restricted from taking examinations. The department head or the course director with approval of the department head has the option to re-examine any student at any time or to give the student any additional test or tests other than those regularly scheduled, with the objective of arriving at a more accurate evaluation of the student's academic performance.

Examination materials will be retained by the course director/department until after registration for the next academic year unless a grade appeal has been filed. Materials should be retained as long as an appeal is in progress.

National Board Examinations

National Board Dental Examination, Part I: Each student in the Program in Dentistry is required to challenge this examination to be eligible for consideration for promotion to the third-year dental class. Students may be requested to show proof of examination challenge date. Official notification (from the ADA) of the student's successful completion (passing score) on this examination must be received by the School of Dentistry as a requirement of eligibility for consideration for promotion to the fourth-year dental class. Recommendations regarding continued enrollment, for any student failing to meet this policy, will be made by the Academic Performance Advancement Committee for the Program in Dentistry. (Policy in effect beginning with the graduating class of 2013).

Exception to the NBDE Part I policy for the graduating class of 2012 is as follows:

Each student in the Program in Dentistry is required to challenge this examination to be eligible for consideration for promotion to the third-year dental class.

National Board Dental Examination, Part II: Each student in the Program in Dentistry is required to challenge this examination prior to January 1st of the fourth year of the program. Students may be requested to show proof of examination challenge date. Though the LSUSD Attendance Policy (to include clinic participation) will remain in effect, students not meeting this NBDE II policy will not receive clinic production credit and cannot participate in the preceptorships program until proof of examination challenge is submitted.

National Board Dental Hygiene Examination: Each second-year student in the Program in Dental Hygiene is required to challenge this examination prior to the scheduled graduation date to be eligible for promotion to graduation in May of that academic year.

ACADEMIC APPEALS

Final Grades

Appeals of final course grades must be initiated by the student within five working days of receipt of the disputed grade. To appeal a final course grade, the student must first meet with the course director to discuss the situation and

attempt to arrive at a solution. If the matter is not resolved between the student and the course director and the student wishes to pursue the appeal, the student must then make a written request to the head of the department in which the course was taught asking for a meeting with the department head and the course director. The department head shall arrange a meeting within 10 working days of receipt of the request and, at the close of the meeting or within five working days thereafter, the department head shall render a decision. The department head shall inform all parties of the decision in writing. If the student is dissatisfied with the decision reached, the student may submit notification and justification of his/her decision to appeal, in writing, to the Academic Dean. This notification and justification of appeal must be submitted to the Academic Dean within five working days after notification of the department head's decision. The Academic Dean will notify the Dean who, in turn, will appoint a three faculty member Ad Hoc Academic Appeals Committee. The written letter of appeal submitted to the Academic Dean will be provided to the Ad Hoc Academic Appeals Committee for review. The Ad Hoc Academic Appeals Committee shall make a decision within fifteen working days from receipt of the student's appeal.

Action of Academic Performance Advancement Committees

Appeals of action(s) taken by the Academic Performance Advancement Committee must be appealed within 5 working days after receipt of notification of the committee action(s). The appeal must be in writing to the dean and contain the following information: (1) a statement of the actions complained of, (2) the relief requested, and (3) a specific statement of the reasons supporting the relief sought. The dean or his assignee may recommend the matter to the Academic Performance Advancement Committee for consideration of additional evidence. The committee shall make its recommendation to the dean within 5 working days of the hearing. Acting on the committee's advice or independently, the dean shall render a decision. The dean shall make a decision within 30 days from receipt of the student's appeal. The decision shall be in writing and copies of the decision shall be given to all parties. The decision of the appeal reached by the dean represents the final level of due process in the School of Dentistry.

Withdrawals

A student who for legitimate reasons is unable to return to school at the opening of any semester or who, for acceptable reasons, must discontinue school during the academic year will ordinarily be permitted to withdraw in good standing. A student who withdraws from the school will receive a "W" grade for each course that is less than 80% completed, according to assigned clock hours. For courses that are 80% or more complete at the time of withdrawal, a "W" will be recorded when student performance is satisfactory, or an "F" will be recorded when student performance is unsatisfactory. A student who has withdrawn in good standing may apply for readmission on the basis of the student's status at the time of withdrawal. In general, a student will not be considered for readmission if the absence has been for more than two consecutive years.

Approved Absences

The dean or his assignee may grant a petition for a short approved absence in case of illness, participation at a professional meeting, or any emergency, with the explicit understanding that the student will arrange with the faculty involved to make up satisfactorily all the work the student will miss.

STUDENT CONDUCT

Students must demonstrate the highest standards of character and integrity that warrant the public confidence and trust bestowed on them as health professionals. The standards for PROFESSIONAL CONDUCT are included in the *LSUSD Student Handbook of Policies and Procedures*. Among the elements of professionalism, each student must adhere to the following specific standards of care:

1. Each student must exhibit professional courtesy toward faculty, supporting staff, fellow students and patients;
2. Each student must maintain up-to-date, accurate and complete records regarding treatment performed on patients and patient fees;
3. No student shall deviate from treatment plans unless the deviation is authorized and documented in writing by the appropriate faculty;
4. No student shall jeopardize the well being of a patient under any circumstances.

All documented reports of non-compliance with the standards of PROFESSIONAL CONDUCT specified above are forwarded to the appropriate Academic Performance Advancement Committee for review. The Academic Performance Advancement Committee may deny a student permission to continue in the educational program should the student fail to demonstrate PROFESSIONAL CONDUCT.

Misconduct

Misconduct occurring within or outside the confines of the teaching programs will subject the offending student to appropriate disciplinary measures that can include dismissal. A student who is accused of such offenses will be given an opportunity to establish innocence before the Student Affairs Committee. At the time of matriculation, all students receive a copy of the *LSUHSC School of Dentistry Student Handbook of Policies and Procedures*. The handbook puts forth a complete set of policies and procedures including all phases of due process relating to misconduct.

LEARNING CENTER

The LSUSD Learning Center is comprised of three sections: Technology Services, Educational Services, and Statistical Services.

LSUSD **Computer Services** (LSUSD CS) maintains and supports all of the computer-related functions of the School of Dentistry. The LSUSD Local Area Network is connected to the LSU Health Sciences Center network and is maintained by LSUHSC Enterprise Computer Services. The LSUSD CS supports all faculty, staff, and student workstations, required student laptops, e-mail accounts, and the general access computers in the dental library computer lab. LSUSD CS

operates a help desk line from 8:00 AM to 5:00 PM, and Enterprise Computer Services provides limited after-hours phone support. The Library Computer Lab, with ten workstations and a scanner, is available for student use and is open all hours that the dental school library is open. LSUSD Computer Services provides students with a computer orientation and provides all students, faculty, and staff with links to online tutorials for supported software.

Educational services offered to faculty and staff include graphic design and printing, website maintenance, television/audiovisual support, assistance with course management, and various library services.

Course management support includes survey design, test construction and scoring, and course evaluation. Assistance with Moodle, the online course management system, is provided by Computer Services. Support for faculty and student users of VitalSource, the digital textbook library, is available from the Dental Library and Computer Services.

The School of Dentistry **Library**, a branch of the LSUHSC Libraries, is the only complete collection of dental literature in Louisiana. Located on the 3rd floor of the dental school Administration Building, the collection and services are open to all members of the dental profession as well as the public. An integrated library system provides access to print and electronic library holdings. Numerous search systems and databases, including MEDLINE, Cochrane Library, and MD Consult, are available to LSUHSC faculty, students, and staff. Remote access to electronic journals, books, and databases requires registration as a library patron and a library barcode.

Dental library faculty members offer instruction in the use of library services and online search techniques. Services include online searching, interlibrary loan, and distance education assistance. The library conference room may be reserved for seminars and small group presentations. A wireless network and comfortable seating offer opportunities for individual and group study. The dental school computer laboratory, located in the library, provides networked computers, a printer, and scanner for all students, faculty, and staff.

Graphic Arts offers a wide variety of production and design services for medical illustrations, newsletters, brochures, signs, posters, and certificates. Limited photography services are available onsite for publication purposes such as awards and events. Design and maintenance of the LSUSD website with the inclusion of news articles, photographs, and announcements, is a joint effort of Graphic Arts, the Library, and Computer Services.

The **Television/Audiovisual Section** operates and maintains the TV/AV equipment throughout the school and also produces TV/AV material for student projects, teaching programs, and other activities. This section oversees scheduling and operation of the four compressed video distance-learning rooms (two at LSUSD, one in Lafayette, and one in Baton Rouge). This section is also responsible for the telecommunications system for the school and manages meeting room and lecture hall scheduling.

Statistical services, provided by the LSUSD Biostatistical Core in conjunction with the School of Public Health EpiData Center, include test scoring, survey design, and statistical consultation. The Biostatistical Core provides assistance with study design, sample size estimation, the statistical analysis plan, and research proposals. Core resources are also available to post-graduate dental residents performing research as part of their graduate educational requirements.

GRADUATION

REQUIREMENTS FOR GRADUATION

1. The student must have fulfilled all requirements of each course and have an overall 2.0 grade point average.
2. The student must have met all of the required TECHNICAL STANDARDS.
3. The student must have met the required National Board Examination policy.
4. The student must have demonstrated standards of professional character, conduct and integrity that warrant the public confidence and trust bestowed on them as health professionals.
5. The student must have the approval of the appropriate Academic Performance Advancement Committee, the dean, the Administrative Council, the general faculty of the school and the LSU Board of Supervisors.
6. The student must have met all financial obligations to the school and the LSU System at least ten days before graduation.

AWARDS AND HONORS

Outstanding graduates are recognized each year at a pre-commencement Recognition Ceremony of the School of Dentistry. Awards are presented to graduates to recognize achievements, proficiency, and/or potential in dentistry, dental hygiene, and dental laboratory technology.

DEGREES WITH HONORS

Baccalaureate degrees are awarded summa cum laude to students whose quality point average falls within the range of 3.960 to 4.000, magna cum laude to students whose quality point average falls within the range of 3.860 to 3.959, and cum laude to students whose quality point average falls within the range 3.760 to 3.859. Scholastic honors are based on the overall quality point average for all course work attempted in pursuing the degree.

Dental Laboratory Technology

The Chancellor's Award - A cash award of \$250 is presented annually to a high-ranking graduating student who, in the opinion of the dental laboratory technology faculty, has done the most to promote the health sciences and the school before the public. This award was established by the chancellor of the health sciences center in 1979.

The Dean's Awards - A cash award of \$100.00 is presented to the graduate who, in the opinion of the dental laboratory technology faculty, represents the highest ideals of the dental laboratory technology profession.

Departments and organizations offer other annual awards.

Dental Hygiene

The Chancellor's Award - A cash award of \$250 is presented annually to a high-ranking graduating student who, in the opinion of the dental hygiene faculty, has done the most to promote the health sciences and the school before the public. This award was established by the chancellor of the health sciences center in 1979.

The Dean's Awards - A cash award of \$100.00 is presented to the graduate who, in the opinion of the dental hygiene faculty, represents the highest ideals of the dental hygiene profession.

Departments and organizations offer other annual awards.

Dental

The Chancellor's Award - A cash award of \$1,000 is presented annually to a high-ranking graduating dental student who has done the most to promote the health sciences and the school before the public. A committee of the faculty appointed by the dean makes the selection. This award was established by the chancellor of the health sciences center in 1977.

The Dean's Award - A cash award of \$250 is presented annually to a graduating dental student who has shown academic excellence combined with those qualities of integrity and leadership traditionally expected of the health professional. A committee of the faculty appointed by the dean makes the selection.

Departments and organizations offer other annual awards.



OTHER INFORMATION

SPECIAL PROGRAMS AND SERVICES

Simulation Laboratories

Two state-of-the-art simulation laboratories with a total of 62 units allow students and practicing dentists to learn the latest in dental procedures under close-to-actual clinic situations. They help students to transition easily from pre-clinical studies to the actual treatment of patients. They also allow students experiencing problems in the clinic to go back to simulation and correct their deficiencies. Each station is complete with hand pieces, water sprays, operator and assistant instruments, lights, mannequin heads and articulators that closely match the clinical situation. In addition, the laboratory contains TV monitors and other equipment to aid in the educational process.

Externship Program

Beginning in the summer between the third and fourth years of the Program in Dentistry, students have the opportunity to expand dental knowledge and/or clinical skills in hospitals and

dental schools around the country. It allows them to perfect their dental techniques. The externship program is a tremendous learning experience that provides lasting benefits for all participants.

STUDENT GOVERNMENT

Members of the Executive Council of the Student Government Association consists of one elected representative from each class, class presidents, the elected president, vice president and secretary-treasurer of the student body, and the dental-school yearbook editor. Elections are held annually in April. Class officers for each class are also elected in the spring. First-year class elections are held in October with temporary officers serving until that time.

The association provides a forum for student debates and opinions, and provides a method of dialogue between faculty and student body. The association has a bipartisan function in serving also as the local chapter of the American Student Dental Association and therefore upholds and supports the objectives of the American Student Dental Association.

HONORARY AND PROFESSIONAL GROUPS

The American Dental Association and The American Student Dental Association – The American Student Dental Association is a national student-run organization, which protects and advances the rights, interests, and welfare of students pursuing careers in dentistry. It represents students with a unified voice and provides information, education, advocacy, and services. The association introduces students to lifelong involvement in organized dentistry and promotes change for the betterment of the profession. Students of the school hold membership in these organizations. Each student receives official publications from these associations and is welcome to attend all scientific sessions sponsored by them. Other professional benefits are also available to the student through membership in the ADA and the ASDA.

The American Dental Hygienists' Association and the Student American Dental Hygienists' Association - Students of the school hold membership in these organizations. Each student receives official publications from these associations and is welcome to attend all scientific sessions sponsored by them. Other professional benefits are also available to the student with membership in the ADHA and the SADHA.

Delta Sigma Delta - This professional dental fraternity aims to promote the high ideals and standards of the profession, advance the professional knowledge and welfare of their members, and provide a medium through which their members, with a common interest, can develop lasting friendships.

Omicron Kappa Upsilon - A national dental honor society founded for the purpose of encouraging scholarship and advancing the ethical standards of the dental profession annually elects members from the fourth-year dental class. Twelve percent of the graduating class for each year may achieve the honor of such membership.

C. Edmund Kells Honor Society – This honor society, named after a pioneer in dentistry, is a student group established in 1971 to honor dental students who have distinguished themselves academically and clinically. Their peers in the society select students based on scholarship and

professionalism. One faculty member is also selected each year to honorary membership.

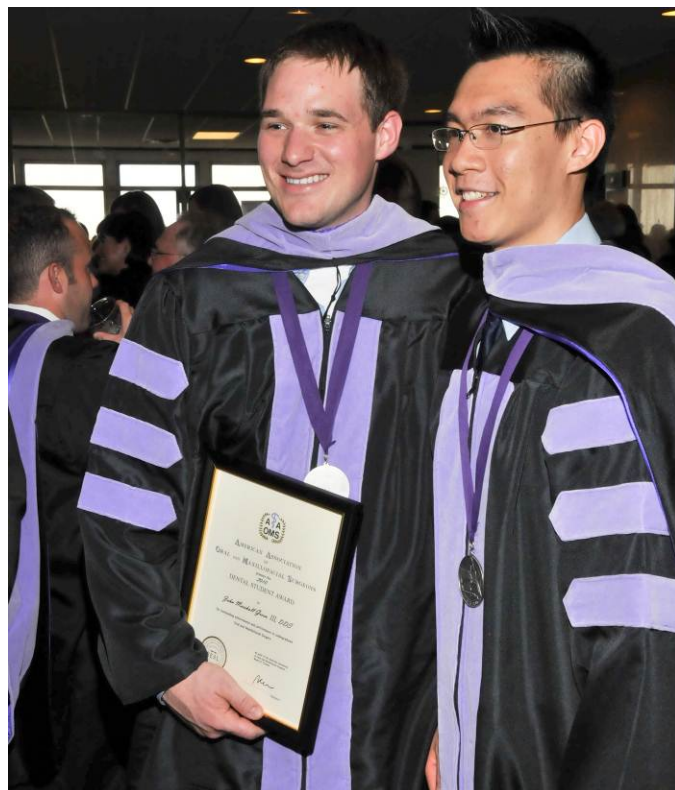
INSTITUTIONAL AFFILIATIONS

The hospitals and other health-related institutions listed below are affiliated with the School of Dentistry for the training of students, postgraduates, and residents:

- Children's Hospital of New Orleans
- Earl K. Long Medical Center, Baton Rouge
- Interim Public Hospital, New Orleans
- L.J. Chabert Medical Center, Houma
- University Oral And Maxillofacial Surgery, Charlotte, NC

CHEMICAL DEPENDENCY POLICY

Alcohol abuse and the illegal use or abuse of other drugs are associated with health, safety and social problems. Students may obtain assistance for alcohol and/or drug problems voluntarily through the LSUHSC Campus Assistance Program (CAP) or through an outside provider. School of Dentistry administration may formally refer a student to CAP for a substance abuse evaluation. Any student who refuses formal referral for evaluation and/or treatment for chemical dependency or who is unsuccessful in a treatment program for chemical dependency is subject to suspension from the School of Dentistry by the dean. If a student returns to school after obtaining treatment for chemical dependency, the student will be given the opportunity to sign a Continuation of Enrollment Agreement with the School of Dentistry, which outlines continued compliance with chemical dependency treatment recommendations. Failure to comply with the terms of this agreement may result in termination from the School of Dentistry.



PROGRAM DESCRIPTIONS

DENTAL LABORATORY TECHNOLOGY – AS

GENERAL

The School offers an Associate of Science Degree in Dental Laboratory Technology. The program leads to employment as a dental laboratory technician. They are designed to prepare the student to function as a technician whose laboratory responsibilities would include construction of either removable appliances, such as partial or complete dentures, or fixed restorations, such as crowns, bridges, porcelain veneers and other all-ceramic restorations.

The following information concerns the program in dental laboratory technology offered by the school and pertains to that program only. Students enrolled in dental laboratory technology will be bound, however, by the same rules and regulations that apply to other students of the school and that are found elsewhere in this catalog.

ADMISSIONS AND REGULATIONS

1. Admission to the program is by competitive application.
2. Attainment of an acceptable quality point average in the required subjects is stressed.
3. If a student is not accepted for a program, a new application and related materials must be submitted each year in which admission consideration is desired.

Students are enrolled once a year. The following are the admission guidelines:

1. After October 15 of the year prior to anticipated entrance, an application will be available at the LSUSD website <http://www.lsusd.lsuohsc.edu/fsdlt.html>.
2. The application must be submitted to the school no later than June 30 of the year admission is sought.
3. An official transcript from each college or university attended must be sent by the registrar of each institution directly to the Office of Admissions, LSU School of Dentistry, 1100 Florida Avenue, Box 228, New Orleans, LA 70119-2799.
4. A recent passport-type photograph, full-face view, must accompany the application form.
5. A copy of the applicant's driver's license.
6. A residency verification form.
7. A copy of you current Draft Card status (males only). Printed copies can be found at www.sss.gov
8. A personal interview with the Dental Laboratory Technology Admissions Committee is required.
9. One confidential recommendation on the form provided is submitted directly to the Office of Admissions by one of the applicant's previous instructors or teachers.

MINIMUM REQUIREMENTS

Careful consideration will be given to those applicants who present evidence of preparation and achievement. For the associate degree program, 27 college-level general education credit hours are required. These general-education credit hours are in addition to the curriculum in technology at LSUSD and may be taken at an institution of the student's choosing prior to or concurrent with the DLT course work at LSUSD. All subjects in general education must be taken at an institution whose credits are transferable to the LSU system.

All applicants must demonstrate the ability to perform college level work by completing most or all of their general-education requirements prior to admission.

ADDITIONAL EXPENSES

- Uniform \$250
- Instruments (2 years) \$1,500
- Books (2 years) \$650
- Equipment and Instrument Rental Fee (yearly) \$250

Associate of Science Degree – AS

The Associate of Science degree will be awarded upon completion of the above 27 credit hours and the additional 56 dental-laboratory credit hours for a total of 83 semester hours. No more than three hours of transfer credit will be awarded for any single course.

REQUIRED COURSES

	Credits
English Composition.....	6
Mathematics (college-level algebra or higher)	6
Inorganic Chemistry (Lecture)	3
Sociology.....	3
Humanities*	3
Fine Arts** (music, art, or drawing).....	3
Natural Science (biology, zoology, or botany).....	3
Total	27

All general study requirements must be completed prior to the start of spring semester of the graduation year.

For prerequisite and enrollment information about the DLT Associate of Science degree program at LSUSD, contact the LSUSD Dental Laboratory Technology Program at 504-941-8085.

*Humanities - courses must be selected from the following: history, speech, literature, philosophy, religion, or foreign language.

**Fine Arts - drawing is preferred.

DENTAL LABORATORY TECHNOLOGY CURRICULUM - AS

(Courses are listed in the sequence as taken in the curriculum)

FIRST YEAR

	Credits
First Semester	
DLT 2101 Dental Morphology	4
DLT 2102 Fixed Prosthodontics I.....	2
DLT 2103 Fundamental of Dental Laboratory Technology.....	2
DLT 2104 Fundamentals of Occlusion I.....	3
DLT 2106 Infectious Disease Control.....	1
General Studies*	6

Second Semester

DLT 2202 Fixed Prosthodontics II	3
DLT 2204 Concepts of Occlusion II.....	2
DLT 2205 Dental Ceramics I.....	1
DLT 2207 Complete Dentures I.....	3
DLT 2208 Removable Partial Dentures I.....	3
General Studies*	6

Year Total36

* Up to a maximum of 6 semester hours of general studies may be taken.

SECOND YEAR

(NOTE: Not less than 21 general studies hours must be completed prior to matriculation into the second- year curriculum.)

	Credits
First Semester	
DLT 3105 Dental Ceramics II	1
DLT 3111 Advanced Removable Prosthodontics	2
DLT 3112 Professional Ethics.....	1
DLT 3113 Orthodontic Laboratory	2
DLT 3114 Applied Laboratory Techniques I	7
DLT 3115 Dental Materials Science I	2
DLT 3116 Principles of Dental Implantology	3
General Studies*	6

Second Semester

DLT 3214 Applied Laboratory Techniques II	7
DLT 3216 Professional Development	1
DLT 3217 Laboratory Management.....	2
DLT 3218 All Ceramic Restorations Advanced Technique	3
DLT 3219 DLT Informatics	1

Year Total38

DENTAL HYGIENE – BS

NOTE: The following information on the LSUSD programs in dental hygiene pertains to those programs only. Students enrolled in the Dental Hygiene Program are bound by the same rules and regulations that apply to other students of the LSUSD and that are in this catalog/bulletin.

The LSU Health Sciences Center School of Dentistry at New Orleans offers a Bachelor of Science in Dental Hygiene degree. In addition, a distance education site leading to a degree is also offered in Lafayette at the Lafayette Community Health Care Center.

ADMISSION AND REGULATIONS

1. Admission to the program is by competitive application.
2. Admission to the Bachelor of Science degree program will be limited to Louisiana residents.
3. Attainment of an acceptable quality point average will be stressed.
4. Attainment of a composite score of 20 on the American College Test (ACT) is required. School code is 1601.
5. Experience in a dental setting is strongly encouraged.
6. If a student is not accepted for a program, a new application and related material must be submitted each year in which consideration for admission is desired.

Admissions Regulations for the LSUHSC-NO School of Dentistry Dental Hygiene Programs in New Orleans and Lafayette

Students are enrolled once a year for the fall semester. The following are the admission requirements.

1. After October 1 of the year prior to anticipated admission, an application will be available at the LSUSD website <http://www.lsusd.lsuhschool.edu/fshygiene.html>.
2. An official transcript from each college or university attended must be sent by the registrar of each institution directly to the Office of Admissions, LSU School of Dentistry, 1100 Florida Avenue, Box, 228, New Orleans, LA 70119-2799.
3. A recent passport-type photograph, full-face view, must accompany the admission form.
4. A personal interview with the Dental Hygiene Admissions Committee is required.
5. A copy of the applicant's driver's license.
6. A residency verification form.
7. One confidential recommendation on the form provided is submitted directly to the Office of Admissions by one of the applicant's instructors.
8. An official copy of the candidate's American College Testing (ACT) scores is required.

Bachelor of Science Degree

In order to earn a Bachelor of Science degree, 60 credit hours, which includes 39 hours of General Education courses and 21 hours of additional courses, are required. These courses meet the requirements of the General Science/Louisiana Transfer with Biological Track Associate degree.

General Education Courses

(www.latransferdegree.org list of possible courses)

English Composition (6 Hours Gen Ed)

English Comp I **3 hours required**
 English Comp II/ Adv Engl Comp **3 hours required**

Mathematics/Analytical Reasoning (7-12 Hours w/ 6 Gen Ed)

College Algebra /Trigonometry **0-3 hours**
 Trigonometry/Statistics **3-4 hours**
 Calculus **4-5 hours**

Natural Sciences- Choose Science Major Courses (18-28 Hours w/9 Gen Ed)

Requirement: 18 lecture hours and 2-3 labs:

Biology I
 Biology II
 Anatomy & Physiology I **required**
 Anatomy & Physiology II
 Microbiology **required**
 Chemistry I **required**
 Chemistry II
 Organic Chemistry

Humanities (9-21 Hours w/9 Gen Ed)

General Education Literature course **3 hours required**
 General Education Public Speaking course **3 hours required**
 Foreign Lang series or Humanities elective **0-12 hours**

Social/Behavioral Science

(6 Hours Gen Ed, include 1 course at Sophomore Level)

General Education Sociology course **3 hours required**
 General Education Psychology course **3 hours required**

Fine Arts (3 Hours Gen Ed)

General Education Fine Arts course **3 hours required**

The Bachelor of Science Degree will be awarded upon completion of the above 60 required credit hours and the additional 64 dental hygiene credit hours for a total of 124 semester hours.

For enrollment in the program at LSUSD, the applicant may take the 60 general studies credit hours at any accredited institution prior to enrollment. Contact the LSUSD Dental Hygiene Program at 504-941-8153 to get information on prerequisites.

All dental hygiene students are required to maintain a current healthcare provider certification in cardiopulmonary resuscitation (CPR) from the American Heart Association.

DENTAL HYGIENE CURRICULUM

FIRST YEAR

Credits

First Semester

Basic Science Course

DHY 3101 Gross Anatomy.....2

Clinical Science Courses

DHY 3102 Morphology and Occlusion2
 DHY 3103 Fundamentals of Dental Radiology2
 DHY 3104 Oral Diagnosis.....1
 DHY 3105 Preclinic5
 DHY 3106 Infectious Disease Control1
 DHY 3107 Overview of the Dental Profession.....1
 DHY 3108 Professional Development I.....1

Second Semester

Basic Science Courses

DHY 3201 Microbiology.....3
 DHY 3202 General and Oral Physiology.....2
 DHY 3203 Histology3

Clinical Science Courses

DHY 3204 Oral Health Promotion and Disease Prevention.....2
 DHY 3205 Introductory Clinic3
 DHY 3206 Radiographic Interpretation.....1
 DHY 3208 Professional Development II.....1
 DHY 3210 Pain Control IIA.....2

TOTAL FOR FIRST YEAR DENTAL HYGIENE.....32

SECOND YEAR

Credits

First Semester

Basic Science Courses

DHY 4101 Pharmacology2
 DHY 4102 General and Oral Pathology I3

Clinical Science Courses

DHY 4103 Clinical Nutrition2
 DHY 4104 Periodontics2
 DHY 4105 Intermediate Clinic.....4
 DHY 4106 Dental Materials1
 DHY 4107 Internal Medicine for Local Anesthesia1
 DHY 4108 Dental Public Health I1
 DHY 4110 Pain Control I2

Second Semester

Clinical Science Courses

DHY 4203 Professional Development III2
 DHY 4204 Interdisciplinary Principles for Dental Hygiene Practice2
 DHY 4205 Advanced Clinic4
 DHY 4206 Advanced Clinic Seminars2
 DHY 4208 Dental Public Health II2
 DHY 4209 Statistical Evaluation of Dental Literature.....2

TOTAL FOR SECOND YEAR DENTAL HYGIENE32

TOTAL64

DENTISTRY – DDS

ADMISSIONS

Method of Application

The LSUHSC School Dentistry participates in the ADEA administered Associated American Dental Schools Application Service (AADSAS). All applications for admission to the first year class for LSUHSC School of Dentistry must be submitted through this service. The application is in two parts. Part I is the AADSAS application process. Part II is for applicants who have completed Part I and qualify to receive the supplemental application directly from the LSUHSC School of Dentistry.

Part I

1. AADSAS <https://portal.aadsasweb.org>
2. DAT scores released to LSUHSC School Dentistry
3. \$50.00 nonrefundable application fee mailed directly to LSUHSC School of Dentistry (check only-payable to LSUHSC)
4. Send letters of evaluation directly to AADSAS: two (2) basic science professors or one (1) pre-professional school committee

Part II

To be completed only when contacted by the LSUHSC School of Dentistry Admissions Office.

The following information must be sent directly to the Admission's Office:

1. Supplemental Application
2. A recent passport size photo (2 ½ x 2 ½) attached to the application
3. Proof of residency
4. A copy of you current Draft Card status (males only). Printed copies can be found at www.sss.gov
5. A copy of the applicant' drivers license

Dates for Filing

Deadline for filing with AADSAS is November 1.

Personal Interview

Following review of all application materials, competitive applicants will be invited for an interview. The interview is important to both the applicant and the Admissions Committee. It allows the applicant to see the school and talk with both students and faculty. It allows the committee to evaluate the applicant on interest, enthusiasm, and social awareness—qualities that are important for a dentist but that cannot be measured by standardized tests. Also, on the day of the interview, each applicant takes a chalk carving test as a second measure of manual dexterity.

Dental Admission Test

All applicants are required to take the Dental Admissions Test (DAT), sponsored by the American Dental Association (www.ada.org) It is strongly suggested that applicants complete this test prior to the year they wish to enter school. The Dental Admissions Test (DAT) 211 East Chicago Avenue, Chicago, Illinois 60611.

Minimum Requirements

Admission to the LSUHSC School of Dentistry is on a competitive basis. The following preparation and achievement are required for consideration for admission.

1. Attendance for at least three full academic years at a college of arts and sciences accredited by the American Association of Collegiate Registrars and Admissions Officers and completion of not less than 90 semester hours of credit prior to the date of school of dentistry registration, subject to the limitations given in the section on evaluation of college records. The above minimum *requirements may not necessarily be completed prior to application for admission. Approval of admission is tentative, pending satisfactory completion of minimum requirements and maintenance of a satisfactory academic record before the date of registration.

Satisfactory completion of the following college courses

	Semester Hours
Biology / Zoology with Laboratory	12
Inorganic Chemistry with Laboratory	8
Organic Chemistry with Laboratory.....	8
General Physics with Laboratory.....	8
English.....	9

2. Attainment of an acceptable quality point average
3. Submission of acceptable scores on the Dental Admission Test
4. Possession of all the TECHNICAL STANDARDS set forth under ACADEMIC STANDARDS
5. Personal interview

Other Admission Information

Evaluation of College Records—Grade point averages are calculated from all college hours attempted. In calculating the quality point average, grades recorded in institutions at which D is the lowest passing grade are interpreted as follows: A = 4, B = 3, C = 2, D = 1, and F = 0. Correspondence courses and courses in military science, physical education, and other such subjects are not considered in determining the quality point average or the total number of semester hours required for admission. Other courses for which admission credit is not given are those that relate specifically to a professional curriculum such as law, medicine, dental hygiene, dental laboratory technology, education, pharmacy, agriculture, etc.

Other Recommended Courses - Courses that will assist in the development of manual skills, such as drawing, ceramics and sculpture are strongly recommended.

Advanced courses in biological sciences, such as cell and molecular biology, genetics, microbiology, comparative anatomy, physiology, biochemistry and histology are strongly recommended.

Courses in advanced mathematics, psychology, social studies, economics, speech, and philosophy (logic) are also desirable. Selection of Courses - It is strongly recommended that those who wish to prepare themselves for the study of dentistry 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 dental school. Care should be exercised in planning the course of study to be certain that the required subjects in chemistry, biology, physics, and English 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 that will allow time to take several of the strongly recommended subjects and to complete more than the specified minimal number of required courses and credit 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 dentistry. In addition to a good technical education, it is desirable for the student to have a broad cultural background.

Residency Requirements

Admission is restricted to legal residents of the United States. Admissions preference is given to residents of Louisiana. Residents of Arkansas will be considered under the guidelines of the Arkansas Health Education Loan Program. Up to five students may be accepted from states other than Louisiana and Arkansas. Residents of other countries will not be considered for admission.

Committee on Admissions

Responsibility for selection of entering students has been delegated to the Committee on Admissions by the faculty. When all necessary data, credits, and other required information for each application have been received and evaluated, the applicant is considered by the Committee.

Provisions Governing Acceptance of Applicant

1. All offers to accept an applicant for admission to the School of Dentistry are regarded as provisional acceptances. These are based on evidence submitted at the appropriate time that all required course work has been completed prior to the time for registration. The applicant must also demonstrate a continuation of a satisfactory personal performance and a level of academic achievement that is compatible with ability previously demonstrated.
2. Applicants must notify the Office of Admissions of their desire to accept a place in the class within the time specified in the acceptance letter. Failure to notify the office promptly will be 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.

3. It is improper for an applicant to hold more than one place of acceptance at any one time. An applicant who accepts a place in the class is under obligation to cancel the acceptance of places that may have been established previously with other schools. It is also understood that if an applicant who has accepted a place with the school of dentistry subsequently decides to attend another school, the applicant will provide prompt notification of the change in the acceptance status.

CURRICULUM

General

The curriculum in dentistry represents a blend of basic, clinical and social sciences covering all four academic years. It is formally structured to present the basic principles, concepts, and philosophies of dentistry, yet flexible to allow for individual student capabilities and interests. Its goal is to inspire the student to academic greatness by enhancing and facilitating the correlation of learning experiences. The diagonal format that extends clinical and basic sciences over the entire four years was used in planning the curriculum. As the emphasis on basic and pre-clinical sciences decreases from year one to year four, the student's exposure to the clinical sciences increases. The objectives of this approach are to help the student interrelate the basic and clinical sciences and to comprehend fully patient care and its rationale.



DENTISTRY CURRICULUM

FIRST YEAR

Hours

Basic Science Courses

DENT 1101 Gross Anatomy and Neuroanatomy	168
DENT 1112 General Histology.....	50
DENT 1113 Biochemistry	64
DENT 1115 Physiology.....	92
DENT 1118 Microbiology and Immunology	70
DENT 1121 Oral Histology.....	46

Clinical Science Courses

DENT 1103 Fundamentals of Operative Dentistry.....	200
DENT 1105 Fundamentals of Dental Radiology	21
DENT 1107 Dental Morphology	72
DENT 1108 Principles of Occlusion	48
DENT 1109 Professional Development I.....	52
DENT 1116 Growth and Development.....	24
DENT 1119 General and Oral Pathology I.....	23
DENT 1122 Dental Grand Rounds I	30
DENT 1123 Introduction to Prevention and Diagnosis ..	170
DENT 1124 Introduction to Evidence Based Dentistry....	29

TOTAL for First Year 1159

SECOND YEAR

Hours

Basic Science Courses

DENT 2125 General and Oral Pathology II.....	96
DENT 2122 Pharmacology.....	58

Clinical Science Courses

DENT 2102 Preclinical Fixed Prosthodontics.....	104
DENT 2103 Introduction to Complete Dentures.....	72
DENT 2105 Introduction to Clinical Operative Dentistry.....	108
DENT 2106 Introduction to Periodontics.....	77
DENT 2108 Diagnostic Radiology	18
DENT 2109 Oral Surgery	16
DENT 2110 Treatment Planning I.....	20
DENT 2111 Professional Development II.....	50
DENT 2112 Principles of Occlusion Equilibration.....	38
DENT 2114 Basic Endodontic Lecture.....	24
DENT 2115 Dental Materials Science	44
DENT 2116 Introduction to Removable Partial Dentures.....	44
DENT 2117 Pediatric Dentistry Lecture I	22
DENT 2118 Introduction to Orthodontics.....	18
DENT 2123 Pain Control I	26
DENT 2124 Pain Control II A	24
DENT 2126 Special Prosthodontic Techniques.....	52
DENT 2127 Introduction to Implant Dentistry.....	16
DENT 2128 Preclinical Dental Prophylaxis	30
DENT 2129 Internal Medicine	50
DENT 2130 Dental Grand Rounds II	30
DENT 2131 Assessing Primary Literature	9
DENT 2132 Pre-clinical Laboratory Procedures.....	24
DENT 2133 Endodontics Pre-Clinical Simulation Laboratory	59
DENT 2134 Advanced Head and Neck Anatomy	32

TOTAL FOR SECOND YEAR..... 1161

THIRD YEAR

Hours

Basic Science Courses

DENT 3125 Differential Diagnosis of Oral Lesions.....	20
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Clinical Science Courses

DENT 3101 Preclinical Orthodontics.....	20
DENT 3102 Pediatric Dentistry Lecture II.....	22
DENT 3104 Clinical Removable Prosthodontics.....	135
DENT 3105 Advanced Clinical Operative Dentistry.....	143
DENT 3106 Intermediate Periodontics	103
DENT 3107 Clinical Fixed Prosthodontics.....	126
DENT 3108 Pediatric Dentistry Clinic	80
DENT 3109 Junior Endodontic Clinic	30
DENT 3110 Advanced Oral Surgery	18
DENT 3111 Clinical Orthodontics.....	32
DENT 3112 Clinical Oral Diagnosis and Treatment Planning	60
DENT 3113 Dental Radiology III	40
DENT 3115 Oral Oncology.....	14
DENT 3116 Applied Oral Medicine	20
DENT 3118 Introduction to Temporomandibular Joint Dysfunction.....	26
DENT 3119 Pain Control II B	10
DENT 3120 Clinical Oral Surgery.....	48
DENT 3122 Professional Development III.....	31
DENT 3123 Implants in Dentistry.....	16
DENT 3126 Preclinical Esthetics	26
DENT 3128 Dental Grand Rounds III	30

TOTAL for Third Year 1050

FOURTH YEAR

Hours

Clinical Science Courses

DENT 4101 Comprehensive Care Clinic.....	987
DENT 4102 Senior Intermediate Periodontics	40
DENT 4103 Professional Development IV	52
DENT 4104 Pain Control III	18
DENT 4105 Clinical Endodontics II	16
DENT 4106 TMJ Clinic Rotation	12
DENT 4107 Rural Practice Rotation	136
DENT 4108 Advanced Treatment Planning Seminar	40
DENT 4112 Dental Grand Rounds IV	30
DENT 4113 Endodontic Clinic	26
Selective Courses	0-100

TOTAL FOR FOURTH YEAR..... 1357-1457

ADVANCED EDUCATION AND RESIDENCY PROGRAMS

Advanced education programs for specialty training in the areas of endodontics, orthodontics, pediatric dentistry, periodontics and prosthodontics meet the accreditation requirements of the Commission on Dental Accreditation and the eligibility requirements of the respective specialty boards. Candidates seeking admission to these programs must hold a D.D.S. or D.M.D. degree or the foreign equivalent, and students who complete the requirements of the program are awarded a certificate of proficiency.

Residency and advanced education programs in comprehensive dentistry and oral and maxillofacial surgery also meet the accreditation requirements of the Commission on Dental Accreditation (CODA). The residency program in oral and maxillofacial surgery satisfies the requirements of the American Board of Oral and Maxillofacial Surgery and the American Society of Oral and Maxillofacial Surgeons.

Students enrolled in advanced education programs are bound by the same rules and regulations that apply to other students of the school of dentistry, and these guidelines are stated elsewhere in this catalog.

GRADING SYSTEM

For the Advanced Dental Education programs, students must maintain a "B" average (3.0 on a 4.0 scale) overall Grade Point Average (GPA) at the end of each grading period (semester, trimester, etc.) during the program. An average below 3.0 places the student on academic probation. In most cases academic probation must be removed within one semester in order for the student to continue in the program. However, extenuating circumstances may allow an additional semester for removal of probation. If the overall GPA is not brought up to an overall "B" (3.0) average by that time, the student will be dismissed for academic reasons.

More detailed information on each of the programs follows. Inquiries should be directed to the director of advanced education.

ENDODONTICS

The Program in Endodontics is designed to give advanced education to an individual committed to the practice, teaching, or research of endodontics. Upon satisfactory completion of the program, the student will receive a certificate in endodontics and will be educationally qualified to pursue certification by the American Board of Endodontics. The student will spend approximately 60 percent of the assigned time in clinical practice and the remaining in basic- and clinical- science lectures and seminars, research and teaching. Clinical experience will include the complete scope of endodontic practice. Medically compromised as well as healthy patients are treated under appropriate supervision. The range of treatment includes emergency and diagnostic treatment, non-surgical and surgical therapy, microscopic endodontics, vital and non-vital bleaching procedures, intentional replants, and root-extrusion techniques.

Four applicants are accepted annually. Applicants must have graduated in the upper portion of their dental school class and have successfully completed both parts of the National Board Examination. Research experience and clinical experience beyond dental school (such as private practice, military experience, residencies, or teaching), will strengthen the applicant's credentials.

The deadline for completed applications for PASS is August 1 of the year preceding anticipated enrollment. Interviews are held August through October with notification upon acceptance.

COMPREHENSIVE DENTISTRY (GENERAL PRACTICE RESIDENCY)

The General Practice Residency Program at Louisiana State University School of Dentistry is approved by the Commission on Accreditation of Dental and Dental Auxiliary Educational Programs of the American Dental Association. This one - year (optional second) residency program offers an opportunity for advanced comprehensive clinical experience in a hospital setting, with additional training in the sciences basic to dental practice. The program is structured in such a manner as to take advantage of the strong features of both the sequential and integrated training programs. The ultimate objective is to train dentists to function as part of the hospital team rendering total patient care.

Applicants accepted for this program begin the academic year July 1, and a General Dentistry Residency Certificate is awarded to each resident who successfully completes the one - year program. Those completing the 2nd year will receive an additional certificate. The primary teaching hospitals are the LSU Interim Hospital, formerly University Hospital, New Orleans; Earl K. Long Medical Center and LSUSD's Dental Clinic located on LSU South Campus, Baton Rouge; other affiliated teaching institutions include the Louisiana University Schools of Dentistry and Medicine; Pinecrest Supports & Services Center, Pineville, LA; GNO Supports and Services Center, Gretna; Northlake Supports and Services Center, Hammond, LA.

Off-service rotations are scheduled through Departments of Anesthesiology, the Emergency Department, and Oral Maxillofacial Surgery (medical emergency and trauma). In the dental component there are rotations designed to give patient experiences in dentistry for the HIV(+)/Infectious Disease Patient, Dentistry for the Special Needs population of both Geriatrics and patients with Neurodevelopmental disorders and intellectual disabilities, and elective rotations intended to provide the resident with ample training under specialists' supervision. This specialty concept is carried over into the general Dentistry segment, where the resident broadens his/her experience in the various dental disciplines. The General Dentistry faculty is augmented by specialists in Endodontics, Pediatric Dentistry, Periodontics, and Fixed and Removable Prosthodontics.

The General Dentistry Resident is thoroughly indoctrinated in hospital organization, protocol and administration, and is trained to care for patients on both an in-patient and out-patient basis. The program prepares the resident for private practice with hospital privileges or for an academic career in Hospital Dentistry.

Dr. Henry Gremillion, Dean of LSU School of Dentistry is Head of the Dental Division at University Hospital; Dr. Likith Reddy is Head of the Department of Dentistry at LSU Interim Hospital, New Orleans and Chair of Department of Oral Maxillofacial Surgery; Dr. Alex Ehrlich Chair of the Department of Comprehensive Care at LSU School of Dentistry; and Dr. Benjamin R. Record is Director of the General Dentistry Residency Program, Assistant Director of LSU Interim Hospital's Dental Clinic and Director for LSU School of Dentistry's Baton Rouge Dental clinic located at LSU South Campus. Other faculty members involved in the Program include both full and part-time faculty from the Department of Comprehensive Care, as well as faculty members from various dental specialties and basic science departments of LSU School of Dentistry.

The basic annual stipend from Medical Center of Louisiana for first year residents is \$44,168 and \$45,500 for those continuing with the second year. Appointment is for twelve months beginning July 1, and a contract is sent after notification of acceptance.

This program is a participant in the Postdoctoral Application Support Service (PASS) program. Please contact PASS, 1625 Massachusetts Ave., N.W., Suite 101, Washington, D.C. 20036 for an application and information on the program. We are also a participant in the National Match Service. The Louisiana State University Health Science Center requires a \$50.00 non-refundable Application Processing Fee which should be paid directly to LSU School of Dentistry.

Selected applicants will be contacted for interviews after the application deadline of October 15. Any applicant, however, who is especially interested in visiting and touring our facilities, is welcome to arrange for a personal tour and a meeting of faculty members and residents; we ask only that we be advised that you are planning a visit so that we can make your visit as interesting, informative, and pleasant as possible. The LSU GPR also sponsors externship rotations.

Participation in the Postdoctoral Application Support Service (PASS) program is required. An additional \$50.00 processing fee payable to the LSU Health Sciences Center School of Dentistry is required of those applying. After applications have been received and reviewed, invitations for interviews will be sent out by the director of the Residency Program.

Applicants must agree to participate in GPR Matching Program, the description of which is excerpt from the AAOMS below. The LSU GPR PASS deadline is October 15; all supplemental papers and the PASS application must be received by LSU by November 1.

The matching program provides an orderly method to enable applicants to obtain positions in the first-year residency program of their choice and also to help programs obtain applicants of their choice. This will eliminate an inequitable recruitment process that forces premature decisions, which put unnecessary pressure on both applicants as well as programs. This is very similar to the National Matching Program for medical students applying to medical residency programs throughout the United States. Applicants and programs continue to contact each other directly and interview and evaluate each other independently of the Matching Program. However, no offers are made during this period. After all the interviews are completed, both applicants and residency programs submit a confidential "Rank Order List" in which they list the applicants or programs in order of their preference. Both applicants and programs may safely list preferred choices first without consideration for how they will

be ranked by the other party. All information submitted to the Matching Program is kept confidential.

Participating programs must offer all first-year positions through the Matching Program. Programs may not make or require any commitments or contracts with anyone prior to the release of the match results. Similarly, applicants may apply only to programs that are participating in the Matching Program or until the results of the match are released. The confidential "Rank Order List" submitted by each program and applicant are the sole determinants of their respective order or preference of the match.

The match results constitute a binding commitment from which neither the applicant nor the program can withdraw without mutual written agreement. The program must offer appointments to each applicant with whom it is matched, and the applicant must accept the offer from the program unless both parties agree to release each other from the match result. The program may not accept any applicant who was matched elsewhere and subsequently not released from that match. "

Applications from graduates of dental schools outside of the United States may only be considered for the one year Special Needs Dentistry fellowship. Successful completion of parts I and II of the National Board Examinations, the Test of English as a Foreign Language, and permanent U.S. residency or citizenship are prerequisites for application to the fellowship.

All graduation requirements of a resident's dental school must be met prior to the start of residency on July 1 or they will be dropped from the program. Any exceptions must be approved by the GPR Program Director. If successful completion of Part II of the National Board Examinations is not one of those requirements and has not yet been accomplished that resident has until December 31 to do so. If that does not occur they will be dropped from the program.



Oral and Maxillofacial Surgery

The Advanced Educational Program in Oral and Maxillofacial Surgery at Louisiana State University Health Sciences Center in New Orleans is a six-year OMS-MD residency program designed to fulfill the educational requirements of the Council on Dental Education of the American Dental Association and the American Board of Oral and Maxillofacial Surgery. Each year four applicants are selected to begin seventy-two months of training. The Medical Center of Louisiana at New Orleans (Interim Louisiana Hospital) serves as the primary teaching hospital. Other affiliated institutions are Earl K. Long Medical Center in Baton Rouge, Carolinas Healthcare System, Our Lady of the Lake in Baton Rouge, East Jefferson General Hospital in Metairie, and the dental and medical schools of Louisiana State University Health Sciences Center. Biomedical-science instruction is incorporated throughout the six-year residency program. Formal didactic courses outside of the medical school curriculum include Applied Head and Neck Surgical Anatomy, Advanced Oral Pathology, TMJ Diseases, and Orthognathic Surgery. Conferences consist of Clinical Pathology, Preoperative Surgery, Pain Control and Sedation, Journal Club and Oral and Maxillofacial Surgery Teaching Seminars.

Enrollment in the LSU Health Sciences Center School of Medicine in New Orleans for Introduction to Clinical Medicine, Clinical Pathology and Dermatology is concurrent with the initial twelve-month clinical oral and maxillofacial surgery rotation. Advanced standing for third-year entry into medical school is predicated on passage of the national Medical Boards Step I in June of the applicant's first year of training. Following 24 months of medical school, one year of General Surgery credit is gained with rotation in the Emergency Room, General Surgery and Surgical Subspecialties, Neurosurgery, and Anesthesia. The residents return to the Oral and Maxillofacial Surgery Department for twenty-four months to complete the program.

Patient load during the thirty-six months of oral and maxillofacial surgery training includes extensive maxillofacial hard- and soft-tissue trauma and reconstruction, orthognathic, and craniofacial surgery, temporomandibular joint disorders, all forms of cosmetic surgery, pathology, preprosthetic and implant surgery, advanced exodontia, and ambulatory outpatient general anesthesia. The combined annual inpatient surgery at all teaching hospitals exceeds 1,500 cases. Over 25,000 outpatients are seen each year, which accounts for 6,000 procedures.

The program is closely supervised by five full-time and fifteen part time board certified oral and maxillofacial surgeons. Applicants must be graduates or seniors in the upper 25% of their class of dental schools recognized by the Council on Dental Education of the American Dental Association. Applications from graduates of dental schools outside the U.S. and Canada will be considered if they have attended a US equivalency program and receive a US DDS equivalency degree. Foreign applicants must already have permanent USA residency status prior to application.

Participation in the Postdoctoral Application Support Service (PASS) program is required. Additional experience beyond dental school (general practice residency, anesthesia residency, private practice, graduate school, etc.) may strengthen the applicant's credentials. A \$50.00 processing fee payable to the LSU Health Sciences Center School of Dentistry is required of those applying. After applications have been received and reviewed, invitations for interviews

will be sent out by the director of the Department of Oral and Maxillofacial Surgery Residency Program.

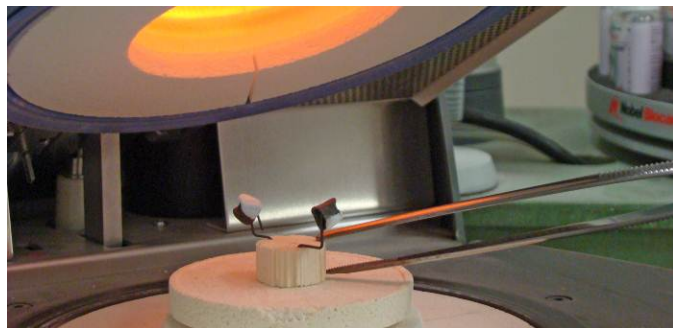
Applicants must agree to participate in the Oral and Maxillofacial Surgery Residents Matching Program, the description of which is excerpt from the AAOMS below. The LSU PASS deadline is September 15; all supplemental papers and the PASS application must be received by LSU by October 1.

The use of the matching program for first-year residents in oral and maxillofacial surgery residency programs has been utilized for residency positions since 1986. This program is sponsored by the American Association of Oral and Maxillofacial Surgeons and administered through the National Matching Service. The matching program is financed by fees paid by the AAOMS, applicants, and programs participating.

The matching program provides an orderly method to enable applicants to obtain positions in the first-year residency program of their choice and also to help programs obtain applicants of their choice. This will eliminate an inequitable recruitment process that forces premature decisions, which put unnecessary pressure on both applicants as well as programs. This is very similar to the National Matching Program for medical students applying to medical residency programs throughout the United States. Applicants and programs continue to contact each other directly and interview and evaluate each other independently of the Matching Program. However, no offers are made during this period. After all the interviews are completed, both applicants and residency programs submit a confidential "Rank Order List" in which they list the applicants or programs in order of their preference. Both applicants and programs may safely list preferred choices first without consideration for how they will be ranked by the other party. All information submitted to the Matching Program is kept confidential.

Participating programs must offer all first-year positions through the Matching Program. Programs may not make or require any commitments or contracts with anyone prior to the release of the match results. Similarly, applicants may apply only to programs that are participating in the Matching Program or until the results of the match are released. The confidential "Rank Order List" submitted by each program and applicant are the sole determinants of their respective order or preference of the match.

The match results constitute a binding commitment from which neither the applicant nor the program can withdraw without mutual written agreement. The program must offer appointments to each applicant with whom it is matched, and the applicant must accept the offer from the program unless both parties agree to release each other from the match result. The program may not accept any applicant who was matched elsewhere and subsequently not released from that match.



Six-Year Oral & Maxillofacial Surgery/MD Program

<u>1st Year</u>	OMS-12 months integrated with <ul style="list-style-type: none">• Graduate Head and Neck Anatomy• Graduate Oral Pathology Course• Introduction to Clinical Medicine• Dermatology• Clinical Pathology• Pass Step I of Medical National Boards• Anesthesiology 2 months
<u>2nd Year</u>	Clerkships of third academic year at LSUHSC-NO School of Medicine
<u>3rd Year</u>	Clerkships of fourth academic year at LSUHSC-NO I School of Medicine. <ul style="list-style-type: none">• Anesthesiology, 2 months• Oral and Maxillofacial Surgery, 2-3 months• M.D. Awarded
<u>4th Year</u>	General Surgery I General Surgery and subspecialties, 5-6 months Neurosurgery, 3-4 months OMS, 3-4 months
<u>5th Year</u>	OMS, 12 months Graduate Orthognathic Surgery Course
<u>6th Year</u>	OMS, 12 months Elective Cosmetic or Cleft Palate rotation (optional) Certificate Awarded.

ORTHODONTICS

The Program in Orthodontics is a twenty-four-month course of study beginning in July of each year. The program is designed to offer a broad foundation in the basic sciences and to provide a background of detailed knowledge essential to the understanding of orthodontics.

Primary emphasis is on clinical training, which is correlated with and supplemented by lecture, seminar, demonstration and conference instruction. Mastery of the edgewise appliance is stressed. Treatment with functional appliances is also emphasized as an augmentation to fixed appliance therapy. In addition to the treatment of routine orthodontic problems, each student treats several patients with severe malocclusions including cases requiring a combined orthodontic surgical approach to therapy. Guest lecturers introduce other appliance techniques currently used throughout the world.

Some of the courses offered over the two-year period are orthodontic theory and diagnosis, orthodontic technique, biomechanics, surgical orthodontics, craniofacial morphogenesis, anatomy, and statistics. Each student is required to complete a research project.

The program is fully accredited through the ADA Commission on Dental Accreditation (CODA). All applicants are required to take the Graduate Record Examination; foreign students must take the TOEFL, and completed American Dental Education Postdoctoral Application Support Service (PASS) applications must be received by August 3 of the year preceding matriculation.

PEDIATRIC DENTISTRY

The Program in Pediatric Dentistry is university-based and balanced with significant hospital and extramural affiliation with Children's Hospital of New Orleans. The program is designed to prepare highly qualified specialists for the clinical practice of pediatric dentistry or careers in teaching or research. The twenty-four month course of study includes (1) seminars in clinically oriented basic sciences, (2) instruction in advanced clinical procedures, including minor tooth movement, (3) training in hospital procedure, including general anesthesia, (4) experiences in providing comprehensive dental health for handicapped children, (5) courses in research methodology and biomedical sciences applicable to health care in children. A research project is required for certification.

The program has been planned in accordance with the standards for the Commission on Dental Accreditation Advanced Specialty Education Programs in Pediatric Dentistry and is accredited by the American Dental Association, Commission on Dental Accreditation. Upon completion of the program, the postgraduate student receives a certificate in pediatric dentistry and meets eligibility requirements for the American Board of Pediatric Dentistry examination.

Four applicants are selected each year. Applicants should be graduates in the upper half of their class and are encouraged to take the Graduate Record Examination. Completed American Dental Education Postdoctoral Application Support Service (PASS) applications must be received by October 1 of the year preceding matriculation.

PERIODONTICS

The Periodontics Program begins July 1 of each year and is of thirty-six months duration. Upon completion of the program, the student will be awarded a Certificate in Periodontics and will be eligible to take the American Board of Periodontology examination. The program is multifaceted and uses facilities and faculty to provide:

- 1) A strong foundation in the basic sciences, including surgical anatomy, cell biology, biochemistry, immunology, and others.
- 2) Clinical science courses that include Occlusion, Oral Medicine, Oral Pathology, and Minor Orthodontic Tooth Movement, and several multidisciplinary courses, such as Periodontics-Prosthodontics, Periodontics - Endodontics, Dental Implantology, etc.
- 3) An extensive review of the periodontal literature to provide the basis for understanding current philosophies of therapy and to establish a biologic basis for formulating comprehensive treatment plans.
- 4) Exposure to a wide range of periodontal problems requiring a variety of therapeutic procedures. Students are encouraged to work with several full- and part-time faculty to gain experience in all periodontal techniques available including Lasers, Microsurgery and others. There is a total of 5 full time and 6 part time faculty members in the department, 10 of which are Diplomates of the American Board of Periodontology.
- 5) Research opportunities are available in either basic science or clinical areas to enable the student to accomplish a meaningful original research project.
- 6) Training and experience with IV sedation is also provided and all graduates are eligible to get their IV sedation certification.
- 7) Residents gain experience in hospital Periodontics through a rotation in the VA hospital and Children's Hospital.
- 8) Teaching experience in both the classroom and clinic to communicate those principles and skills acquired during training to their peers. In addition, faculty input into these various areas is supplemented by several guest lecturers during the year.

On average, three applicants are accepted annually. Candidates should possess competitive academic credentials, and should have demonstrated a definite interest in periodontics. All applicants must have passed the National Dental Board Exams. In addition to those, international applicants must provide acceptable TOEFL scores. Additional experience beyond dental school (internship or residency, military service, private practice, graduate school, etc.), strengthens the applicant's credentials. A personal site visit/interview is required for the benefit of both the the applicant and the faculty.

PROSTHODONTICS

The Program in Prosthodontics is a thirty-six-month course of study, commencing in July of each year. The time spent in the program may vary because it is designed to encompass the three main areas of prosthodontics, namely, removable, fixed and maxillofacial prosthodontics. Upon successful completion of the program, the student will be awarded a certificate in prosthodontics and will be eligible to take the American Board of Prosthodontics examination. The thirty-six-month course of study includes the following; (1) seminars in clinically oriented basic-science courses; (2) instruction in advanced clinical procedures; (3) clinical-science courses, which include occlusion, oral medicine, oral pathology, periodontic-prosthetic, prosthetics, oral facial pain, and other multidisciplinary courses; (4) research opportunities in the basic sciences or clinical areas; (5) selective courses to prepare for a career in academic dentistry; and (6) multiple other courses that will allow the student to help tailor the program. Up to three applicants are selected each year, and candidates should possess competitive academic credentials and have demonstrated an interest in prosthodontics. Additional experience beyond dental school and submission of the results of the Graduate Record Examination strengthen the applicant's credentials. A personal site visit is required for the benefit of the applicant and the faculty. Completed American Dental Education Postdoctoral Application Support Service (PASS) applications should be received by September 15.



COURSE DESCRIPTIONS

COURSE NUMBERING SYSTEM

The School of Dentistry course numbering system is four-digits. The first digit represents the year; the second digit represents the semester; the third and fourth digits represent the sequencing of courses. Courses numbered 5000 and above are restricted to students in advanced dental education programs.

Anatomy

ANAT 5407 Advanced Head & Neck Anatomy

Postgraduate Head and Neck Anatomy is a clinically-oriented course which deals with human anatomical structure, embryological development, function and dysfunction of the head and neck in its relationship to clinical practice. This course is designed as an advanced course in head and neck anatomy for post-graduate students in medicine, dentistry and the School of Graduate Studies. The course will include segments on the basic gross anatomy, developmental anatomy, cell biology, neuroanatomy and neurophysiology of the head and neck. Special emphasis on functional considerations and clinical correlations will be given in the course.

Dental Hygiene

DHY 3101 Gross Anatomy

A lecture course to orient the student toward an understanding of the anatomical make-up and integral relationships of the human body and its parts. Particular emphasis is placed on head and neck anatomy. A systematic study is followed by a regional approach to each of the body areas so that the systems are studied in relation to one another.

DHY 3102 Morphology and Occlusion

A lecture and laboratory course involving a detailed study of the anatomy of the teeth, individually and collectively. Information about the anatomical and embryonic differences between individual teeth, developmental disturbances involving the teeth, root structure anomalies, the physiology of mandibular movement, and an introduction to occlusion are integral parts of the course. Students gain laboratory exposure to the individual teeth through drawings of the entire tooth.

DHY 3103 Fundamentals of Dental Radiology

This is an introductory course in dental radiology that includes didactic instruction in radiation physics, radiation biology, radiation hygiene, and radiographic and processing techniques. This course also includes an introduction to the radiological interpretation of normal anatomy, caries, periodontal disease and periapical disease. The student receives supervision in taking digital intra- and extra-oral radiographs on mannequins, as well as patients. Specific requirements on occlusal, Panorex, and complete series of X-rays must be met.

DHY 3104 Oral Diagnosis

An introductory course in diagnosis of normal and pathological conditions of the oral cavity using didactic and clinical instruction. The course includes patient medical history, normal anatomy, general appraisal, soft-tissue examination, charting procedures and the use of appropriate laboratory techniques and other diagnostic aids. The clinical aspect utilizes the application of diagnostic techniques as they apply individually and to each other.

DHY 3105 Pre-clinic

A lecture and laboratory course dealing with the fundamentals necessary in preparation for the clinical experience in dental hygiene. Information on the dental/dental hygiene profession, prophylaxis techniques, clinical procedure, patient management, and oral health education is an integral part of the course. Experience that can be applied to the oral cavity is obtained through instrumentation procedures on mannequins.

DHY 3106 Infectious Disease Control

An introductory course that provides instruction in blood-borne infections such as AIDS and hepatitis. The epidemiology and prevention of these diseases and a complete infection control policy is presented in order that the student may function properly in a dental setting. Federal, state, OSHA and LSUHSC policies concerning legal issues are discussed.

DHY 3107 Overview of the Dental Profession

An introductory course designed to introduce students to the various disciplines in dentistry. An overview of the dental specialties dental nomenclature is strongly emphasized.

DHY 3108 Professional Development I

An introductory course designed to introduce the role of the student as a member of the LSU School of Dentistry and the dental hygiene program. This lecture/seminar course introduces the philosophical concepts of ethics and moral reasoning. Human behavior principles are shared which create an awareness of the issues presented by a culturally diverse student/faculty/patient population. This course also introduces the students to aspects of professional development, such as involvement in professional organizations, and the future of dental hygiene.

DHY 3201 Microbiology

This course is an introduction to the basic principles of bacteriology, mycology, virology and immunology with special emphasis on how they relate to the microbial flora of the oral cavity and to oral disease. Methods of sterilization and disinfection are stressed along with their application to the prevention of cross contamination in the dental office.

DHY 3202 General and Oral Physiology

An introductory course that presents a general survey of the basic physiological principles underlying the function of the different organ systems of the human body, including the central and peripheral nervous system, neuromuscular, endocrine, cardiovascular, respiratory, renal and gastrointestinal systems. The influence of each of these systems on the oral cavity is presented as a separate group of lectures. Lectures are supplemented by slides and videotaped demonstrations.

DHY 3203 Histology

An introductory course designed to provide the student with an understanding of the microscopic anatomy of the human body. Functional topics and embryological development are integrated with histology in the lectures. The course is roughly divided into thirds. The first third of the course is devoted to the study of cell biology and the organization of basic tissues. The second portion deals with histology of selected systems. The final third is concerned with detailed development and histology of the oral cavity and teeth. Lectures are supplemented with photographic slides to enhance the students' appreciation of microscopic anatomy.

DHY 3204 Oral Health Promotion and Disease Prevention

This is an introductory course that presents the etiology and steps in the prevention of dental diseases. Philosophies of primary, secondary and tertiary prevention are discussed. The development and maintenance of dental disease programs are addressed as they relate to communicating with, educating and motivating patients.

DHY 3205 Introductory Clinic

A clinical course that applies techniques, procedures and information presented in Pre-Clinic. The course consists of the clinical treatment of patients for prophylaxis, in varying degrees of difficulty, complete series of X-rays, fluoride treatments, and oral health instruction. The course is supplemented by scheduled seminars on root planing, special patients, use of power scalers, auxiliary health aids, and laboratory diagnostic tests used in dental practice.

DHY 3206 Radiographic Interpretation

This is a comprehensive course in radiographic interpretation of normal anatomy, anomalies, caries, periapical lesions, periodontal disease, cysts, trauma and various pathological lesions of the jaws and associated structures.

DHY 3208 Professional Development II

This course is a continuation in the development of the student as an oral health care professional. It is designed to facilitate communication concepts and skills, and includes exercises in practical application with the dental patient, and other dental professionals. The student is made aware of the various barriers to successful communication by exposure to concepts of culture, verbal and non-verbal language, and group dynamics. Principles of human behavior affecting the dental hygienist's relationship with co-workers and patients, the influence of personality types on interpersonal relations, motivation of patients to proper oral health will also be addressed. Students will also be introduced to a Professional Codes of Ethics and further study in ethics as it relates to patient care.

DHY 3210 Pain Control IIA

One of 2 courses designed to prepare the student for the management of pain, anxiety, and medical emergencies in the dental practice. This course includes the majority of the LSUSD material pertaining to management of medical emergencies. Didactic and clinical instruction in the use of nitrous-oxide analgesia is included in order to qualify the student for the clinical use of this pain-control modality.

DHY 4101 Pharmacology

This course consists of a series of lectures, conferences, and demonstrations emphasizing the pharmaco-dynamics of drug action. This includes modes of administration, mechanisms of action, biotransformation, excretion, drug interactions, and side effects. Special considerations are given to those drugs relevant to the practice of dentistry.

DHY 4102 General and Oral Pathology

This course educates students regarding the pathologic basis for systemic and oral disease. It includes a consideration of basic principles of pathology as well as specific disease processes. The definition, epidemiology, distribution, morphology, symptoms, etiology, treatment, and prognosis of each disease process are studied. Emphasis is placed on oral, and head and neck pathology.

DHY 4103 Clinical Nutrition

This course consists of techniques for diet assessment, nutritional counseling and patient management. It is designed to increase the student's skill in developing a comprehensive disease program to treat individual patients. The course format is a combination of lectures, presentation of abstracts, and discussion of current nutritional issues.

DHY 4104 Periodontics

This is a fundamental lecture course in periodontics with emphasis on a basic understanding of the normal and diseased states of the periodontium. An orientation to the concepts of periodontal examination, charting, diagnosis, treatment planning, root planing, soft-tissue curettage, and other surgical therapeutic techniques is presented.

DHY 4105 Intermediate Clinic

This is a continuation of clinical treatment of patients from Introductory Clinic with the addition of impressions, study casts, root planing, and limited local-anesthesia experiences. Scheduled seminars are held to review clinical procedures. Students are assigned to selected departments within the school as well as extramural clinics for observation and participation.

DHY 4106 Dental Materials

This course provides a working knowledge of metallurgy, ceramics and polymer science. Specific restorative and dental-laboratory products are presented, and their proper manipulation is described. Laboratory sessions involve experience in handling these materials.

DHY 4107 Internal Medicine

This course presents basic principles of medicine as they relate to patients receiving local anesthesia for dental treatment. Emphasis is on understanding disease processes and medical or pharmacologic treatment of the diseases, rather than on diagnosis of disease. Dental -treatment concerns and anesthesia modifications for patients with diseases such as hypertension, asthma, cardiac disease, pulmonary disease, diabetes, liver disease, arthritis, and end-stage renal disease are covered. The interrelationship of medicine and dentistry is stressed.

DHY 4108 Dental Public Health I

This course presents the principles of basic public-health mechanisms of epidemiology, disease measurement, including dental indices, and public-health program planning. It introduces scientific methodology and the use of its attendant statistics, i.e., sample selection, measures of central tendency, measures of variation, tests of significance and correlation coefficients.

DHY 4110 Pain Control I

A lecture course designed to develop an understanding and knowledge of the various techniques of local anesthesia. The course includes the landmarks and relationships of the anatomical structures involved, the chemistry and pharmacology of the local anesthetic solutions, pre-anesthetic evaluation, and the management of complications and emergencies of local anesthesia. A laboratory/clinical session follows the didactic phase. Competence in administering local anesthesia is evaluated in the intermediate and advanced dental hygiene clinical courses.

DHY 4203 Professional Development III

The course is the final professional development course. It is designed to facilitate the transition from student to dental hygiene clinician in a private dental practice. Topics included, but not limited to the use of technology, recall systems, scheduling of patients, maintaining the appointment book, ordering supplies and equipment, and studying state laws and ethics. Students will also be given methods to solve an ethical dilemma as it relates to dental practice.

An integral part of the course includes preparation for employment search.

DHY 4204 Interdisciplinary Principles for Dental Hygiene Practice

This course integrates the various disciplines taught in the dental hygiene curriculum. It consists of guest lecturers and case-based exercises.

DHY 4205 Advanced Clinic

This course is a continuation of clinical treatment from Intermediate Clinic with the additional application of duties including sulcular irrigation, tobacco cessation counseling, and pit and fissure sealants. Students have specific local anesthesia requirements. Students are assigned to selected departments within the school, as well as extramural clinics for observation and participation.

DHY 4206 Advanced Clinic Seminars

This course incorporates the literature with the didactic and clinical applications of dental-hygiene care. It promotes the student's understanding of the latest trends and newest technologies in comprehensive dental care.

DHY 4208 Dental Public Health II

This course is a continuation of public health issues from Dental Public Health I with a focus on the role of the practicing hygienist in the health ecology of the United States, exploring social issues, consumerism, legislation, alternative systems of health care and other issues. The students are afforded the opportunity for a wide variety of extramural experiences, both observation and participation.

DHY 4209 Statistical Evaluation of Dental Literature

This course provides guided direction and practice in reading and interpreting dental literature to enable the student to evaluate critically the reported findings of research studies. It offers a review of current dental hygiene and periodontal literature to provide the basis for understanding current philosophies of theory.

Dental Laboratory Technology

DLT 2101 Dental Morphology

This course is designed to teach the student tooth anatomy along with some relationship to oral anatomy. The course introduces the student to dental language and terminology. This is a technical science, which requires carving and wax build-up techniques. The student is taught the value of tooth anatomy as applied to good esthetics and function in dental restoration.

DLT 2102 Fixed Prosthodontics I

The purpose of this course is to acquaint the student with various requirements for restoring lost tooth structures in the laboratory using techniques and materials as prescribed by the dentist. The dental technician must be able to understand the use of dies and casts in fixed procedures. The student must be able to reproduce lost structures and fabricate a finished product using metals and plastics. This course will employ a combination of both lecture and laboratory sessions aimed at providing the student with skills needed to operate effectively in this vital area of dental technology.

DLT 2103 Fundamentals of Dental Laboratory Technology

This course is designed to give the first-year student the early steps in laboratory procedures. The student will learn model pouring, custom tray making, occlusion rims, mounting casts on articulators, all leading to setting teeth. This course has both lecture and laboratory and is planned to lead the student into the second semester of denture construction. Fixed and removable prosthodontic preparatory procedures are also taught in this course.

DLT 2104 Fundamentals of Occlusion I

This lecture laboratory course is designed to provide the student a comprehensive study of theory and practice in occlusal rehabilitation. A primary concern of the dental technologist is the restoration of the occlusal surfaces of teeth of opposing arches together in such a manner that they still function to preserve the health of the masticatory system. The student will study the dynamics of mandibular movement and its effect on tooth form. Principles of articulation and instrumentation will be presented to enable the student to simulate mandibular movements on an articulator. Occlusal restorations will be fabricated in wax on a semi adjustable articulator, according to functional criteria.

DLT 2106 Infectious Disease Control

This is an introductory course providing instructions in blood-borne infections--AIDS and hepatitis. The epidemiology and prevention of these diseases are presented, and a complete infection control policy is presented and discussed in order that the student may function properly in a dental setting. Federal, state, OSHA and medical-center policy concerning legal issues will also be discussed.

DLT 2202 Fixed Prosthodontics II

This course is designed to enhance further the students' knowledge and hand skills by fabricating multi-unit fixed restorations according to work authorization specification. Each class will consist of a lecture and laboratory session through which fixed prosthodontics theory and practice will provide the student with the skills necessary to produce clinically acceptable appliances.

DLT 2204 Concepts of Occlusion II

This is an advanced course designed as a continuation of Fundamentals of Occlusion I. Three additional theories of occlusal rehabilitation will be presented. The student will study the functional relations of the temporomandibular joint. The primary focus of the course is the relationship of the anterior teeth pertaining to form and function. Occlusal restorations will be fabricated in wax on a semi-adjustable articulator, according to the organic theory of occlusion.

DLT 2205 Dental Ceramics I

The purpose of this course is to acquaint the student with procedures and techniques used in restoring lost tooth structures with ceramic materials. Fundamentals of ceramic materials will be taught by lecture and laboratory sessions.

DLT 2207 Complete Dentures I

The aim of this course is to teach students the fundamental skills of fabricating complete dentures for the edentulous patient. The dental technician must have an understanding of the biological and mechanical factors involved in denture construction for the edentulous patient so that the student can better communicate with the dentist and serve the needs of the patient.

DLT 2208 Removable Partial Dentures I

This course is designed to provide the student with intensive study and training in the fabrication of removable partial dentures. The dental laboratory technician must have a thorough understanding of the varying approaches of surveying and framework design to be utilized by dentists. The course employs a combination of lecture and laboratory sessions in order to provide the student with skills the student will need to operate in this vital area.

DLT 3105 Dental Ceramics II

This course is a continuation of Dental Ceramics. The student will study advanced principles of restoring lost tooth structure with porcelain materials. Laboratory exercises include the fabrication of multi-unit porcelain fused to metal bridges, individualized characterization and staining, and porcelain margins. Students are encouraged to pursue individual interests in the ceramic arts.

DLT 3111 Advanced Removable Prosthodontics

This course is designed to give the student further instruction in removable prosthodontics. The basic plan of the course is to divide the lecture and laboratory materials into three major divisions. One part will deal with additional instruction in removable partial design. A second part will be additional instruction in complete dentures. The third division will give the student an introduction to maxillofacial prosthesis. The student will receive both lecture and laboratory learning experiences.

DLT 3112 Professional Ethics

The purpose of this course is to introduce the prospective dental technician to the legal and ethical aspects of the profession of dentistry and dental technology. Its main focus will be on the professional relationship between the dental technician and the dentist. As one of the important links in the process of providing total dental care to every patient, dental technicians must be aware of their responsibility in assuring that the ethical standards of the fields of dentistry and dental technology are maintained.

DLT 3113 Orthodontic Laboratory

This course is designed to teach students how to construct basic orthodontic appliances. Five orthodontic appliances are fabricated with heavy emphasis on wire bending. Lectures are geared to understanding the orthodontic classification system, orthodontic terminology, work authorizations, and purposes of the appliances. Finally, the student is exposed to fixed, banded, edged wise orthodontic cases.

DLT 3114 Applied Laboratory Techniques I

This course is designed to provide the student with applied experiences in all phases of laboratory procedure. More specifically, the course is so arranged that the student will gain experience in all areas of basic laboratory work, including fixed prosthodontics, complete dentures, as well as laboratory work in ceramics. To reinforce and extend the learning previously acquired in the program, small-group seminars will be held periodically. DLT students work closely with the senior dental students fabricating dental restorations in partial support of the school clinics. Communication with the dental team, professionalism, and work ethic is emphasized.

DLT 3115 Dental Materials Science I

Materials-science fundamentals, based upon metallurgy, ceramics, polymer science and surface interactions are presented as background for specific product discussions. Emphasis is placed upon laboratory processes, such as noble and base metal fabrication, porcelain manipulation, denture-base polymer curing, and the proper handling of gypsum products. Time will also be spent on other restorative materials of interest to the dentist and the technician. Class sessions provide experience in materials composition in relation to physics, chemistry and scientific measurements.

DLT 3116 Principles of Dental Implantology

This course is designed to give DLT students additional information in Fixed and Removable Prosthodontics. Students will gain knowledge about implant design, the implant-bone interface, implant-soft tissue interface and prosthodontic considerations which must be incorporated in the restoration to ensure long-term success. This is a multi-disciplinary course integrating the Departments of Oral and Maxillofacial Surgery, Periodontics, and Prosthodontics.

Lecture information will be utilized in the laboratory by applying principles to fabricate implant supported prostheses.

DLT 3214 Applied Laboratory Techniques II

This course is designed to provide the student with applied experiences in all phases of laboratory procedure. The course is so arranged that the student will gain experience in all areas of basic laboratory work, including fixed prosthodontics, complete dentures, as well as advanced laboratory work in ceramics. To reinforce and extend the learning previously acquired in the program, small-group seminars will be held periodically. DLT students continue to work closely with the senior dental students fabricating dental restorations in partial support of the schools clinics. Communication with the dental team, professionalism, and work ethic is emphasized.

DLT 3216 Professional Development

The purpose of this course is to give the student a broad view of the dental profession as it is related to the technician. Guest speakers in various specialties will be meeting with the class, and seminar sessions will be used to discuss viewpoints in dentistry. Some periods will be used to review technology subjects in preparation for board examinations.

DLT 3217 Laboratory Management

This course is a combination of introductory business and management principles based upon the manual of the National Association of Dental Laboratories. This course involves both lecture and workshop and introduces a system of business management for both small and large laboratories.

DLT 3218 All Ceramic Restorations Advanced Technique

This is an advanced ceramic course designed to teach dental laboratory students cosmetic aspects of dental restorations utilizing various all ceramic systems that are available in the dental technology industry. This course includes the fabrication of Composite, Alumina, Zirconia, and Pressed Ceramic Crowns.

DLT 3219 DLT Informatics

This course is designed to expose DLT students to the structure and scope of information in dentistry and dental laboratory technology. Dental laboratory technicians who are familiar with the dental and dental laboratory literature are better able to communicate with dentists, find information related to their work and manage their laboratories. Students will learn how to identify, locate and retrieve print and electronic information from significant and valid information sources.

Dentistry

DENT 1101 Gross Anatomy and Neuroanatomy

This course integrates gross anatomy and neuroanatomy; hence, its purpose is to teach the gross anatomical structures of the human body in an effort to provide the student with an understanding of anatomical relations essential for functional application. The course consists of lectures, laboratory dissections, clinical correlations, radiographic anatomy, computerized tutorials and movies, as well as anatomical models.

DENT 1103 Fundamentals of Operative Dentistry

This lecture and laboratory course teaches the basic principles of cavity design and restoration to prepare students for clinical Comprehensive Dentistry. It teaches procedures necessary to restore teeth with amalgam, cast gold and composite resin. Current bonding systems and adhesive dentistry will be introduced. Cavity preparations are made and restorations placed in extracted natural teeth and plastic teeth in a typodont. The laboratory portion of this course is given in the simulation laboratory to duplicate closely the conditions the student will encounter in the clinic. (Department of Comprehensive Care Dentistry and Biomaterials)

DENT 1105 Fundamentals of Dental Radiology

An introductory course in dental radiology, including didactic instruction in radiation physics, radiation biology, radiation hygiene, and radiographic techniques. This course also includes an introduction to the radiological interpretation of normal anatomy, caries, periodontal disease, and periapical disease. (Department of Oral Diagnosis, Medicine and Radiology)

DENT 1107 Dental Morphology

The student's first introduction to the science and art of dentistry, this course examines teeth and their morphology. The students will also develop their artistic and manual skills by carving wax replicas of representative teeth within physiologic parameters. (Department of Prosthodontics)

DENT 1108 Principles of Occlusion

This course teaches the physiology of dental occlusion. Certain concepts will be developed to enable the student to recognize normal structure and normal function of the masticatory system. The focus is on mandibular reference positions and mandibular border and functional movements. (Department of Prosthodontics)

DENT 1109 Professional Development I

This lecture/seminar course is offered in the freshman year and is part of the four-year program to foster professional growth. Designed for the first-year dental student, it provides information to help the student in the transition into professional school and to meet the later demands of the practice of dentistry. The purpose of the course is to introduce the student to the profession, and the course includes such important topics as dental ethics and professional behavior, skills to cope with the rigors of the dental-school curriculum, stress and time management, cross-cultural awareness, opportunities in dentistry and the future of the profession. (Department of Comprehensive Dentistry)

DENT 1112 General Histology

This course includes basic cell biology, cell ultrastructure, tissue and organ microanatomy and the development and microanatomy of the craniofacial complex. The course begins with cell biology and the microanatomy of the primary tissues and organ systems. (Department of Oral and Craniofacial Biology)

DENT 1113 Biochemistry

This course presents an interrelated series of lectures describing the structure and function of chemical components of the living cell. Examination of the physiological chemistry of the cell in health and disease includes the study of the chemical transformations involved in biochemical genetics, macromolecule synthesis, digestion, intermediary metabolism, respiration, excretion, nutrition, endocrine function and homeostasis. Particular emphasis is given to topics having special relevance to dentistry. (Department of Biochemistry and Molecular Biology)

DENT 1115 Physiology

The principles of cellular and tissue functions and of the regulation and coordination of action of all major organs and systems are studied. Emphasis is placed upon topics that exhibit specific relationships to the health of oral structures and activities that bear direct relationship to problems that arise in dentistry. Computer teaching aids, including didactic animations and power-point presentations, are used in this course. The laboratory is modern. It utilizes computer recording and analysis for student experiments. Problem solving is also a part of the laboratory environment. The subjects that are studied in laboratory experiments and presented in demonstrations are correlated closely with lectures and conferences. (Department of Physiology)

DENT 1116 Growth And Development

The purpose of this course is to introduce the student to basic concepts of growth and development in the child. Subjects include the birth process, general body growth, neurologic development, craniofacial growth, personality development, and dental development. Lectures, by authorities in these particular fields, and assigned reading, augmented with audiovisual materials, are the methods of instruction. (Department of Pediatric Dentistry)

DENT 1118 Microbiology and Genetics

This comprehensive course covers the basic principles of human and microbial genetics, bacteriology, mycology, virology, immunology, parasitology and the application of these subjects to the diagnosis, treatment and prevention of infectious diseases. Lectures are supplemented by informal small-group discussions. Accompanying clinical-case exercises and learning problems, which constitute a major portion of the program, are designed to illustrate principles underlying each area of basic as well as practical diagnostic microbiology and genetics. Major emphasis is on the oral microflora and immune mechanisms in relation to disease states with oral manifestations. Clinical correlations are provided in specific areas by relevant dental and medical school clinical faculty. (Department of Microbiology, Immunology and Parasitology)

DENT 1119 General and Oral Pathology I

This course is an introduction to the study of human disease in general and the oral cavity in particular. Basic principles of pathology are taught and are emphasized when diseases of the various systems of the body are surveyed (Department of Oral Pathology).

DENT 1121 Oral Histology

This course continues the concepts of histology and embryology of the oro-facial complex. There is in-depth coverage of prenatal facial development, tooth development and the microanatomy of oral hard and soft tissues. Where applicable, the lectures correlate morphology with function as well as with basic clinical significance. (Department of Oral and Craniofacial Biology)

DENT 1122 Dental Grand Rounds I

This course introduces students to the concept of comprehensive dentistry and relates information learned from the basic sciences to dentistry. First year students will observe third and fourth-year students as they present cases demonstrating the concept of comprehensive dentistry and the relationship that basic sciences play in the proper treatment of patients. This course is Pass/Fail and graded on weekly attendance and participation in the discussion that occur.

DENT 1123 Introduction to Prevention and Diagnosis

This multidisciplinary course will prepare first year dental student to assist third and fourth year dental students chair side in the clinic. The course will begin with the basics of infection disease control. Students will then learn about preventive dentistry and cariology. The course will then focus on the clinical aspects of performing an oral diagnosis and students will perform an oral diagnosis on partners and on a school patient. Students will then learn about the dental prophylaxis and will perform the procedure on classmates and on a school patient.

DENT 1124 Introduction to Evidence Based Dentistry

Evidence-based dentistry (EBD) is an approach to oral healthcare that requires the judicious integration of

systematic assessments of clinically relevant scientific evidence, relating to the patient's oral and medical condition and history, with the dentist's clinical expertise and the patient's treatment needs and preferences. This course will teach students how to identify, retrieve, and evaluate information for research and patient care. Students will also learn basic statistical concepts which they will apply to the analysis of research articles. By acquiring critical thinking skills, students will begin to understand principles of evidence-based dentistry.

DENT 2102 Preclinical Fixed Prosthodontics

The fundamentals of tooth preparation for extracoronal single-crown restorations and fixed partial denture abutments are emphasized. Principles of fixed appliance design and fabrication are covered. Also, emphasis is placed on treatment restorations as they relate to the periodontium. Clinically related experience is obtained by using ivory mannequins with specific projects and practical examinations and competency examinations done in the state-of-the-art simulation laboratory. Those aspects relating to occlusion are correlated with the occlusion courses. (Department of Prosthodontics)

DENT 2103 Introduction to Complete Dentures

This course is designed to teach the student a basic technique for rehabilitating the completely edentulous patient. This technique will be taught in lecture, simulation laboratory and laboratory. Building upon entering knowledge and skills, the student will be taught concepts and principles of denture construction in the lectures and will develop the necessary skills in the laboratory to prepare the student to treat an edentulous patient in the clinic. (Department of Prosthodontics)

DENT 2105 Introduction to Clinical Comprehensive Dentistry

In this course the student gains valuable clinical experience and skill in the art and science of Comprehensive Dentistry. The student will treat the patient using the knowledge and technique acquired from previous didactic and laboratory courses. (Department of Comprehensive Care Dentistry and Biomaterials)

DENT 2106 Introduction to Periodontics

This basic course in periodontics teaches the gross and histologic features of the normal periodontium. Emphasis is placed on the recognition of the periodontal lesions with an understanding of all the etiologic factors involved in the initiation and the progression of periodontal diseases. Discussions and lectures stress the need to formulate a logical sequence of therapy based on sound biologic principles and on information obtained from a thorough clinical and radiographic examination. A broad overview of all current and accepted treatment procedures, both surgical and nonsurgical, is presented. Pre-clinical sessions in the simulation laboratory will familiarize students with the use of ultrasonic instruments. Clinical sessions provide the opportunity for students to evaluate, diagnose, treatment plan, and provide nonsurgical therapy for patients with mild to moderate periodontal disease. This experience assists the student in implementing the knowledge obtained in the classroom to a clinical environment. Demonstrations of clinical procedures will include patient management, proper aseptic procedures and selected surgical procedures. (Department of Periodontics)

DENT 2108 Diagnostic Radiology

The purpose of this course is to enable students to recognize and name pathological changes and normal anatomy as seen

on intra- and extra-oral radiographs because in any dental treatment, diagnosis of the pathological process is of prime importance. Radiographs, though not the only mode for diagnosis, play a major role in enabling the diagnostician to visualize structures not seen on clinical examination. This course will also deal with the normal anatomic landmarks as seen on intra- and extra-oral radiographs. This knowledge will enable the diagnostician to distinguish the radiographic appearance of normal from those of abnormal structures of the human jaws. (Department of Oral Diagnosis, Medicine and Radiology)

DENT 2109 Oral Surgery

The objectives of this course are to instill in the student knowledge and understanding of the principles of surgery and respect for the microbiologic implications inherent in this art and science. It is designed to equip the student with the fundamentals of uncomplicated and complicated exodontias and armamentarium to use and the management of their less serious complications. Clinical and psychological factors in patient evaluation are stressed. (Department of Oral and Maxillofacial Surgery)

DENT 2110 Treatment Planning I

This is an introductory course in treatment planning. Lectures, demonstrations, and practical exercises are used in the teaching of treatment planning based on the total needs of the patient. (Department of Comprehensive Care Dentistry and Biomaterials)

DENT 2111 Professional Development II

This course is a health communications class presenting students the basic skills needed to communicate with patients at various levels of literacy. The basics of communication, leadership, teams, conflict resolution, oral health literacy, and dealing with special needs patients are presented to students to aid them in the delivery of comprehensive care to their patients. (Department of Comprehensive Dentistry)

DENT 2112 Principles of Occlusal Equilibration

This course builds on the first-year course Principles of Occlusion. In this course the concepts of optimal, physiologic and pathogenic dental occlusions are introduced. Also, occlusal therapy methods are presented including dental articulators, selective grinding and restorative methods. (Department of Prosthodontics)

DENT 2114 Basic Endodontics Lecture

Basic Endodontic Lecture is didactic only. Grade will be determined using the ABCF scale. The laboratory portion of pre-clinical Endodontics will now be taught in a separate class for 2009-2010.

DENT 2115 Dental Materials Science

The purpose of this course is to provide an applied and working understanding of the fundamental nature and behavior of dental materials. The course includes the composition, properties, application, and manipulation of metal-ceramic and polymeric dental materials. The success or failure of many forms of dental treatment depends upon the correct selection of materials possessing adequate properties, as well as careful manipulation of these materials. This course provides a fundamental framework for understanding the capabilities and limitations of dental materials. This knowledge is important for all clinical courses and dental treatment that require the use of dental materials. (Department of Comprehensive Dentistry and Biomaterials)

DENT 2116 Introduction to Removable Partial Dentures

As an introduction to removable prosthodontics, the student will, in this course, design and construct a removable partial denture on a mannequin. Emphasis is placed on basic principles of design and construction of removable-partial-denture components. Special attention is also given to the technical aspects of partial-denture construction relating them biologically to the patient to make it more meaningful. The student will also learn impression techniques, intraoral registrations, placement and adjustment of the prosthesis. (Department of Prosthodontics)

DENT 2117 Pediatric Dentistry Lecture I

This course develops the student's understanding of the principles governing the dental treatment of children. This course is intended as an introduction to dentistry for children to prepare students didactically for commonly performed procedures in the pre-doctoral pediatric dentistry clinic. (Department of Pediatric Dentistry)

DENT 2118 Introduction to Orthodontics

These lectures are constructed to describe the characteristics of normal and abnormal occlusion. Stress is placed on the recognition, classification, development and etiology of malocclusion. The influences of growth and development on the stomatognathic system will also be investigated. The course is preparatory to Pre-clinical Orthodontics given in the third-year. (Department of Orthodontics)

DENT 2122 Pharmacology

The purpose of this course is to introduce the student to the rational use of drugs in dentistry. With the authority to prescribe drugs comes the responsibility of being knowledgeable in the use of valuable, but often dangerous, therapeutic agents. It is important to recognize that certain generalizations apply to all drugs. These principles of drug action are the initial focus of discussion. The number of drugs continues to grow and will expand in the future.

To limit confusion, emphasis is placed on single, prototypical agents that are representative of the respective drug classes. Through this approach an understanding of the properties of related agents can be more readily achieved, and at the same time differences that may exist between them can be highlighted. Lectures are designed to familiarize the student with basic mechanisms of action of drugs in relation to their physiologic and biochemical effects, their main therapeutic uses and adverse effects. (Department of Pharmacology and Experimental Therapeutics)

DENT 2123 Pain Control I

This section is designed to develop understanding and knowledge of the various techniques of local anesthesia, landmarks and relationships of the anatomical structures involved the chemistry and pharmacology of the local anesthetic solutions, pre-anesthetic evaluation, and the complications and emergencies of local anesthesia and their management. A clinical orientation period is given at the end of the course in which students perform all of the necessary local anesthesia blocks on each other. (Department of Oral and Maxillofacial Surgery)

DENT 2124 Pain Control II – Part A

Pain Control II is the second of four courses designed to prepare the student for the management of pain and anxiety and medical emergencies in the dental practice. Patient evaluation as it pertains to sedation with nitrous oxide and medical emergency management will be presented at the

beginning of the course. In the first half of the course, the majority of the LSUSD material that pertains to the management of medical emergencies in dental practice is presented. Didactic and clinical instruction in the use of nitrous oxide analgesia will follow during the second half of the course in order to qualify the student for the clinical use of this pain control modality in the school. (Department of Oral and Maxillofacial Surgery)

DENT 2125 General and Oral Pathology II

This course is a continuation of the concepts introduced in the first year class. Special emphasis is placed on oral disease including developmental defects, dental infections, mucosal neoplasm, salivary gland diseases and odontogenic cysts and tumors. Systemic diseases with oral manifestations and oral disease with systemic ramifications are discussed. Lectures are reinforced by showing gross and microscopic images of afflicted patients as well as disease organs and tissues. (Department of Oral and Maxillofacial Pathology)

DENT 2126 Special Prosthodontic Techniques

This course uses the knowledge and skills developed in the courses Introduction to Removable Partial Dentures and Introduction to Complete Dentures as a basis for higher level mastery. One of the didactic objectives is to enable a student to learn the theoretical bases for diagnosis, design and treatment planning for removable partial dentures. Additionally, emphasis is placed on diagnosis and basic principles of design and construction of immediate dentures, overdentures and single dentures. Furthermore, the student learns and develops the necessary skills to reline, rebase and repair complete dentures. The laboratory sessions should enable a student to deal successfully with practical cases drawn from clinical practice. At the conclusion of the course, a student should be able to diagnose correctly oral conditions that influence removable prosthodontic treatment, design removable prostheses and write a work authorization form for the laboratory technician. (Department of Prosthodontics)

DENT 2127 Introduction to Implant Dentistry

In this course the clinical concepts important to assure long-term success will be thoroughly discussed. These include, but are not limited to, treatment planning, occlusion, force transfer, maintenance and esthetics, restorative options for the completely edentulous and the partially edentulous patient. It will also have a focus on the restoration of single-unit restorations and 2-implant-supported overdenture. Included in the course are hands-on laboratory sessions to familiarize the student with several implant systems and the use of the various components in clinical practice when treating a single unit and a 2-implant-supported overdenture. The clinical rotation will complement all aspects of this course. It will introduce the students to the different restorative options and techniques presently used in implant dentistry. It will also provide the students with a thorough exposure to the different techniques for implant maintenance. (A multidisciplinary faculty from the departments of oral and maxillofacial surgery, periodontics and prosthodontics will teach this course.)

DENT 2128 Preclinical Dental Prophylaxis

Through the pre-clinical dental prophylaxis course the student gains and applies principles and techniques for oral prophylaxis treatment of a dental patient. This information is taught using a lecture, laboratory and clinical format. (Department of Comprehensive Care Dentistry and Biomaterials)

DENT 2129 Internal Medicine

This course presents the basic principles of medicine applied in treating the more common and/or typical diseases of the various systems of the body. Material is presented in a system-by-system approach. Emphasis is generally placed on the understanding of the various disease processes and on medical and pharmacologic treatment, rather than on diagnosis of disease. Throughout the course, the role of the dentist/physician team is stressed in proper dental medical management of the total patient. (Department of Oral Diagnosis, Medicine and Radiology)

DENT 2130 Dental Grand Rounds II

This course continues the basic concepts introduced in year one. Second year students by now have completed all basic science courses and have been introduced to major concepts in providing patients care. Students are now treating patients and the concepts presented this year students are key in developing a student who thinks critically about how patient treatment is delivered and followed through. This course is Pass/Fail and graded on weekly attendance and participation in the discussion that occur.

DENT 2131 Assessing Primary Literature

The purpose of this class is to teach students how to properly, and critically, assess primary literature sources. In order to accomplish this, students will learn to analyze research methodologies, biostatistics, hypotheses and data which develop from primary literature reports. Additionally students will be critiqued on their ability to analyze reports and present findings in a coherent, logical manner.

DENT 2132 Pre-Clinical Laboratory Procedures

This course allows dental students the opportunity increase their experiences with laboratory techniques necessary for performing comprehensive care to patients and fabricating indirect restorations. Included in this course will be Impression taking and tissue retraction, Pouring working models in die stone, mounting models in proper occlusion, contouring gold castings for proximal contact and occlusion, finishing and polishing gold for delivery to the patient.

DENT 2133 Endodontic Pre-Clinical Simulation

Laboratory The purpose of the preclinical endodontic simulation laboratory course is to reinforce the foundation knowledge from the basic sciences and the preclinical didactic course in endodontics through the practical application of this knowledge in the simulated clinical environment. The student will learn the basics of modern non-surgical endodontic treatment.

DENT 2134 Advanced head and Neck Anatomy

This course will review basic principles and facts relating to advanced anatomy of the head and neck and provide a basic understanding of the stomatognathic system in form, function and in pathofunction. Epidemiological and etiologic variables relating to various musculoskeletal, neurologic and vascular conditions affecting the head and neck will be presented. Particular emphasis will be placed on the effects of macrotrauma and microtrauma on the various components of the stomatognathic system. The fundamental aspects of the differential diagnostic process will be emphasized. A philosophy of stage, conservative, individualized treatment sequencing will be proposed. Additionally, criteria will be discussed which will distinguish between physiologic and non-physiologic occlusal function, and a technique for diagnostic occlusal equilibration will be presented.

DENT 3101 Preclinical Orthodontics

The laboratory exercises in this course emphasize the fabrication and utilization of contemporary orthodontic appliances. In addition, the course introduces students to basic clinical procedures to be performed in the Clinical Orthodontics course. (Department of Orthodontics)

DENT 3102 Pediatric Dentistry Lecture II

This course is a continuation of Pediatric Dentistry with an introduction to advanced topics in pediatric dentistry such as traumatic injuries to teeth, minor tooth movement, and dental care for medically compromised children. (Department of Pediatric Dentistry)

DENT 3104 Clinical Removable Prosthodontics

In this course, the student will learn to diagnose and to increase proficiency in the design, fabrication, and follow-up of complete dentures, removable partial dentures, immediate dentures, and overdentures. Through clinical experience, the student will apply the knowledge and skills gained in the prosthodontic preclinical course. Patient treatment and understanding allow the student to learn how to earn patient trust and cooperation. (Department of Prosthodontics)

DENT 3105 Advanced Clinical Operative Dentistry

The purpose of this course is to develop sound clinical skill and judgment in the placement of a variety of direct and indirect dental restorative materials including composite, amalgam, cast gold and porcelain. Students will learn sound patient management and clinical problem-solving techniques through direct patient care and didactic course work with the goal of gaining the ability to work independently. Confidence in the selection of proper restorative techniques and materials for a variety of clinical needs will be enhanced, and students will learn to evaluate critically new materials and techniques. Successful completion of both didactic and clinical sections is required for completion of this course. (Department of Comprehensive Care Dentistry and Biomaterials)

DENT 3106 Intermediate Periodontics

This course is a continuation of Introduction to Periodontics. Treatment modalities and the biologic basis for various therapeutic procedures will be discussed. The rationale and procedures for management of periodontal diseases will be presented in detail. The basic objective is to provide students with a sound background in all phases of periodontal therapy including assessment of clinical-tissue response and determination of treatment needs. Clinical experience will include the treating of patients possessing moderate-advance periodontal disease, which permits the student to utilize basic non-surgical and surgical procedures emphasized in the didactic material of this course. Emphasis shall be upon initial periodontal therapy and appropriate application of treatment modalities in a proper sequence. (Department of Periodontics)

DENT 3107 Clinical Fixed Prosthodontics

This course will allow the student to gain clinical experience in the discipline of fixed prosthodontics. The student will treat patients requiring single crowns and fixed partial dentures. Patient treatment will allow the student to apply the knowledge and skills gained in the preclinical courses while the student is closely supervised in a clinical setting. The role of fixed prosthodontics, as it relates to other disciplines and total patient care, will be emphasized through detailed treatment plans that encompass all aspects of restorative dentistry. Close cooperation with the removable clinical course is required to facilitate the construction of removable-

partial-denture abutment crowns. (Department of Prosthodontics)

DENT 3108 Pediatric Dentistry Clinic

This course provides controlled clinical experiences to teach the third-year student the basic diagnostic and technical skills needed to provide comprehensive dental treatment and good oral health in children. The course also includes a one-week rotation to Children's Hospital as well as pre-clinical simulation laboratory experiences in pediatric dentistry restorative techniques. (Department of Pediatric Dentistry)

DENT 3109 Junior Endodontic Clinic

The lecture component of the course will supplement the clinical experiences of the student and emphasize the biologic basis of endodontics practice. (Department of Endodontics)

DENT 3110 Advanced Oral Surgery

This comprehensive course will cover a broad scope of clinical problems that commonly confront the dental practitioner. It will cover the diagnosis and surgical management of impacted teeth, preprosthetic surgery, benign odontogenic and nonodontogenic cysts, and tumors of the maxillofacial structures. The principles of biopsy will be covered, as will the diagnosis and medical and surgical management of facial infections. Surgical involvement of the maxillary sinus will be discussed. In addition, there will be an orientation in the fundamentals of diagnosis and treatment of maxillofacial fractures, disorders of the temporomandibular joint, neurologic pain syndromes and dentofacial deformities. (Department of Oral and Maxillofacial Surgery)

DENT 3111 Clinical Orthodontics

The course will support and apply previous principles and philosophies taught in Introduction to Orthodontics and in the Preclinical Orthodontics Laboratory. Each student will be required to treat one case in interceptive or adjunctive orthodontics. These cases typically consist of minor anteroposterior problems, transverse problems and vertical problems in adult and child patients and are treated using fixed or removable appliances. Small-group seminars will enhance the clinic experience, will expose the students to the diagnosis and treatment of additional minor orthodontic tooth-movement procedures, and will help identify cases that should be referred to a specialist. (Department of Orthodontics)

DENT 3112 Oral Diagnosis and Treatment Planning

This is comprehensive course in oral diagnosis and treatment planning including clinical evaluation, medical history, and patient-treatment planning. In the clinical portion of this course, the student will be required to perform the necessary diagnostic procedures, including radiographs, and to complete the diagnosis and treatment planning for the assigned patients. (Department of Comprehensive Care Dentistry)

DENT 3113 Dental Radiology III

This course is a comprehensive clinical course in dental radiology. Students will receive supervised experience in taking and processing intra- and extra-oral radiographs. They will also receive instruction on the principles of radiological interpretation and will be required to prepare reports on assigned patients. (Department of Oral Diagnosis, Medicine and Radiology)

DENT 3115 Oral Oncology

The objective of this course is to have students gain knowledge about oral care for the oral-cancer patient. The

student will be presented the requirements of oral care for oral-cancer patients by the dentist before, during and after oral-cancer therapy either by radiation, surgery or chemotherapy, as well as combinations of these methods. Students will be instructed in the management of problems such as osteoradionecrosis, xerostomia, tooth demineralization (radiation caries), tooth sensitivity, mucositis, edema, necrosis of soft tissue, malnutrition, speech problems, drooling, with special emphasis on prevention. Prosthetic management of the pre- and post-surgical oral -cancer patient will be included.

The material will be presented during lectures and supplemented by slide presentations. Lecture handouts will be used to describe in detail the steps for construction of appliances. Subject matter includes pre-surgical aids, prostheses inserted at the time of surgery and post-surgical fabrication, placement and adjustment of appliances to correct maxillary, mandibular and extraoral defects. (Department of Prosthodontics)

DENT 3116 Applied Oral Medicine

This course will provide instruction in prescription writing along with diagnosis and therapeutic treatment of oral diseases. Also, the course will discuss the practical aspects of clinical pharmacology. The major classes of drugs (antibiotics, analgesics, sedatives, etc.) employed by the practicing dentists will be discussed with the emphasis on correct selection, dosage, duration, action and interaction. In addition, the major classes of drugs that a compromised patient may be taking (cardiovascular, endocrine, psychotherapeutic, etc.) will also receive attention stressing possible interaction with the commonly prescribed dental drugs. At least one lecture session will be devoted to those drugs somewhat unique in the dental profession, such as fluorides, topical steroids for mucosal disease and local anesthetics. (Department of Oral Diagnosis, Medicine and Radiology)

DENT 3118 Introduction to Temporomandibular Dysfunction

In this course, the anatomy and neurophysiology of the masticatory system are reviewed. Epidemiology, etiology, differential diagnoses, methods of evaluation and methods of treatment of temporomandibular disorders are presented. (Department of Prosthodontics)

DENT 3119 Pain Control II B

The purpose of this course is to provide the student with the knowledge of forms of sedation other than nitrous oxide. Oral, nasal, rectal, intramuscular and intravenous sedation are all discussed as well as the pharmacology of the medications given during these techniques. General anesthesia is also discussed in this course. (Departments of Oral and Maxillofacial Surgery)

DENT 3120 Clinical Oral Surgery

This course is designed for students to perform minor oral surgical procedures previously taught in the didactic course, Oral Surgery. It also emphasizes the importance of a complete preoperative evaluation of the patient as well as the operative and postoperative considerations. This course is a three-week rotation in the Oral Surgery Clinic, where each student does the necessary surgeries to make them competent in uncomplicated and complicated exodontias. The simulation lab is also used to introduce them to these techniques and then for their competencies. This course also includes a biopsy clinic, where all types of biopsies and suturing techniques are performed on calf tongue. (Department of Oral and Maxillofacial Surgery)

DENT 3122 Professional Development III

The subject matter addressed in this course is designed to meet the needs of third-year dental students as professional and clinical caregivers. The main objective is to enhance the student's competence in response to intrapersonal, interpersonal and social challenges involved in the delivery of dental care. One component of the course focuses on the special issues related to the dental care and treatment of the ever-increasing elderly patient population. Special attention is given to the development of appropriate behavioral skills that focus on the student's clinical behavioral resources necessary for working with dental patients. Ethical issues that pertain to dental practice as they relate to the professional and patients are also discussed. The information presented in this course is also integrated through selected case-based discussion. (Department of Comprehensive Dentistry)

DENT 3123 Implants in Dentistry

In this course the clinical concepts important to assure long-term success will be thoroughly discussed. These include, but are not limited to, treatment planning, occlusion, force transfer, maintenance and esthetics, restorative options for the completely edentulous and the partially edentulous patient. It also has a focus in the restoration of single-unit restorations and the 2-implant-supported overdenture. Included in the course are hands-on laboratory sessions to familiarize the student with several implant systems and the use of the various components in clinical practice when treating a single-unit and a 2-implant-supported overdenture. The clinical rotation will complement all aspects of this course. It will introduce the students to the different restorative options and techniques presently used in implant dentistry. It will also provide the students with a thorough exposure to the different techniques for implant maintenance. (A multidisciplinary faculty from the departments of oral and maxillofacial surgery, periodontics and prosthodontics will teach this course.)

DENT 3125 Differential Diagnosis of Oral Lesions

This course is designed for students to apply the knowledge that they previously gained in oral pathology to clinical situations. Cases are presented in a problem-solving format that is designed to simulate closely clinical settings. The course emphasizes developing and refining the diagnostic skills of the dental student by correlation of clinical, radiographic, and pathologic features. The course also examines current concepts in the etiology, pathogenesis, management, and prognosis of oral abnormalities.

DENT 3126 Preclinical Esthetics

This course will provide the student with the theoretical and practical knowledge for using the various types of adhesive systems and resin cements (chemical, dual and light-cured), in a step-by-step procedure, while preparing and bonding composite inlays, ceramic veneers and ceramic crowns. The course will provide a unified philosophy and define the standard procedures for students and faculty for bonding indirect restorations, leading to a unified teaching philosophy between the three departments involved in bonding procedures. It will provide the necessary continuity from the second to the fourth year Esthetic Clinic.

In addition, sessions on bleaching will provide the students with the theoretical and practical knowledge for this conservative procedure (A multidisciplinary faculty from the departments of Comprehensive Dentistry, Comprehensive Dentistry and prosthodontics will teach this course.)

DENT 3128 Dental Grand Rounds III

This third year class builds on the Grand Rounds experience the student has participated in the previous two years. Third-year students will now be expected to demonstrate individually their critical thinking, organization, and presentation skills to faculty and peers. Grades for this course will be assigned Pass/Fail based on faculty reviews of the case presentations, participation, and interaction with other presentations throughout the academic year.

DENT 4101 Comprehensive Care Dentistry

The Comprehensive Dentistry fourth-year program was designed to introduce the students to a general practice model. In this clinical course, the students should synthesize and apply the theoretical knowledge and technical skills that they learned in the three previous years in order to render comprehensive care to their patients. The fourth-year experiences are structured to introduce the students to the problems encountered in private practice and to furnish them with added experiences in all of the disciplines of dentistry. The students also participate in study clubs as part of the fourth-year curriculum. The study clubs are designed to provide experience in critical literature review and case presentation. (Department of Comprehensive Care Dentistry and Biomaterials)

DENT 4102 Senior Intermediate Periodontics

This course is a continuation of the third-year course, Intermediate Periodontics, with emphasis on comprehensive periodontal management of the student's patients. Emphasis is placed on supportive periodontal therapy and assessment of treatment responses with appropriate modification of periodontal and restorative treatment plans. The students will continue to refine their diagnostic treatment planning and non-surgical skills. Students may choose to perform uncomplicated surgical procedures for mild-moderate periodontitis. (Department of Periodontics)

DENT 4103 Professional Development IV

The purpose of this course is to help the young professional to develop a thriving "Fee for Service Practice" while fully realizing that dynamic changes and trends in the delivery of dental services are now and will be taking place in the future. The course content will include the following general areas: (1) leadership and philosophy, (2) communication and behavioral science, (3) financial and business management, (4) marketing, and (5) technology. Specifically, the course addresses topics such as developing a practice philosophy and goals; understanding the contractual arrangements of partnership, associateship, and buy-out agreements; understanding the components of dental overhead; enhancing interpersonal communication skills with patients; appreciating the importance of dental ethics and professionalism; understanding the legal ramifications of patient care; implementing effective office systems; and managing/directing office personnel. (Department of Comprehensive Dentistry)

DENT 4104 Pain Control III

Basic considerations in general anesthesia are presented to introduce the student to theories, techniques and principles for the dental patient. The routine course of patient treatment, beginning with admission to the hospital and pre-operative evaluation, the preparation of the patient for a general anesthetic, the operation and follow-up care will be presented. This course covers most alternative measures of pain control including hypnosis, acupuncture, TENS, newer techniques in local anesthesia and others. This course allows the students to perform cricothyrotomies and I.M. injections on cadavers and also includes a summary of medical

emergencies in the dental office. (Department of Oral and Maxillofacial Surgery)

DENT 4105 Clinical Endodontics II

The course will concentrate study of the clinical manifestations, diagnosis and treatment of pulpal, referred and periapical pain. Correlations between clinical signs, symptoms, and test results will be studied in order to predictably and efficiently relieve these types of odontogenic pain within time restraints of the emergency appointment. The behavioral and psychological aspects of managing the patient with toothache pain will be discussed in relation to practice management. Difficult diagnostic situations involving fractures of teeth and endodontic-periodontal involvement will be presented with appropriate treatment methodologies. The latest techniques for diagnosis and repair of perforation will be presented. Drug use and abuse by both the patient and dentist will be related to general practice of dentistry. (Department of Endodontics)

DENT 4106 TMJ Clinic Rotation

The fourth-year dental student attends three clinical sessions in the LSU TMJ Clinic where he/she participates actively in the evaluation and management of temporomandibular disorders. (Department of Prosthodontics)

DENT 4107 Rural Practice Rotation

Students spend approximately 125 hours in federally qualified health care clinic in Independence, La.; at the Huey P. Long Hospital in Alexandria, La. and also spend time at the Lafayette Community Health Center in Lafayette, La. These experiences provide an excellent opportunity for students to expand their exposure to preventive, restorative, and oral-surgery experiences in a rural clinic environment. The course is designed to introduce students to the provision of health care services in Louisiana communities with underserved, high-need populations. (Department of Comprehensive Dentistry)

DENT 4108 Advanced Treatment Planning Seminar

The purpose of this course is to expand student thinking in the arena of treatment planning; to change his/her focus from a "requirement mindset," what L.D. Pankey describes as a "tooth dentist," to a mindset that takes into consideration the overall oral health and perceived needs/desires of the patient, what Pankey describes as a "whole person" dentist. The course explores important questions/issues related to "advanced" clinical areas of dentistry such as esthetics, implants, use of attachments, occlusal rehabilitation, and the treatment of patients with compromised general health. The last part of the course will be solely devoted to the presentation/discussion of complex cases. (Department of Comprehensive Dentistry)

DENT 4112 Dental Grand Rounds IV

This course differs from Grand Rounds III by which fourth-year students are now expected to critically think and apply knowledge gained throughout the whole dental education experience. Grading for this class will be Pass/Fail and assesses by the students ability to successfully complete and present two case presentations to faculty and peers.

DENT 4113 SENIOR ENDODONTIC CLINIC

In the patient care clinic, all students will treat pulpally involved anterior and bicuspid teeth. Grades for this course are a culmination of all endodontic procedures performed from the third year and fourth year clinical experiences.

DENTISTRY (SELECTIVES)

**NOTE: THESE COURSES MAY BE OFFERED
DEPENDING ON INSTRUCTOR AVAILABILITY**

DENT 4131 Oral and Maxillofacial Surgery

[30 hours] Students will participate in staff OMS cases at clinic, private hospital, and rounds for one-week period.

DENT 4135 Advanced Endodontics

[39 hours] Course is to enhance endodontics skills and expand the scope of treatment skills. Students will receive training in more challenging situations including molar therapy, retreatment, difficult access preparation, and optional obturation methods including warm vertical condensation Obtura, Guttaflow, Thermafil and Ultrafil Trifecta. The Endodontic Clinic has been modernized and has the "state of the art" equipment. Undergraduate students should be exposed to the newer concepts of endodontic therapy.

DENT 4142 Oral Surgery Implant Observation

Students will observe patients being treated in various stages of implant treatment. Students will also be introduced to training using the iCAT and other methods to treatment plan multiple type cases.

DENT 4139 Teaching Selective

The teaching selective experience is intended for dental Students who have an interest in a career in dental education. Students gain practical experience working with course directors serving as faculty mentors to teach in the basic science, preclinical or clinical science courses taught to dental, dental hygiene and/or dental laboratory technology students. Faculty mentors introduce the students to various techniques used to educate professional students. To enroll in this program, the students must contact the Associate Dean for Academic Affairs (Dr. Andrieu), who will work with the student to identify appropriate departments and mentors. The student then must submit a proposal identifying: the faculty mentor(s) he/she will work with; the course(s) he/she will be involved with and the estimated number of hours of credit being sought. The faculty mentor will confirm the proposal and will determine how many clock hours the student is awarded based on work completed. This proposal must be approved by the faculty mentor(s), appropriate department head(s) and the Associate Dean for Academic Affairs prior to enrollment in the selective. Students will be evaluated by the selected faculty mentor(s) on a 'pass' (successful) or 'fail' (unsuccessful) basis. Teaching credit will be given for course/lecture/tutoring/program preparation as well as for the time spent delivering the prepared material.

DENT 4142 Oral Surgery Implant Observation

Students will observe patients being treated in various stages of implant treatment. Students will also be introducing training using the iCAT and other methods to treatment plan multiple type cases. This course will take place in the private office of Drs. Block.

DENT 4145 Senior Pediatric Dentistry

This course consists of a week-long rotation through the LSU Pediatric Dentistry Clinic and the LSU Dental Clinic at Children's Hospital and the New Orleans Adolescent Hospital. The rotation contains a mix of patient care and observation as well as participating in seminars. Students may elect to register for two weeks if space permits.

DENT 4150 Honors in Research Program

[1-100 hours] It is the primary purpose of this course to expose students to hands-on research and to acquaint them with the use of scientific methods and techniques. This course also will expose the students to the critical evaluation of research publications and provide them with the skills to write and prepare scientific publications and research proposals. In order to promote the retention of students as future faculty it is important to expose these students to the non-clinical aspects of dental research. This exposure requires the one-on-one exposure to existing faculty, and instruction in research design and methodologies. (Minimum for eligibility for Research Honors designation: 150 clock hours over a three-year Period).

DENT 4151 Principles of Management and Business Ethics

[12 hours] Students will be presented with the foundational knowledge to manage a dental practice. The course will cover topics including theories of management and leadership; managing patients; theories of motivation, staff development and training; appraising and rewarding performance; conflict resolution and business ethics. Class meetings will include active learning exercises to stress the points of lectures.

DENT 4156 Introduction to Minor Tooth Program

[8 hours] This course will introduce a method of treating minor mal-alignment of teeth using clear aligners. Students will develop an understanding of the rationale behind tooth movement. Principles of treatment planning, cosmetic tooth reshaping, and lab processes involved in minor tooth movement will be discussed. Lab activities will reinforce the concepts taught. This course will be taught in one day consisting of 4 hours of lecture followed by a 4 hour laboratory session.

DENT 4157 Alternative Techniques for Complete Dentures

[20 hours] Students will make a complete denture using multiple techniques which differ from those taught in the school clinics. Impressions will be made by using the Massad and Accudent techniques. Jaw relations will be recorded with a central bearing device and intra-oral tracings. Wax Trial dentures will be made with various anterior tooth arrangements that differ from the standard setup and students will process the dentures that they make. In order to take the course, students must prove achievement in removable prosthodontics and have completed their senior competency examination.

DENT 4158 Laboratory Procedures-Selective for Senior dental students

[40 hours] This selective will provide senior dental students with an opportunity to fabricate a restoration (fixed or removable prosthesis) of their choice from their own assigned patients. Students will be responsible for every aspect of the laboratory procedure from pouring of impressions to delivery of the fabricated restoration. Students will be helped and supervised by Central Laboratory Services faculty members for their laboratory procedures.

DENT 4160 Honors in Teaching Program

[1-100 hours] The Honors in Teaching Program is an elective program for students who have a definite interest in gaining practical experience in dental education and have a desire to participate in dental education in the future. The students enrolled in this program will have the opportunity to prepare instructional material, tutor and/or provide instruction to dental and dental hygiene or dental laboratory technology

students. Depending on their area of interest, students will be given the opportunity to provide instruction in the basic science, preclinical and, in some cases, clinical courses. In order to prepare for their teaching experiences, students will gain knowledge in instructional techniques used by faculty of the School of Dentistry to educate professional students. To enroll in this program, the students must contact the Associate Dean for Academic Affairs, who will work with the student to identify appropriate departments and mentors. Students will be evaluated by the selected mentors and the course director on a 'pass' (successful) or 'fail' (unsuccessful) basis. Successful completion of 150 clock hours of "teaching" credit is required in order to earn the designation of "Honors in Teaching" on the student's LSUHSC transcript. Teaching credit will be determined by the course director and the mentor. Teaching credit will be given for course/lecture/tutoring/program preparation as well as for the time spent delivering the prepared material.

DENT 4180 Special Topics in Dentistry

Lecture/Laboratory/Preclinical/Clinic time distribution to be independently arranged for each course as appropriate. This course offers the student an opportunity to gain additional exposure to specific subject matter covered in the required courses. Enrollment in this course requires written consent by the course director.

Dentistry (Advanced Education)

DENT 5510 Advanced Topics in Oral Biology and Dentistry

[1-5 credits] This is a comprehensive course addressing advanced topics in oral biology and dentistry. Topics include: (1) immunology; (2) molecular biology; (3) research methodology; (4) statistics; (5) oral medicine; (6) TMJ and oral pain; (7) pulpal and periodontal biology; (8) diagnosis of oral lesions; (9) radiology; (10) dental materials and other current advanced topics. This course presents topics relevant to the clinical practice of dental specialists. Recent advances in basic sciences and clinical dentistry will be highlighted throughout the course. The course begins in the summer semester and continues through the fall and spring semesters.

Endodontics

ENDO 5102 Teach Sophomore Preclinical

[1 credit] Teaching allows consolidation of knowledge by requiring instant analysis and judgment in guiding pre-doctoral students in developing skills in preclinical procedures. All students must teach the Preclinical Endodontics Laboratory Course to the sophomore dental students in the Spring Semester of each year. First Year students must also attend all lectures. This course consists of 10 all-day sessions: approximately half of the time is lectures, seminars and demonstrations while the other half is devoted to the development of skills using laboratory exercises.

ENDO 5103 Topical Literature Review

[Fall 2 credits; Spring 2 credits] The main purpose of this course is to aid the students in the development of an endodontic philosophy based on available research evidence. The students will also develop skill in the evaluation and interpretation of scientific articles. The students use this philosophy in the selection of procedures performed in the clinic. The dental literature offers the most accessible means for the practitioner to develop a philosophy and to update

knowledge and skills. This course uses articles from the dental literature to present classical and current philosophies in selected subject areas. Development of skills in evaluating the literature encourages the student to continue this practice throughout his dental career. The knowledge and skills gained will serve the student well in all clinical procedures and in the successful completion of American Board of Endodontic examinations. Approximately 160 hours are scheduled for the presentation of this course. Classes meet for approximately 45 sessions of 3 1/2 hours each. Approximately 25-30 articles will be covered in each of the 40 topical sessions.

ENDO 5104 Clinical Endodontic Seminar

[Fall 2 credits; Spring 2 credits] The purpose of this seminar is to provide a forum in which clinical experiences can be shared and in which discussion of clinical cases presented will benefit not only the presenter, but all in attendance. Student and faculty presentations of clinical cases will serve as the basis for discussions of diagnosis and treatment philosophies. Individual evaluation of student clinical performance with constructive criticism is also provided. Approximately 80 hours are scheduled for this course on a yearly basis. Seminars meet for 3-hour sessions. Other seminars with guest clinicians are usually added as they are arranged.

ENDO 5105 Endodontic Journal Club

[Fall 1 credit; Spring 1 credit] The purpose of this course is to review the current literature for articles pertaining to endodontics. The articles reviewed are evaluated for placement in the Endodontic Literature Review. This allows the student to consider new ideas or information in relationship to classical and current endodontic philosophy. Updating the literature review course is extremely important if one is to keep up with the latest changes in endodontics. The process of reviewing and abstracting the current articles serves as a means of using the skills gained during literature review for comparing and analyzing recent work. There are 14 sessions, each 3 and 1/2 hours. During each session, each article reviewed will be evaluated for the following characteristics: 1) experimental design, materials and methods, and statistical evaluation; 2) reliability and validity of results; 3) relationship of results and conclusion; and 4) value to the literature topic, especially compared to articles already included in respective Literature Review Session.

ENDO 5106 Clinical Endodontics

[Fall 4 credits; Spring 4 credits] The clinical emphasis is on developing proficiency with a single basic technique, although competence with alternative techniques is demanded. Clinical experience will include the complete scope of endodontic practice. Medically compromised patients, as well as healthy patients, are treated under appropriate supervision. The range of treatment includes emergency and diagnostic treatment; conservative and surgical therapy; vital and non-vital bleaching procedures; implants, replants, and root-extrusion techniques. A minimum of 300 clinical cases must be completed. These cases must demonstrate a clinically acceptable result. There must be a variety of treatment modalities. Cases are reviewed with all students monthly during Clinical Seminar. Grades are determined by the students' progress in developing stated competencies and proficiencies and by progress toward completion of the required minimum number of cases.

ENDO 5107 Endodontic Research

[Fall 1-2 credits; Spring 1-2 credits] An original laboratory, animal, or clinical research project must be completed during the 24-month program. This research must result in the production of a publishable manuscript. The results must also

be presented in an oral presentation at LSUSD, or in any presentation format at a national meeting (AAE, IADR, etc.). Grades are determined by the students' timely progress in completing the following research activities (appropriate to the research topic): 1) Formulate a research activity, 2) submit a written proposal, in proper format, to the LSUSD Student Research Committee, 3) revision and amendment of the proposal as necessary to receive approval and funding, 4) submit the proposal to the AAE Foundation for funding, 5) obtain Institutional Animal Care and Utilization Committee approval for studies using animal models, or Institutional Review Board approval for studies using human subjects, 6) conduct the research, 7) analyze the results, and 8) present the results in an oral presentation.

ENDO 5405 Basic Endodontic Review

[1 credit] This course is designed to review current philosophies and techniques of endodontic practice as presented in current textbooks, in order to give the students the opportunity to demonstrate their current endodontic clinical skills, and to allow the students the opportunity to modify their philosophies and techniques and improve their skills. This course consists of 62 hours in 9 all-day sessions: 16.5 hours of didactic seminars, 42.5 hours of laboratory instruction, reviews, and exercises, and 3 hours of postgrad clinical case review seminar. The seminar sessions consist of a guided discussion of textbook reading assignments. The laboratory sessions guide the students through a self-assessment of their current endodontic techniques and introduce the student to experiences with new materials and techniques. The clinical case review seminar introduces the student to management of complex clinical cases.

ENDO 5406 Teach Junior Clinic

[1 credit] Teaching allows consolidation of knowledge by requiring instant analysis and judgment in guiding pre-doctoral students in reviewing knowledge and rationale and in developing skills in clinical procedures. Second Year students must teach in the Junior Endodontic Clinic and in the Advanced Endodontic Elective Clinic for Seniors. The schedule for this assigned teaching responsibility is included in the Endodontic Postgraduate Schedule. Second Year students also participate in the teaching responsibilities of the Endodontic Department by consultation with students or faculty in other departments. This is done on a time-available basis, depending on student and faculty schedules.

Comprehensive Dentistry

GDENT 5504 Pain Control and Sedation

This course is intended to provide residents/graduate students with the knowledge prerequisite to the establishment of a dental environment where patients will be able to satisfactorily accept the necessary professional services. Patient evaluation and the psychological aspects of patient management will be presented, along with the modalities of local anesthesia, nitrous oxide, and I.V. sedation. The techniques taught are designed to maintain intact the patient's protective reflexes. The course is intended to provide only the didactic information necessary to safely administer these modalities; it is not designed as a substitute for the vital clinical experiences the residents/graduate students will receive in the other aspects of their training programs.

Oral Pathology

OPATH 5501 Pediatric Oral Pathology

The purpose of this course is to provide information on diseases and abnormalities of the oral and maxillofacial regions that affect the pediatric and adolescent age groups. The course will be taught using a lecture and a clinical-pathologic-conference (CPC) problem-solving format in order to develop the diagnostic and management skills expected of dental specialist. The CPC cases are purposely presented in a random order, without regard to categorization or classification, to simulate more closely actual clinical setting.

Orthodontics

ORTHO 5200 Orthodontic Practicum

Students matriculating in the curriculum gain experience with hands on treatment of patients in the clinic in order to see the results of various treatment modalities practiced by the clinical faculty. From their experiences, the students can determine which methods they feel most comfortable with in order to begin developing their own treatment methods to be used upon successful completion of the program.

Summer 1 credit; Fall 1-3 credits; Spring 1-3 credits

ORTHO 5201 Orthodontic Seminar

[Summer 1 credit, Fall 1 credit; Spring 1 credit] Students matriculating in the curriculum gain experience with diagnosing malocclusions, establishing treatment objectives, and formulating treatment plans for individual cases presented in the seminar on a daily basis. The students present the case's chief complaint, medical and dental histories, clinical exam findings, radiographic exam findings, cephalometric analyses, and diagnostic casts. Using an open format seminar the instructors draw on their own clinical experience to question the students about various aspects of the case being presented. This format offers a unique interaction and discussion between the students and faculty members present for the day. It is expected that with increased exposure to numerous methods of diagnosis, treatment planning, and biomechanical therapy, the students upon graduation have the skills necessary to successfully transition into an orthodontic practice.

ORTHO 5202 Advanced Orthodontic Technique

[2 Credits] The purpose of this technique course is to give the first year students an introduction to the materials and wire-bending skills used in treating patients with standard edgewise appliances (0° torque, 0° tip, and 0° rotation). The first year students "treat" cases on orthodontic typodonts to familiarize them with the appliances, instruments, and hand skills that will be used during the treatment of orthodontic patients in the LSU Postgraduate Orthodontic Clinic.

The course is taught in conjunction with the Biomechanics course (Ortho 5211) that gives the student an introduction to the principles and application of standard edgewise appliances.

ORTHO 5203 Cephalometric

[2 credits] The purpose of the course is to have the student acquire a working knowledge of Cephalometric Radiology and the ability to apply the information in diagnosing and treatment planning. Students learn the appropriate radiographic techniques, cranial anatomy, cephalometric landmarks, tracing techniques, select analyses with their interpretation and application, how to evaluate changes due to growth and/or treatment through superimpositions of serial radiograph tracings, to evaluate normal tooth formation and

eruption, and various arch length analyses and their applications.

ORTHO 5207 Orthodontic Theory and Diagnosis

The faculty gives lectures and reading assignments on the history, theory, and techniques of edgewise orthodontic procedures. A component of the course includes laboratory wire bending. Soldering and detailed wire bending in a modified Tweed philosophy is taught. The students are expected to be proficient in these areas when the course is completed.

2 credits

ORTHO 5208 Practice Administration

[1 credit] The course is designed to give the residents exposure to practice management techniques that will help them during their initial years in private practice. The course is customized on a yearly basis in order to address the needs of the individual graduates (e.g. – partnership vs. solo practice).

ORTHO 5209 Journal Club

[1 credit] The first and second year Journal Club is a sixteen-hour course, meeting every other week that involves lecture and seminar participation. Postdoctoral students have the opportunity to discuss the merits of clinical techniques and philosophies. The purpose of the course is to familiarize the students with the classic and contemporary literature that has influenced orthodontics and to critically analyze the literature that they have read and will be exposed to. They are encouraged to consider the principals, described in valid literature, as foundations for the development of their clinical and philosophical protocols.

ORTHO 5210 Research

[Summer 1 credit; Fall 2 credits; Spring 2 credits] Through the performance of a research project, the students must select a topic, perform a literature search, formulate an experimental design, collect the data and perform appropriate statistical analyses, interpret the results, and present the project (written and orally). All of these tasks give the student an appreciation for the effort necessary to produce quality research. Performing the project also assists the students in analyzing professional literature and approaching professional literature in an unbiased manner.

ORTHO 5211 Biomechanics

[1 Credit] The purpose of this course is to give the first year students an introduction to the principles and applications used in treating patients with standard edgewise appliances (0° torque, 0° tip, and 0° rotation). Basic concepts of orthodontic mechanics are covered in this course in an effort to give the student the foundation to draw upon for the diagnosing, treatment planning, and treatment of cases. The course is taught in conjunction with the Advanced Orthodontic Technique course (Ortho 5202) in which the first year students “treat” cases on orthodontic typodonts. The Advanced Orthodontic Technique course familiarizes the students with the appliances, instruments, and hand skills that will be used during the treatment of orthodontic patients in the LSU Postgraduate Orthodontic Clinic.

ORTHO 5214 Surgical Orthodontics

[2 Credits] The purpose of this course is to relate the specialties of Orthodontics and Oral and Maxillofacial Surgery in regard to the combined therapy required for treating dentofacial deformities. The emphasis will be on diagnosis and treatment planning from a team approach. The rationale for this course is based upon the need for the proper diagnosis of dentofacial deformities, the need for both dental specialties (Orthodontics and Oral and Maxillofacial Surgery) to be aware of what each can do to correct these deformities, and the need for coordination of treatment planning for the proper execution of therapy.

ORTHO 5217 Case Analysis

[2 credits] The course is divided into three main sections: 1) guidance of eruption, 2) approach to early treatment, and 3) evaluation of long-term post-treatment results. The lecture course is designed to aid the students to gain a better understanding what can be done to alleviate problems later in dental development with appropriate action in the mixed dentition. The discussion about possible intervention includes observing the development of the dentition clinically and radiographically, when to extract deciduous teeth and the reasoning for these extractions, and when to begin biomechanical therapy in the mixed dentition and the reasoning for initiating early treatment. In addition the course reviews cases that have been followed up after at least ten years post-treatment with complete orthodontic records. Discussion includes observation of dental, facial, and cephalometric changes that occur with maturation of the individual and includes problems encountered in retention

ORTHO 5219 Advanced Orthodontic Techniques 2

[2 credits] The purpose of this course is to enhance the materials introduced in the Advanced Orthodontic Techniques course (Ortho 5202) and in the Seminar course (Ortho 5201) with additional information on different orthodontic treatment philosophies and biomechanical principles including: Tweed mechanics, Roth mechanics, MBT mechanics, and Surgical Orthodontic mechanics. Students will integrate the gnathological (occlusion) principles into orthodontic diagnosis and treatment planning for each of these principles. The treatment mechanics for each discipline will be incorporated into the respective treatment philosophy. Students will familiarize themselves with the cephalometric analyses, software applications and instruments used in each of the philosophies.

ORTHO 5220 Advanced Orthodontic Laboratory

[2 credits] The purpose of this course is to instruct the students in the fabrication, adjustment, and utilization of numerous orthodontic appliances (fixed and removable) used during orthodontic treatment to maintain space, control harmful habits, facilitate orthodontic treatment (interceptive, partial, or comprehensive) and to assist in maintaining alignment and fit of the dentition after completion of active orthodontic treatment.

ORTHO 5221 Team Management of Oral-Facial Anomalies

[2 Credits] The purpose of this course is to introduce postgraduate dental residents to the professional management of patient with oral-facial and speech problems. Lecturers will discuss: a) orthodontic management, b) embryology of the oral facial complex, c) speech physiology and pathology, d) surgical management of hard and soft tissue, e) neonatology considerations, f) genetic considerations, g) prosthodontic management, and h) otorhinolaryngologic considerations.

Pedodontics

PEDO 5300 Advanced Pediatric Dentistry Research

[Summer 2 Credits; Fall 2 Credits; Spring 2 Credits] All postgraduate students in Pediatric Dentistry are required to complete a research project pertinent to the specialty of Pediatric Dentistry. The student is allocated time on a weekly basis to develop and pursue the research project. The student is encouraged to have scheduled meetings with the course director and other faculty to evaluate progress and develop new ideas or strategies. A list of research done by former residents is available in the program manual. The research may involve surveys, laboratory studies, clinical observational studies, animal experimental models or human subjects studies.

PEDO 5301 Dental Pediatrics

[Summer 1 Credit; Fall 1 Credit; Spring 1 Credit] The practice of Pediatric Dentistry requires collaboration and consultation with various other medical specialties. Pediatricians from various specialties are scheduled to lecture to the residents during seminar on various topics in pediatrics, such as endocrinology, cardiology, hematology & oncology, pulmonology, ENT, etc.

PEDO 5302 Advanced Clinical Pediatric Dentistry Children's Hospital

[Summer 2 Credits; Fall 2 Credits; Spring 2 Credits] This clinical course is scheduled at Special Children's Dental Clinic at Children's Hospital. Pediatric patients with various medical conditions are scheduled for dental treatment with the residents. The dental care of these patients involves obtaining consults and/or scheduling sedation or OR appointments. It gives the resident the opportunity to learn about medical problems encountered in children and gain experience in providing comprehensive dental care for them.

PEDO 5304 Case Analysis and Treatment Planning

[Summer 2 Credits; Fall 2 Credits; Spring 2 Credits] The purpose of this course is to provide the pediatric dentistry postgraduate student with experience and discipline in thorough case work-up, case analysis and oral presentation. A basis is provided in this seminar format for stimulating discussion for pediatric dentistry concepts as they relate to the practical aspects of providing treatment. A further benefit of this course is to promote the sharing of ideas and substantiated opinions of diagnosis and treatment among faculty as well as other residents. Each postgraduate student makes an oral presentation of a particular case that he/ she has been involved with and has completed dental treatment in a prescribed format (data gathering, prioritized treatment plan and risk/ benefits/ alternatives).

PEDO 5306 Advanced Clinical Pediatric Dentistry Children Hospital

[Summer 2 Credits; Fall 2 Credits; Spring 2 Credits] This clinical course is scheduled at Special Children's Dental Clinic at Children's Hospital. Pediatric patients with various medical conditions are scheduled for dental treatment with the residents. The dental care of these patients involves obtaining consults and/or scheduling sedation or OR appointments. It gives the resident the opportunity to learn about medical problems encountered in children and gain experience in providing comprehensive dental care for them.

PEDO 5307 Advanced Clinical Pediatric Dentistry LSU

[Summer 2 Credits; Fall 2 Credits; Spring 2 Credits] The general objective of this course is to provide the first and second year postgraduate student with experience in treating children with varied social and medical problems. Through careful supervision, the student should become competent in clinical activities such as complex restorations, space management, orthodontic records, management of trauma to the orofacial complex and the provision of restorative dentistry utilizing conscious sedation. Clinical pediatric dentistry provides the postgraduate student with opportunities to diagnose and treat oral disease and anomalies and traumatic injuries to the dentition.

PEDO 5308 Advanced Pediatric Dentistry Seminar

[Summer 6 Credits; Fall 6 Credits; Spring 6 Credits] The objective of this course is to review the significant literature in pediatric dentistry. It is the fundamental didactic experience for the pediatric dentistry resident over the two year program. The first year and second year residents meet jointly meet for this seminar for four hours every week. The seminar topics are available in the program manual; the topics are covered only once in the two year period. Reading assignments are made available to the residents via sharepoint and hard copy of the assignments.

PEDO 5314 Pediatric Rotation Children's Hospital

[1 credit] The postgraduate student is assigned for four weeks of Pediatrics rotation at Children's Hospital. During this assignment he/ she will accompany the hospital pediatric staff on ward rounds as well as participate in pediatric outpatient clinics of pulmonology, ENT, neurology, hematology & oncology, radiology and cardiology. The postgraduate student is responsible to the department of Pediatrics at a level similar to a fourth year medical student.

PEDO 5325 Pediatric Anesthesia Rotation

[Fall 1 Credit; Spring 1 Credit] Training in the pharmacology and physiology of general anesthesia agents and training in techniques of administering general anesthesia is provided through four weeks (each year) of assignment to the Dept. of Anesthesiology at Children's Hospital. The postgraduate students work under the supervision of pediatric anesthesiology staff. Residents go on pre-surgery ward rounds, assist in the administration of anesthesia of all types of surgery and attend post surgery rounds.

Periodontics

PERIO 5404 Research

A seminar, laboratory and/or clinical course during which the postgraduate student identifies, develops a protocol for, performs, analyzes the data for, writes up and presents his/her research project. Various types of projects are supervised by different faculty. One credit is earned each semester. Two additional credits are earned in the final semester.

PERIO 5408 Literature Review Seminar

A seminar course during which postgraduate students review assigned readings, develop abstracts, and present and discuss the articles. Comprehensive Basic Science and Clinical Science reading lists are developed by the program director. A trimester system is used to allow all topics to be discussed twice during the three year program. The course is taken each Fall and Spring semester by all students. Two credit hours are earned each session.

PERIO 5409 Periodontic Clinic

Supervised treatment of patients. Students learn diagnosis and evaluation techniques, determine etiology and prognosis, develop treatment plans (periodontal and overall), perform therapy, and develop maintenance schedules for patients with a variety of periodontal and dental implants needs. Clinic sessions and treatment plans are supervised by full and part-time faculty. One credit is earned each summer semester and two credits every Fall and Spring semester during the three year program.

PERIO 5410 Advanced Periodontic Concepts

This seminar course familiarizes the postgraduate students with advanced concepts in the science and art of clinical periodontics through intense study of textbooks and by means of clinical demonstrations. Two credit hours are earned.

PERIO 5411 Journal Club

A seminar course that reviews and discusses current periodontal and dental implant literature. Reading assignments from recent publications are abstracted and discussed, and compared with concepts discussed in PERIO 5408. One credit is earned each year of the three year program.

PERIO 5412 Graduate Teaching

Second and third year postgraduate students gain experience in teaching dental and dental hygiene students. This involves both clinic and didactic instruction developed under faculty supervision. One credit each is earned at the end of the second and third years of the program.

PERIO 5413 Case Presentation Seminar

Postgraduate students present cases they have treated that include at least one surgery. A complete write up is developed, and clinical and radiographic images are presented to other students and faculty. Discussion of the case follows with the student explaining the diagnosis, etiology, treatment plan, and treatment. This is a year long course and one credit is earned at the end of each year of the three year program.

PERIO 5415 Hospital Periodontics

Clinical rotations through various hospital settings to gain experience in treating patients of all ages with a wide variety of medical problems. One credit is earned on completion of a satisfactory number of supervised cases.

PERIO 5421 Periodontal Postgraduate Immunology

An advanced lecture and seminar course to update and complement basic immunology concepts learned in dental school. Emphasis will be placed on application of these concepts to the periodontal tissues. One credit will be earned. This course is given at irregular times.

PERIO 5422 Periodontal Treatment Planning

A seminar course during which postgraduate students develop and present cases that require multidisciplinary treatment plans. One credit is earned each year during the three year program.

Prosthodontics

PROS 5420 Advanced Overview Dental Implantology

This course is presented in the group seminar form. This course presents a current overview of dental implants and the techniques used in their placement and restoration. Also presented are Biophysiology and histology of the implant and bone interface. History of dental implants is presented in this course. This course is intended for prosthodontic residents with emphasis on current placement and restorative techniques.

PROS 5501 TMJ and Facial Pain Clinic

The postgraduate prosthodontic and orthodontic programs allow the student time not only to be exposed but treat patients with a variety of symptoms associated with the temporomandibular joint and facial pain. This course allows the resident to gain insight into different techniques and philosophies required in the treatment of these patients. Students will be taught to diagnose and treat patients with such problems.

PROS 5502 Prosthodontic Literature Review

This bibliography is divided into four main sections. (A) Complete Removable Prosthodontics; (B) Fixed Prosthodontics; (C) Partial Removable Prosthodontics; (D) Maxillofacial Prosthodontics. This divides Prosthodontics for systematic study. In actuality, all the sections are applicable during every clinical eventuality. It is hoped that the students will, with experience, recognize and use this comprehensive knowledge and approach in their practice. Summer 2 Credits; Fall 2 Credits; Spring 2 Credits

PROS 5503 Prosthodontic Treatment Planning Seminar

All postgraduate students, on a rotational basis, will conduct Treatment Planning Seminars. The general format will consist of presentation of data; review of the clinical situation by means of patient analysis, copies of the periodontal charting, projected Kodachrome slides and radiographs, and study casts (mounting optional); detailed diagnosis; enumeration of etiologic factors; and a comprehensive and detailed treatment plan. If treatment has commenced, procedures and results to date shall be presented both verbally and with visual aids. Summer 1 credit; Fall 1 credit; Spring 1 credit

PROS 5504 Prosthodontic Journal Club

[Summer 1 Credit; Fall 1 Credit] The students are responsible for articles appearing in the prior months or next most recent issues of the assigned periodicals that are pertinent to the sciences, art and practice of prosthodontics. Each student will legibly abstract the selected articles on one side only of 5 X 8 index cards, and will submit these cards to the postgraduate secretary on the Tuesday preceding the seminar for collation, duplication, and distribution to the other participants. Submission of abstracts of articles not assigned, but felt to be of interest of the group, is encouraged.

PROS 5506 Clinical Management of Mandibular Locomotor System Dysfunction

Clinical management of locomotor system dysfunction is presented in the traditional lecture format. TMJ diagnosis and conservative treatment techniques are presented to a variety of dental specialty residents. Current views of pain management for Temporomandibular Disorder problems are discussed. Various types of occlusal stent therapies and their proper use are presented. This course is presented concurrently with PROS 5505 & PROS 5501

2 Credits

PROS 5507 Periodontal-Prosthesis

The purpose of these seminars is to discuss the treatment of the severely periodontally involved patient and present the basic principle of prosthodontics in the treatment thereof. Current concepts, techniques and theories will be studied based on all scientific and clinical evidence available. Further, a review of the literature will be coordinated through the seminars.

Summer 1 credit; Fall 1 credit

PROS 5511 Prosthodontic Practicum

During the time spent by the dental student in pre-clinical and clinical removable prosthodontics, the majority of effort is directed towards learning a specific technique or philosophy in the fabrication of both removable partial and complete dentures. The time allotted during those courses precludes the exposure of the student to other techniques. The student should be given the opportunity for reinforcement in these techniques.

Summer 1 credit; Fall 1 credit; Spring 1 credit

PROS 5514 Principles of Prosthodontics

Students from various backgrounds need to be introduced to specific philosophies and techniques which will be taught during their program. This course will allow the student to be reevaluated as to his strengths in prosthodontics and gain insight into techniques required in specialized cases, i.e., articulators, occlusion and mandibular movements, dental implants and various aspects of esthetics.

Summer 1 credit; Fall 1 credit; Spring 1 credit

PROS 5517 Conjoint Treatment Plan

[Summer 1 credit; Fall 1 credit; Spring 1 credit] This course will be presented in the group seminar format. The course will be scheduled irregularly as treatment plans evolve. It consists of patient case presentations of patients both finished and in treatment. All disciplines of and dental specialties are invited to present problem, routine, and board exam patients.

FACULTY ROSTER

Emeriti

BRUGGERS, HOWARD, DDS, Northwestern University, 1953
Emeritus Professor of Fixed Prosthodontics

BUTLER, JOHN A., DDS, Loma Linda University, 1959
Emeritus Professor of Comprehensive Dentistry

CAPDEBOSCO, CAMILLE B. JR., DDS, Loyola University (Louisiana), 1963
Emeritus Professor of Comprehensive Dentistry

CARIMI, ANTHONY B., DDS, Loyola University (Louisiana) 1949
Emeritus Professor of Community Health and Dental Hygiene

FERRARO, EUGENE, DMD, Tufts University, 1946
Emeritus Professor of Oral Diagnosis/Medicine/Radiology

FORTIER, PETER A., DDS, University of Tennessee Health Science Center, 1959
Emeritus Professor of Radiology

GARDINER, JAMES F., DDS, Loyola University (Louisiana), 1969
Emeritus Professor of Prosthodontics

GOLDBERG, ALBERT T. II, DDS, Howard University, 1966
Emeritus Professor of Prosthodontics

GUERRA, LOUIS R., DDS, Loyola University (Louisiana), 1959
Emeritus Professor of Prosthodontics

HATREL, PAUL P., DDS, Loyola University (Louisiana), 1959
Emeritus Professor of Comprehensive Dentistry

HERBERT, FRANK L., DDS, Loyola University (Louisiana), 1948
Emeritus Professor of Comprehensive Dentistry

LEGETT, BENJAMIN J., JR., DDS, Loyola University (Louisiana), 1950
Emeritus Professor of Comprehensive Dentistry

SCHIELE, RAYMOND J., DDS, Loyola University (Louisiana), 1956
Emeritus Professor of Prosthodontics

SHAYE, ROBERT, DDS, New York University, College of Dentistry, 1963
Emeritus Professor of Orthodontics

YUKNA, RAYMOND A., DMD, Tufts University, 1968
Emeritus Professor of Periodontics

ZINCK, JAMES H., DDS, Loyola University (Louisiana), 1959
Emeritus Professor of Comprehensive Dentistry;
Eastman Professor of Comprehensive Dentistry

ACOSTA, TRUIT, DDS, LSU School of Dentistry, 1995
Assistant Professor of Comprehensive Dentistry and Biomaterials, Division of Diagnostic Sciences, Section of Dental Health Resources/Medicaid

AKIN, RICHARD K., DDS, Loyola University (Louisiana), 1968
Clinical Associate Professor of Oral and Maxillofacial Surgery

ANDRIEU, SANDRA C., PhD, University of New Orleans, 1991
Associate Dean for Academic Affairs and Professor Comprehensive Dentistry and Biomaterials, Division of Administration

ANZELMO, JOSEPH, DDS, LSU School of Dentistry, 1973
Clinical Assistant Professor of Endodontics

ARCH, GEORGE H., DDS, LSU School of Dentistry, 2002
Clinical Assistant Professor of Endodontics

ARMBRUSTER, PAUL C., DDS, LSU School of Dentistry, 1996
Interim Head and Associate Professor of Orthodontics, Director of Advanced Program in Orthodontics

ARNOLD, DEBRA C., DDS, LSU School of Dentistry, 1977
Clinical Professor of Prosthodontics

AUCOIN, LEONARD W., JR., MEd, University of New Orleans, 1996

Associate Professor of Clinical Prosthodontics, Director of Program in Dental Laboratory Technology

BABIN, VICTOR, DDS, LSU School of Dentistry, 1972
Clinical Assistant Professor of Pediatric Dentistry

BADELL, CATHERINE L., DDS, Santa Maria University, 2000
Clinical Assistant Professor of Periodontics

BALLARD, RICHARD W., DDS, LSU School of Dentistry, 1992
Assistant Professor of Orthodontics

BARKER, TRICIA S., MEd, University of New Orleans, 2007
Clinical Assistant Professor of Comprehensive Dentistry and Biomaterials, Division of Dental Hygiene

BARRE, BARTON C., DDS, LSU School of Dentistry, 1986
Clinical Associate Professor of Prosthodontics

BARSLEY, ROBERT E., DDS, LSU School of Dentistry, 1977
Director of Oral Health Resources, Community and Hospital Dentistry, Professor of Comprehensive Dentistry and Biomaterials, Division of Administration

BATES, MICHAEL L., DDS, MBA, LSU School of Dentistry, 1992
Coordinator of Student Instruction, Assistant Professor of Comprehensive Dentistry and Biomaterials, Division of Clinical Comprehensive Dentistry

BAUDEAN, AUBREY, DDS, LSU School of Dentistry, 1984
Clinical Assistant Professor of Comprehensive Dentistry and Biomaterials, Division of Operative Dentistry

BAUDIN II, GERALD A., DDS, LSU School of Dentistry, 2004
Clinical Assistant Professor of Comprehensive Dentistry and Biomaterials, Division of Dental Hygiene

BEIER, ERNEST A., DDS, LSU School of Dentistry, 1975
Clinical Assistant Professor of Comprehensive Dentistry and Biomaterials, Division of General Practice Residency

BENOIT, GENEVIEVE M., MEd, University of Southwestern Louisiana, 1992
Associate Professor of Clinical Comprehensive Dentistry and Biomaterials, Division of Dental Hygiene

BERCIER, EDWIN L. IV, DDS, LSU School of Dentistry, 2004
Clinical Assistant Professor of Comprehensive Dentistry and Biomaterials, Division of Dental Hygiene

BERRIER, ALLISON, PhD, Columbia University, 1997
Assistant Professor of Oral and Craniofacial Biology

BLANCAS, MONICA L., DDS, LSU School of Dentistry, 2000
Clinical Assistant Professor of Comprehensive Dentistry and Biomaterials, Division of Dental Hygiene

BLOCK, MICHAEL S., DMD, Harvard School of Dental Medicine, 1979
Professor of Oral and Maxillofacial Surgery

BLYTHE, Jr., DAVID C., DDS, Loyola University in New Orleans, 1970
Clinical Assistant Professor of Oral and Maxillofacial Surgery

BONSON, SCOTT E., DDS, LSU School of Dentistry, 1999
Clinical Assistant Professor of Endodontics

BRANDER, CRAIG, DDS, LSU School of Dentistry, 1983
Clinical Assistant Professor of Oral and Maxillofacial Surgery

BRANNON, ROBERT B., DDS, Baylor University School of Dentistry, 1966
Professor of Comprehensive Dentistry and Biomaterials, Division of Diagnostic Sciences, Section of Oral and Maxillofacial Pathology

BRASUELL, TODD S., DDS, LSU School of Dentistry, 2006
Clinical Assistant Professor of Pediatric Dentistry

BRINDIS, MARCO, DDS, Universidad Intercontinental, Mexico, 1998
Assistant Professor of Prosthodontics

BRISCO, STEPHEN C., DDS, LSU School of Dentistry, 1986
Associate Professor of Comprehensive Dentistry and Biomaterials, Division of Clinical Comprehensive Dentistry

- BROWN, CHRISTOPHER E., DDS, LSU School of Dentistry, 1978
Clinical Associate Professor of Prosthodontics
- BRUNET, DARLENE P., MEd, University of New Orleans, 1990
Director of Student Affairs and Assistant Professor of Clinical Comprehensive Dentistry and Biomaterials, Division of Administration
- CAO, LINDA, DDS LSU School of Dentistry, 2007
Clinical Assistant Professor of Pediatric Dentistry
- CARIMI, JOHN M., AS, LSU School of Dentistry, 1979
Instructor of Comprehensive Dentistry and Biomaterials, Division of Diagnostic Sciences, Section of Dental Health Resources/Medicaid
- CARRUTH, PHILIP L., DDS, University of Tennessee, 1979
Associate Professor of Prosthodontics
- CASADABAN, MICHAEL C., DDS, LSU School of Dentistry, 1999
Clinical Assistant Professor of Oral and Maxillofacial Surgery
- CASTELLON, PAULINO, DDS, University of Guadalajara, Mexico, 1996
Clinical Associate Professor of Prosthodontics
- CAVALLINO, CLAUDIA, DDS, LSU School of Dentistry, 2004
Clinical Assistant Professor of Pediatric Dentistry
- CAVALLINO, MARVIN, DDS, Indiana University, Loyola University (Louisiana) 1964
Clinical Professor of Pediatric Dentistry
- CHARPENTIER, REBECCA H. DDS, LSU School of Dentistry, 2006
Clinical Assistant Professor of Comprehensive Dentistry and Biomaterials, Division of Dental Hygiene
- CHERAMIE, TOBY, DDS, LSU School of Dentistry, 1993
Division Head of Clinical Comprehensive Dentistry and Associate Professor of Comprehensive Dentistry and Biomaterials, Division of Clinical Comprehensive Dentistry
- CHOWDHURY, MOHAMMAD, BDS, University of Dhaka, 1999
Assistant Professor Comprehensive Dentistry and Biomaterials, Division of General Practice Residency
- COLEMAN, CHARLES, DDS, Temple University, 1996
Clinical Assistant Professor of Comprehensive Dentistry and Biomaterials, Division of Diagnostic Sciences
- COMEAX, RANDAL, DDS, LSU School of Dentistry, 1978
Clinical Associate Professor of Periodontics
- CORDELL, KITRINA G., DDS, Ohio State University, 1999
Associate Professor of Comprehensive Dentistry and Biomaterials, Division of Diagnostic Sciences, Section of Oral and Maxillofacial Pathology
- COREIL, MARK N., DDS, LSU School of Dentistry, 1986
Clinical Assistant Professor of Orthodontics
- COURTOIS, THERESA, MS, University of Missouri, 1981
Clinical Assistant Professor of Comprehensive Dentistry and Biomaterials, Division of Dental Hygiene
- CRAWFORD-MC KENDALL, DDS, New York University College of Dentistry, 1998
Assistant Professor of Pediatric Dentistry
- CURRAN, ROBERT, DDS, LSU School of Dentistry, 1978
Clinical Assistant Professor of Pediatric Dentistry
- DAGATE, JOHN D., DDS, LSU School of Dentistry, 1980
Associate Professor of Comprehensive Dentistry and Biomaterials, Division of Clinical Comprehensive Dentistry
- DAVIS, ELISKA C., MS, Wright State University, 1987
Assistant Professor of Clinical Comprehensive Dentistry and Biomaterials, Division of Dental Hygiene
- DEBOISBLANC, RAPHAEL, DDS, Loyola University of New Orleans, 1958
Clinical Assistant Professor of Comprehensive Dentistry and Biomaterials, Division of Clinical Comprehensive Dentistry
- DEJEAN, GANTT, D.D.S, Loyola University (Louisiana), 1972
Clinical Assistant Professor of Comprehensive Dentistry and Biomaterials, Division of Dental Hygiene
- DELATTE, ROY, DDS, LSU School of Dentistry, 1980
Clinical Assistant Professor of Comprehensive Dentistry and Biomaterials, Division of Diagnostic Sciences
- DENICOLA, ROSS J., DDS, Loyola University, 1960
Clinical Assistant Professor of Comprehensive Dentistry and Biomaterials, Division of General Practice Residency
- DEVEREUX, Jr., KACK P., DDS, LSU School of Dentistry, 1982
Clinical Assistant Professor of Orthodontic
- DEPTA, CASIE, BS, LSU School of Dentistry, 2003
Instructor of Comprehensive Dentistry and Biomaterials-Division of General Practice Residency
- DU BOIS II, KENNETH R., DDS, West Virginia University, 1975
Clinical Assistant Professor of Comprehensive Dentistry and Biomaterials, Division of Clinical Comprehensive Dentistry
- DU BOIS III, KENNETH R., DDS, LSU School of Dentistry, 2009
Clinical Assistant Professor of Comprehensive Dentistry and Biomaterials, Division of Diagnostic Sciences
- DUBROC, GLENN C., JR., DDS, LSU School of Dentistry, 1989
Clinical Assistant Professor of Orthodontics
- DYESS, BRIAN N., DDS, LSU School of Dentistry, 1983
Clinical Assistant Professor of Oral and Maxillofacial Surgery
- EHRlich, ALEX D., DDS, Indiana University School of Dentistry, 1979
Associate Professor and Head of Comprehensive Dentistry and Biomaterials
- EVANS, GERALD H., DDS, LSU School of Dentistry, 1979
Interim Head and Professor of Periodontics
- EVANS, RANDALL A., DDS, , LSU School of Dentistry, 1976
Clinical Assistant Professor of Prosthodontics
- FABRE, KEITH, DDS, LSU School of Dentistry, 2007
Clinical Assistant Professor of Comprehensive Dentistry and Biomaterials, Division of Operative Dentistry
- FAN, YU-WEI, PHD, Tsinghua University (Beijing, China), 2002
Assistant Professor of Comprehensive Dentistry and Biomaterials-Division of Biomaterials
- FARRAR, SUZANNE K., MSHCM, University of New Orleans, 2003
Associate Professor of Clinical Comprehensive Dentistry and Biomaterials, Division of Administration
- FARRELL, BART, DDS, University of Iowa, 1999
Clinical Assistant Professor of Oral and Maxillofacial Surgery
- FARRELL, BRIAN, DDS, University of Iowa, 1998
Clinical Assistant Professor of Oral and Maxillofacial Surgery
- FIDEL, PAUL L., PhD, University of Oklahoma, 1988
Associate Dean for Research; Director, Center of Excellence in Oral and Craniofacial Biology; Carl Baldrige Research Professor of Microbiology, Immunology, and Parasitology; Head, Department of Oral and Craniofacial Biology
- FINLEY, JAMES M., DMD University of Mississippi School of Dentistry 1997
Clinical Assistant Professor of Periodontics
- FONTENOT, CHARLES J., DDS, LSU School of Dentistry, 1977
Clinical Assistant Professor of Orthodontics
- FORET, DIEDRA L., MEd, University of New Orleans, 2005
Assistant Professor of Clinical Comprehensive Dentistry and Biomaterials, Division of Dental Hygiene
- FOWLER, MELANIE M., DDS, LSU School of Dentistry, 2002
Clinical Assistant Professor of Orthodontics
- FUSELIER, GRACE A., DDS, LSU School of Dentistry, 1984
Clinical Associate Professor of Prosthodontics

LSU Health Sciences Center at New Orleans School of Dentistry

- GALLO, JOHN R. III, DDS, MEd LSU School of Dentistry, 1992
Assistant Dean of Clinical Education and Professor of
Comprehensive Dentistry and Biomaterials, Division of
Administration
- GALLAHER, MICHAEL W., DDS, LSU School of Dentistry, 2000
Clinical Assistant Professor of Prosthodontics
- GARBEE, WILLIAM H., DDS, Virginia Commonwealth
University, 1975
Associate Professor of Comprehensive Dentistry and
Biomaterials, Division of Diagnostic Sciences
- GIACONA, F. THOMAS, DDS, LSU School of Dentistry, 1977
Assistant Professor of Comprehensive Dentistry and
Biomaterials, Division of Clinical Comprehensive
Dentistry
- GREMILLION, HENRY A., DDS, LSU School of Dentistry, 1977
Dean, Professor of Orthodontics
- GUMPERT, CARL, DDS, Loyola University (Louisiana), 1958
Clinical Assistant Professor of Comprehensive Dentistry
and Biomaterials, Division of Dental Hygiene
- HAMDAN, SULEIMAN, BS, LSU School of Dentistry, 2000
Assistant Professor of Clinical Prosthodontics, Laboratory
Services
- HARO, HEATHER B. MSHCM, University of New Orleans, 2005
Clinical Assistant Professor of Comprehensive Dentistry
and Biomaterials, Division of Dental Hygiene
- HARRISON, JAMES D., DDS, Saint Louis University, 1951
Clinical Professor of Prosthodontics
- HEBERT, MYRA H. MEd, University of Louisiana, Lafayette,
2005
Clinical Assistant Professor of Comprehensive Dentistry
and Biomaterials, Division of Dental Hygiene
- HENRY, CRAIG A., DDS, LSU School of Dentistry, 1977
Clinical Associate Professor of Orthodontics
- HERNANDEZ, GABRIEL, DDS, New York University, 2009
Assistant Professor Comprehensive Dentistry and
Biomaterials, Division of General Practice Residency
- HEW, JENNIFER, MSHCN, University of New Orleans, 2006
Assistant Professor of Comprehensive Dentistry and
Biomaterials, Division of Clinical Comprehensive
Dentistry
- HIENZ, STEFAN, DMD, Harvard School of Dental Medicine,
1998
Assistant Professor of Periodontics
- HILLER, MICHAEL E., DDS, LSU School of Dentistry, 1987
Clinical Assistant Professor of Orthodontics
- HIMEL, VAN T., DDS, LSU School of Dentistry
Professor and Head of the Department of Endodontics
- HO, CHIN CHIN, PhD, Ohio State University, 1976
Clinical Assistant Professor of Pediatric Dentistry
- HOCHSTEDLER, J Lee, DDS, University of Tennessee, 1976
Associate Professor of Prosthodontics, Director of
Advanced Program in Prosthodontics
- HOGUE, LAURA, DDS, LSU School of Dentistry, 1982
Clinical Assistant Professor of Pediatric Dentistry
- HOLMES, STEPHEN, DDS, UTHSC, 1998
Clinical Assistant Professor of Pediatric Dentistry
- HORNSBY, Jr., CHARLES G., DDS, LSU School of Dentistry,
1975
Clinical Associate Professor of Oral and Maxillofacial
Surgery
- HOVLAND, ERIC J., DDS, Baltimore College of Dental Surgery,
Dental School University of Maryland, 1972
Professor of Endodontics, Director of Advanced
Education
- HUBAR, J. SEAN, DMD, University of Manitoba, 1979
Professor of Comprehensive Dentistry and Biomaterials-
Division of Diagnostic Sciences
- INDOVINA, ANTHONY A., DDS, LSU School of Dentistry, 1974
Clinical Associate Professor of Oral and Maxillofacial
Surgery
- INFANTE, LUIS, DDS, Universidad Managua (Nicaragua),
2002
Assistant Professor of Prosthodontics
- IRELAND, EDWARD J., JR., DDS, Loyola University
(Louisiana), 1970
Professor of Comprehensive Dentistry and Biomaterials-
Division of Operative Dentistry
- JACKSON, ANTHONY, DDS, LSU School of Dentistry, 1985
Assistant Professor of Comprehensive Dentistry and
Biomaterials, Division of Clinical Comprehensive
Dentistry
- JEANSONNE, BILLIE G., DDS, Loyola University (Louisiana),
1968
Professor of Endodontics, Director of Advanced Program
in Endodontics
- JOACHIM, SHELLY M., DDS, LSU School of Dentistry, 1997
Assistant Professor Comprehensive Dentistry and
Biomaterials, Division of General Practice Residency
- KEE, EDWIN, BS, LSU School of Dentistry, 1999
Assistant Professor of Clinical Prosthodontics, Program in
Dental Laboratory Technology
- KENNEDY, BRENT D., DDS, Case Western Dental School,
1973
Clinical Assistant Professor of Oral and Maxillofacial
Surgery
- KENT, JOHN N., DDS, University of Nebraska, 1963
Boyd Professor of Oral and Maxillofacial Surgery
- KLASSER, GARY, DMD, University of Manitoba, 1980
Associate Professor of Comprehensive Dentistry and
Biomaterials, Division of Diagnostic Sciences
- KRAMER, WILLIAM, DDS, LSU School of Dentistry, 1982
Clinical Assistant Professor of Comprehensive Dentistry
and Biomaterials, Division of Clinical Comprehensive
Dentistry
- LALLIER, THOMAS, PhD, University of California Irvine, 1991
Associate Professor of Cell Biology and Anatomy,
Assistant Director, Center of Excellence in Oral and
Craniofacial Biology
- LAMKIN, JENNIFER S., BS, LSU School of Dentistry, 2007
Clinical Instructor of Comprehensive Dentistry and
Biomaterials, Division of Dental Hygiene
- LANIER, PATRICIA, DDS, UTHSC, Houston, 1986
Clinical Assistant Professor of Pediatric Dentistry
- LASSEIGNE, TYLER P., DDS, LSU School of Dentistry, 2003
Clinical Assistant Professor of Prosthodontics
- LEBLANC, JEFFREY, DDS, LSU School of Dentistry, 1993
Clinical Assistant Professor of Orthodontics
- LEDOUX, WILLIAM R., DDS, LSU School of Dentistry, 1977
Clinical Professor of Orthodontics
- LEIGH, JANET E., DMD, University of Pennsylvania, 1991
Professor of Comprehensive Dentistry and Biomaterials-
Division of Diagnostic Sciences
- LEVIN, JOHN E., DDS, LSU School of Dentistry, 2003
Clinical Assistant Professor of Comprehensive Dentistry
and Biomaterials, Division of Dental Hygiene
- LIBERTO, VINCENT N., DDS, Loyola University (Louisiana),
1957
Professor of Pediatric Dentistry
- LOFTON, HARRIET, BS, Loyola University (Louisiana), 1977
Clinical Instructor of Comprehensive Dentistry and
Biomaterials, Division of Dental Hygiene
- LYNN, LENEISE C., DDS, Harvard University, 1994
Clinical Assistant Professor of Endodontics
- MAHROO, NAZAFARINE, DDS, Azad Dental School, 1996
Clinical Assistant Professor of Comprehensive Dentistry
and Biomaterials, Division of General Practice Residency
- MALDONADO, HECTOR R., DDS, LSU School of Dentistry,
1984
Clinical Assistant Professor of Orthodontics

- MANEY, POOJA, BDS, Sri Jagadguru Murugharajendra Dental College & Hospital 1999
Assistant Professor of Periodontics
- MANUEL, CAROLINE M., DDS, LSU School of Dentistry, 2007
Clinical Assistant Professor of Comprehensive Dentistry and Biomaterials, Division of Dental Hygiene
- MARTELLO, FRANCIS G., DDS, LSU School of Dentistry, 1979
Clinical Associate Professor of Comprehensive Dentistry and Biomaterials, Division of Clinical Comprehensive Dentistry
- MASON, CAROLINE F., MEd, Loyola University (Louisiana), 1975
Director of Division of Dental Hygiene and Professor of Clinical Comprehensive Dentistry and Biomaterials
- MASON, JOHN D., DDS, Virginia Commonwealth University (Medical College of VA), 1974
Associate Professor of Clinical Periodontics
- MAYER, ELIZABETH T. RDH, LSU School of Dentistry, 2000
Instructor of Periodontics
- MC CABE, CHARLES T., DMD, University of Pittsburg, 1976
Clinical Associate Professor of Periodontics
- MC COMBS, MICHAEL, DDS, West Virginia University, 1980
Clinical Assistant Professor of Comprehensive Dentistry and Biomaterials, Division of General Practice Residency
- MC CORMICK, SUEZAN, DMD, University of Mississippi Medical Center, 1991
Assistant Professor of Comprehensive Dentistry and Biomaterials, Division of Operative Dentistry
- MC KEON, DAVID L., DDS, LSU School of Dentistry, 1991
Director of Dental Health Resources and Assistant Professor of Comprehensive Dentistry and Biomaterials, Division of Diagnostic Sciences, Section of Dental Health Resources/Medicaid
- MC MINN, ROBERT W., DDS, Loyola University (Louisiana), 1971
Clinical Associate Professor of Orthodontics
- MENDEZ, ARTURO J., DDS, National Autonomous University of Mexico (Mexico), 1974
Professor and Head of the Department of Prosthodontics
- MERMILLIOD, DAVID, DDS, LSU School of Dentistry, 1999
Clinical Assistant Professor of Comprehensive Dentistry and Biomaterials, Division of Operative Dentistry
- MICHAL, BILLY C., DDS, Loyola University (Louisiana) 1961
Clinical Assistant Professor of Pediatric Dentistry
- MISIEK, DALE J., DMD, University of Connecticut School of Dental Medicine, 1978
Clinical Professor of Oral and Maxillofacial Surgery
- MOELLER, LAURIE, DDS, LSU School of Dentistry, 1990
Associate Professor of Clinical Prosthodontics
- MONICA, RONALD A., DDS, St. Louis University Dental School, 1958
Clinical Associate Professor of Periodontics
- MORGAN, KENNETH E., DDS, LSU School of Dentistry, 2003
Clinical Assistant Professor of Comprehensive Dentistry and Biomaterials, Division of Dental Hygiene
- MURPHY, GUY, DDS, Loyola University (Louisiana), 1967
Clinical Assistant Professor of Prosthodontics
- MUSSELMAN, ROBERT, DDS, Indiana University School of Dentistry, 1964
Professor of Pediatric Dentistry
- NECAISE, DANNA G. MSHSA, University of St. Francis, 2007
Clinical Associate Professor of Comprehensive Dentistry and Biomaterials, Division of Dental Hygiene
- NGUYEN, HIEP Q., DDS, LSU School of Dentistry, 2000
Clinical Assistant Professor of Comprehensive Dentistry and Biomaterials, Division of Dental Hygiene
- NGUYEN, PHUONG L., DDS, LSU School of Dentistry, 2000
Clinical Assistant Professor of Orthodontics
- NOVERR, MAIRI, Ph.D., University of Michigan, 2002
Associate Professor of Oral and Craniofacial Biology
- NUTTLI, MARGARET A., DDS, LSU School of Dentistry, 1989
Clinical Assistant Professor of Prosthodontics
- O'BRIEN, MICHEAL, DDS, Loyola University (Louisiana), 1970
Professor of Clinical Oral and Maxillofacial Surgery
- OLINDE, RICHARD, DDS, LSU School of Dentistry, 1975
Clinical Assistant Professor of Pediatric Dentistry
- OLIVIER, BRIAN J., DDS, LSU School of Dentistry, 2002
Clinical Assistant Professor of Orthodontics
- ONCALE, DAVID, DDS, LSU School of Dentistry, 1978
Assistant Professor of Comprehensive Dentistry and Biomaterials, Division of Operative Dentistry
- O'NEIL, JOSEPH F., DMD, University of Kentucky, 1971
Clinical Assistant Professor of Orthodontics
- OERTLING, KAREN M., MPH, Tulane University, 1978
Clinical Associate Professor of Comprehensive Dentistry and Biomaterials, Division of Dental Hygiene
- PALAIOLOGOU, ARCHONTIA, DDS, National and Kapodestrian University of Athens, Dental School, 1995
Assistant Professor of Periodontics, Director of Advanced Program in Periodontics
- PALMER, GLEN, PhD, University of Leicester, UK, 2001
Assistant Professor of Oral and Craniofacial Biology
- PARKER, SUSAN, RDH, LSU School of Dentistry, 1975
Associate Professor of Clinical Periodontics
- PEARSON, BRIAN, DDS LSU School of Dentistry, 1979
Clinical Assistant Professor of Periodontics
- PERENACK, JON, DDS, M D, Loma Linda University, 1996
Assistant Professor of Oral and Maxillofacial Surgery, Director of Advanced Program in Oral and Maxillofacial Surgery
- PERKINS, TERESA, DMD, Harvard University, 1981
Clinical Assistant Professor of Pediatric Dentistry
- PHILLIPPE, LYNN, D., DDS, LSU School of Dentistry, 1982
Clinical Assistant Professor of Oral and Maxillofacial Surgery
- POSNICK, WILLIAM, DDS, University of Minnesota School of Dentistry, 1971
Clinical Assistant Professor of Pediatric Dentistry
- PRICE, ASHLEY D., DDS, LSU School of Dentistry, 2006
Clinical Assistant Professor of Comprehensive Dentistry and Biomaterials, Division of Dental Hygiene
- QUIN, SHERROD, DDS, LSU School of Dentistry, 1979
Assistant Professor-Clinical of Comprehensive Dentistry and Biomaterials, Division of Clinical Comprehensive Dentistry
- RAPPOLD, ALLAN R., DDS, LSU School of Dentistry, 1975
Clinical Professor of Comprehensive Dentistry and Biomaterials, Division of Operative Dentistry
- RASMUSSEN, ROBERT H., EdD, University of New Orleans, 1975
Professor of Comprehensive Dentistry and Biomaterials, Division of Administration
- RECORD, BENJAMIN R., DDS, LSU School of Dentistry, 2003
Director of Advanced Program in General Practice Residency and Assistant Professor of Comprehensive Dentistry and Biomaterials-Division of General Practice Residency
- REDDY, LIKITH V., DDS, Case Western University, 1995
Associate Professor and Head of the Department of Oral and Maxillofacial Surgery
- REGAN, ROBERT L., DDS, LSU School of Dentistry, 1993
Clinical Assistant Professor of Oral and Maxillofacial Surgery
- RIPPS, ALAN H., DMD, University of Alabama, 1972
Professor of Clinical Comprehensive Dentistry and Biomaterials-Division of Operative Dentistry
- RITCHIE, JOHN R., DDS, University of Iowa, 1979
Director of Admissions, Diversity and Minority Affairs, Associate Professor of Comprehensive Dentistry and Biomaterials, Division of Administration

- RITWIK, PRIYANSHI, DDS, Tamil Nadu Agr University, 2000
Associate Professor of Pediatric Dentistry, Director of
Advanced Program in Pediatric Dentistry
- RIVERA, CLAUDIA, BS LSU School of Dentistry, 2002
Clinical Instructor of Comprehensive Dentistry and
Biomaterials, Division of Dental Hygiene
- RODRIGUEZ, TOBIAS, PhD, University of Michigan, 2006
Assistant Professor of Oral and Craniofacial Biology
- ROGERS, WILLIAM, CDT, Palm Beach College (Florida), 1978
Clinical Professor of Prosthodontics, Program in Dental
Laboratory Technology
- ROY, DAVID E., DDS, Loyola University (Louisiana), 1967
Clinical Assistant Professor of Comprehensive Dentistry
and Biomaterials, Division of Dental Hygiene
- SABEY, KENT A., DDS, University of Pacific School of
Dentistry, 1982
Assistant Professor of Endodontics
- SAENZ, ANNA, DDS Facultad de Odontología Universidad
Francisco Marroquin 1994
Clinical Assistant Professor of Periodontics
- SALTI, SAMER, DDS, Damascus Medical School, 1984
Assistant Professor-Clinical of Comprehensive Dentistry
and Biomaterials, Division of General Practice Residency
- SARKAR, NIKHIL K., PhD, Northwestern University Dental
School, (Chicago), 1973
Professor of Comprehensive Dentistry and Biomaterials-
Division of Clinical Comprehensive Dentistry
- SCHIAVO, JULIE H., M.L.I.S., University of Southern
Mississippi, 1996
Instructor of Medical Bibliography
- SCHMIDT, WILLIAM, DDS, Loyola University Dental School,
1970
Clinical Assistant Professor of Comprehensive Dentistry
and Biomaterials, Division of Clinical Comprehensive
Dentistry
- SCHWAB, CATHERINE E., DDS LSU School of Dentistry, 1993
Clinical Assistant Professor of Orthodontics
- SCHWANINGER, BERNHARD M., DDS, Zurick, 1970
Clinical Professor of Orthodontics
- SCHWARTZ, ELAINE S., BS, Loyola University (Louisiana),
1977
Clinical Assistant Professor Comprehensive Dentistry and
Biomaterials, Division of Dental Hygiene
- SHANNON, MICHAEL J., DDS, LSU School of Dentistry, 2000
Clinical Assistant Professor of Prosthodontics
- SHAW, PAMELA R., DDS, Georgetown University, 1985
Clinical Assistant Professor of Pediatric Dentistry
- SIBLEY, DEBORAH H., MLS, Louisiana State University, 1986
Associate Professor of Medical Bibliography
- SIMMONS, DAVID E. DDS, Loyola University, 1963
Clinical Assistant Professor of Periodontics
- SIMONS, SHANNON K., DDS, LSU School of Dentistry, 1992
Clinical Assistant Professor of Orthodontics
- SMITH, CHET A., DDS, LSU School of Dentistry, 1990
Associate Professor of Comprehensive Dentistry and
Biomaterials, Division of Clinical Comprehensive
Dentistry
- SMITH, DEMARCUS D. IV, DDS, LSU School of Dentistry,
1981
Clinical Assistant Professor of Oral and Maxillofacial
Surgery
- SMITH, TESSA, DDS, LSU School of Dentistry, 2003
Clinical Assistant Professor of Pediatric Dentistry
- SO, JOSEPH S., DDS, Temple University, 2001
Assistant Professor of Prosthodontics
- SOIREZ, KAYLA P., DDS, LSU School of Dentistry, 2006
Clinical Assistant Professor of Comprehensive Dentistry
and Biomaterials, Division of Dental Hygiene
- SORCI, JOSEPH, DDS, LSU School of Dentistry, 1976
Clinical Assistant Professor of Comprehensive Dentistry
and Biomaterials, Division of Dental Hygiene
- SPAGNOLI, DANIEL B., DDS, West Virginia University, 1985
Clinical Assistant Professor of Oral and Maxillofacial
Surgery
- SPRANLEY, THOMAS, DDS, LSU School of Dentistry, 1983
Assistant Professor of Comprehensive Dentistry and
Biomaterials, Division of Diagnostic Sciences, Section of
Dental Health Resources/Medicaid
- ST. ROMAIN, TIMOTHY, DDS, LSU School of Dentistry, 1973
Clinical Assistant Professor of Comprehensive Dentistry
and Biomaterials, Division of Operative Dentistry
- STUCKEY, CAROL, DDS, UTHSC, Houston, 1980
Clinical Assistant Professor of Pediatric Dentistry
- STEVENS, HUEY M., DDS, Loyola University (Louisiana), 1954
Clinical Assistant Professor of Comprehensive Dentistry
and Biomaterials, Division of Dental Hygiene
- STROTHER, ELIZABETH A., AMLS, MBA, University of New
Orleans, 1972
Professor of Medical Bibliography
- THIBODAUX, RYAN M., DDS, LSU School of Dentistry, 2000
Clinical Assistant Professor of Prosthodontics
- THUNTHY, KAVAS H., BDS, University of Bombay (India),
1969
Professor of Comprehensive Dentistry and Biomaterials-
Division of Diagnostic Sciences
- TOM, SAMMY, DDS, LSU School of Dentistry, 2002
Clinical Assistant Professor of Comprehensive Dentistry
and Biomaterials, Division of Operative Dentistry
- TOMASZEWSKI, JAMES P, DDS, LSU School of Dentistry,
1974
Associate Professor of Clinical Prosthodontics
- TOSO, DONALD R., DDS, Loyola University (Louisiana), 1966
Clinical Professor of Orthodontics
- TOWNS, TOOLEY M., DDS, Loyola University (Louisiana),
1969
Clinical Associate Professor of Oral and Maxillofacial
Surgery
- TOWNSEND, JANICE, DDS, Marquette University, 2005
Interim Department Head and Assistant Professor of
Pediatric Dentistry
- TRAN, DAVID, BS, LSU School of Dentistry, 2003
Assistant Professor of Clinical Prosthodontics, Laboratory
Services
- TUCKER, MYRON, DDS, Baylor College of Dentistry, 1987
Clinical Professor of Oral and Maxillofacial Surgery
- UNLAND, RAYMOND J., DDS, LSU School of Dentistry, 1982
Clinical Assistant Professor of Prosthodontics
- VAN NORTWICK, WALLACE, DDS, LSU School of Dentistry,
1978
Clinical Assistant Professor of Prosthodontics
- VELA, DAVID, BS, Southeastern Louisiana University, 1986
Associate Professor of Clinical Prosthodontics, Program
in Dental Laboratory Technology
- VERGOULLIS, IOANNIS, DDS, Kapodestrian University of
Athens, School of Dentistry, 1999
Clinical Assistant Professor of Periodontics
- WAGUESPACK, GERI M., MS, College of St. Francis, 1987
Clinical Professor of Comprehensive Dentistry and
Biomaterials, Division of Dental Hygiene
- WALSH, TERENCE E., DDS, Loyola University (Louisiana),
1960
Clinical Professor of Orthodontics
- WELCH, MARK A., DDS, LSU School of Dentistry, 1977
Clinical Assistant Professor of Oral and Maxillofacial
Surgery
- WEN, ZEZHANG TOM, Ph.D., University of Nebraska, 1998
Assistant Professor of Oral and Craniofacial Biology
- WHITLEY, JOHN B., DDS, LSU School of Dentistry, 1983
Clinical Associate Professor of Orthodontics
- WILK, RANDALL, DDS, Baylor College of Dentistry, 1987
Clinical Associate Professor of Oral and Maxillofacial
Surgery

- WINKLER, MARK M., DDS, LSU School of Dentistry, 1981
Associate Professor of Comprehensive Dentistry and
Biomaterials-Division of Operative Dentistry
- WORTHYLAKE, REBECCA, Ph.D., University of Utah, 1998
Associate Professor of Oral and Craniofacial Biology
- XU, XIAOMING, PhD, University of New Orleans, 1996
Division Head of Biomaterials and Professor of
Comprehensive Dentistry and Biomaterials-Division of
Biomaterials
- YEADON, WILLIAM R., DDS, LSU School of Dentistry, 1981
Division Head of Diagnostic Sciences and Associate
Professor of Comprehensive Dentistry and Biomaterials
- YENUGANTI, JEEVAN KUMAR, DDS, Bapuji Dental College,
2000
Clinical Assistant Professor, Comprehensive Dentistry
and Biomaterials, Division of Diagnostic Sciences
- YU, ALIKA K.F., DDS, SUNY College of Buffalo, 1994
Assistant Professor of Clinical Prosthodontics and
Director of Laboratory Services
- ZAVALA, JULIO C., BS, LSU School of Dentistry, 1996
Associate Professor of Clinical Prosthodontics, Program
in Dental Laboratory Technology

RECAPITULATION OF FACULTY

Listed below are active faculty members of the School of Dentistry, by department or other designation, academic rank, and in alphabetical order of each.

Comprehensive Dentistry and Biomaterials

ASSOCIATE PROFESSOR: Ehrlich

Division of Administration

PROFESSOR: Andrieu; Barsley; Gallo; Rasmussen
ASSOCIATE PROFESSOR: Farrar; Ritchie
ASSISTANT PROFESSOR: Brunet

Division of Clinical Comprehensive Dentistry

ASSOCIATE PROFESSOR: Brisco; Cheramie; Dagate; Martello; Smith
ASSISTANT PROFESSOR: Bates; DeBoisblanc; DuBois II; Giacona; Hew; Jackson; Kramer; Quin; Salti; Schmidt

Division of Dental Biomaterials

PROFESSOR: Sarkar; Xu
ASSISTANT PROFESSOR: Fan

Division of Dental Hygiene

PROFESSOR: Mason; Waguespack
ASSOCIATE PROFESSOR: Benoit; Necaie; Oertling
ASSISTANT PROFESSOR: Barker; Baudin II; Berclier IV; Blancas; Charpentier; Courtois; Davis; Dejean; Foret; Gumpert; Haro; Hebert; Levin; Manuel; Morgan; Nguyen H.; Price; Roy; Schwartz; Soirez; Sorci; Stevens
INSTRUCTOR: Lamkin; Lofton; Rivera

Division of Diagnostic Sciences

PROFESSOR: Hubar; Thunthy; Leigh
ASSOCIATE PROFESSOR: Garbee; Klasser; Yeadon
ASSISTANT PROFESSOR: Coleman; Delatte; DuBois III; Yenuganti

Section of Oral and Maxillofacial Pathology

PROFESSOR: Brannon
ASSOCIATE PROFESSOR: Cordell

Section of Dental Health Resources

ASSISTANT PROFESSOR: Acosta; McKeon; Spranley
INSTRUCTOR: Carimi

Division of General Practice Residency

ASSISTANT PROFESSOR: Beier; Chowdhury; DeNicola; Hernandez; Joachim; Mahroo; McCombs; Record;
INSTRUCTOR: Depta

Division of Operative Dentistry

PROFESSOR: Ireland; Rappold; Ripps
ASSOCIATE PROFESSOR: Winkler
ASSISTANT PROFESSOR: Baudean; Fabre; McCormick; Mermilliod; Oncale; Tom; St. Romain

Endodontics

PROFESSOR: Himel; Hovland; Jeansonne
ASSISTANT PROFESSOR: Anzelmo; Arch; Bonson; Lynn; Sabey

Medical Bibliography

PROFESSOR: Strother
ASSOCIATE PROFESSOR: Sibley
INSTRUCTOR: Schiavo

Oral and Craniofacial Biology

PROFESSOR: Fidel
ASSOCIATE PROFESSOR: Lallier; Noverr; Worthylake
ASSISTANT PROFESSOR: Berrier, Palmer, Rodriguez, Wen;

Oral and Maxillofacial Surgery

PROFESSOR: Block; Kent; Misiek; O'Brien; Tucker
ASSOCIATE PROFESSOR: Akin; Hornsby, Jr.; Indovina; Reddy; Towns; Wilk
ASSISTANT PROFESSOR: Blythe; Brander; Casadaban; Dyess; Farrell; Farrell; Kennedy; Perenak; Philippe; Regan; Smith IV; Spagnoli; Welch

Orthodontics

PROFESSOR: Gremillion; Ledoux; Schwaninger; Toso; Walsh
ASSOCIATE PROFESSOR: Armbruster; Henry; McMinn; Whitley
ASSISTANT PROFESSOR: Ballard; Coreil; Devereux; Dubroc; Fontenot; Fowler; Hiller; Leblanc; Maldonado; Nguyen; Olivier; O'Neil; Schwab; Simons

Pediatric Dentistry

PROFESSOR: Cavallino, M.; Liberto; Musselman
ASSOCIATE PROFESSOR: Olinde; Ritwik
ASSISTANT PROFESSOR: Babin; Brasuell; Cao; Cavallino, C.; Crawford-McKendall; Curran; Ho; Hogue; Holmes; Lanier; Michal; Perkins; Posnick Shaw; Smith; Stuckey; Townsend

Periodontics

PROFESSOR: Evans
ASSOCIATE PROFESSOR: Comeaux; Mason; McCabe; McDonald; Monica; Parker
ASSISTANT PROFESSOR: Badell; Finley; Hienz Maney; Palaiologou; Pearson; Saenz; Simmons; Vergoullis
INSTRUCTOR: Mayer

Prosthodontics

PROFESSOR: Arnold; Harrison; Mendez
ASSOCIATE PROFESSOR: Barre; Brown; Carruth; Castellon; Fuselier; Hochstedler; Moeller; Tomaszewski
ASSISTANT PROFESSOR: Brindis; Evans; Gallagher; Hamdan; Infante; Lasseigne; Murphy; Nuttli; Shannon; So; Thibodaux; Tran; Unland; Van Nortwick; Yu

Program in Dental Laboratory Technology

PROFESSOR: Rogers
ASSOCIATE PROFESSOR: Aucoin; Vela; Zavala
ASSISTANT PROFESSOR: Kee



LSU Health Sciences Center at New Orleans School of Graduate Studies

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LSU HEALTH SCIENCES CENTER AT NEW ORLEANS SCHOOL OF GRADUATE STUDIES



Joseph M. Moerschbaecher, III, PhD, Dean

Appointed to the Deanship: July 1, 1998

Appointed to the Health Sciences Center Faculty: May 1, 1983

Faculty Academic Rank: Professor of Pharmacology

Address: School of Graduate Studies
433 Bolivar Street, Suite 826
New Orleans, LA 70112

Telephone Number: (504) 568-2211

Website: <http://graduatestudies.lsuhscc.edu>

Email Address: gradschool@lsuhsc.edu

Administration

JOSEPH M. MOERSCHBAECHER, III, PhD
Dean

KATHLEEN H. MCDONOUGH, PhD
Associate Dean

JACK D. HINES, III
Coordinator of Student Affairs

Advisory Council

KATHLEEN MCDONOUGH, PhD
Associate Dean, Chair

THEODORE WEYAND, PhD
Cell Biology and Anatomy, appointed

SUNYOUNG KIM, PhD
Biochemistry and Molecular Biology, appointed

DIPTASRI MANDAL, PhD
Genetics, appointed

PAULA GREGORY, PhD
Genetics, elected

ANGELA AMEDEE, PhD
*Microbiology, Immunology and Parasitology,
appointed*

JOY STURTEVANT, PhD
*Microbiology, Immunology and Parasitology,
elected*

THOMAS LALLIER, PhD
Oral Biology, appointed

CHARLES NICHOLS, PhD
*Pharmacology and Experimental Therapeutics,
elected*

ANDREW CATLING, PhD
*Pharmacology and Experimental Therapeutics,
Senate Representative*

GREGORY BAGBY, PhD
Physiology, elected

MICHAEL G. LEVITZKY, PhD
Physiology, elected

HAMILTON FARRIS, PhD
Neuroscience Center of Excellence, appointed

HISTORY

The Louisiana State University Health Sciences Center was established in 1931 for the training of medical and nursing students and graduate students in the basic sciences. For many years, the lack of adequate research space limited graduate enrollment severely, and it was not until 1954 that expansion permitted a considerable increase in the student body. Although the Graduate School of LSU, Baton Rouge, granted degrees in the early years of the program, the Graduate School of the LSU System was reorganized in 1965 with separate autonomous units established at Baton Rouge, the University of New Orleans, and the LSU Health Sciences Center. On July 1, 2005, the LSU Health Sciences Center in Shreveport established a separate School of Graduate Studies.

The Faculty of the School of Graduate Studies is composed of selected members of the faculties of the other professional schools of the Health Sciences Center, principally in the basic health sciences. Those faculties at the rank of assistant professor or above are eligible to be nominated for membership in the Graduate faculty. Such nomination must be made by two members of the Graduate faculty, through the Dean, to the Graduate Advisory Council. Membership criteria include current and continuing interest in creative research as evidenced by publications in recognized journals in the field and interest in the teaching of graduate students.

CHRONOLOGY

Five people have served as Associate Dean or Dean of the Louisiana State University School of Graduate Studies of the Health Sciences Center since its establishment in 1965.

The name of the former Associate Dean, and his period of deanship

Roland Armstrong Coulson, PhD (1965-1974)

The name of the former Deans, and periods of deanship

John Charles Finerty, PhD (1974-1984)

Robert F. Dyer, PhD (1984-1989)

Marilyn L. Zimny, PhD (1990-1998)



CALENDAR 2011-2012

2011 Fall Semester

August

Monday	01	Orientation and registration
Wednesday	17	Classes begin
Wednesday	31	Final date for adding courses for credit and for dropping courses without a penalty

September

Monday	05	Labor Day
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November

Tuesday	08	Final date for submission of theses and dissertations
Thursday	24	Thanksgiving holiday
Friday	25	Thanksgiving holiday

December

Friday	02	Fall semester ends
Thursday	08	Conferral of degrees

2012 Spring Semester

January

Tuesday	10	Last day of registration
Wednesday	11	Classes begin
Monday	16	Martin Luther King, Jr. holiday
Wednesday	25	Final date for adding courses for credit and for dropping courses without a penalty

February

Tuesday	21	Mardi Gras holiday
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April

Friday	6	Easter Holiday
Tuesday	17	Final date for submission of approved theses and dissertations

May

Friday	11	Spring semester ends
Thursday	17	Commencement

2012 Summer Semester

May

Tuesday	22	Last day of registration
Wednesday	23	Classes begin

June

Wednesday	06	Final date for adding courses for credit and for dropping courses without a penalty
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July

Wednesday	04	Independence Day holiday
Wednesday	11	Final date for submission of approved theses and dissertations

August

Friday	3	Summer Semester ends
Thursday	13	Conferral of Degrees

ADMISSIONS

REQUIREMENTS FOR ADMISSION

There are five requirements for admission to the School of Graduate Studies.

1. A baccalaureate degree from a college or university approved by a regional accrediting agency
2. Grade point average of at least 3.0 for undergraduate work and 3.0 for graduate work, on a 4-point scale and based upon all work for which a grade is given
3. Satisfactory scores on the Graduate Record Examination
4. Satisfactory standing at the most recent educational institution attended
5. Acceptance in a Graduate program

Individual Programs may establish requirements more rigid than the minimal standards of the School of Graduate Studies, so a student meeting minimal School requirements may not be adequately prepared to enter graduate study in a particular program.

All international students must present acceptable scores on the Test of English as a Foreign Language (TOEFL) examination before they will be accepted as graduate students. These examinations are offered several times a year throughout the world.

Graduate students, who apply for admission to the LSU School of Medicine, or any other professional school, shall not be enrolled in the professional school until they have completed the graduate degree toward which they are working.

TYPES OF ADMISSION

Unconditional Admission – Applicants who meet all requirements are normally granted unconditional admission.

Probationary Admission – Applicants who fail to meet all qualifications but are judged by the program concerned and by the Dean to show promise for successful graduate work may be considered for probationary admission.

Provisional Admission – Applicants who appear to be admissible but who are unable, for good reason, to supply the required credentials prior to the stated deadline may request provisional admission. In such cases, complete credentials must be received not later than sixty days after the first day of classes (forty-five days in the Summer term).

ADMISSION PROCEDURE

Complete the School of Graduate Studies Application Form available on the School of Graduate Studies [Website](#).

Application Fee – The application fee for the School of Graduate Studies is \$30. Make checks or money orders payable to "LSU Health Sciences Center." The fee of \$30 must be submitted each time you apply to a program.

Official Report of GRE Scores – Request that the Educational Testing Service send an official report of your Graduate

Record Exam (GRE) scores to the School of Graduate Studies. The code is 6385. We require that you take the GRE Aptitude Test. We also suggest that since it takes at least six weeks and sometimes longer for the official GRE reports to reach us, you might like to submit a photocopy of your "Student Copy" of the scores. This would enable the Admissions Committee to evaluate your application while waiting for the official scores to arrive. We require a total combined score of 1000 on the Verbal and Quantitative segments as a minimum for consideration.

Official Transcripts – Send two copies of your official transcript from each college or university that you have attended (including other institutions in the LSU System). Transcripts that show transfer credits from other colleges you have attended are not acceptable. We require that the transcripts be sent from the Registrar's Office of your University directly to this Office. Transcripts issued to students are not considered official.

Goal Letter – All programs require a letter from applicants stating your long-term and short-term goals in relation to your program of study.

Letters of Recommendation – Arrange for two letters of recommendation to be sent to the School of Graduate Studies (preferably from professors who have taught you in the basic sciences). Use the Letter of Recommendation Form provided on the [Website](#).

TOEFL – Foreign students must submit scores for both the Graduate Record Exam and the Test of English as a Foreign Language.

Send the 7 items described above to the following address.

Office of the Dean
School of Graduate Studies
LSU Health Sciences Center
433 Bolivar Street, Suite 826
New Orleans, LA 70112-2223

The completed application, including transcripts, letters of recommendation, goal letters, and GRE scores, will be sent to the Program for review and recommendation. Students will be notified of acceptance into the graduate program by the graduate coordinator or department head and then by the Dean of the School of Graduate Studies.

DEADLINES

Deadline dates for each Program vary, depending upon the number and quality of applicants, so early application is advised. You may contact the Graduate Studies Office at (504) 568-2211, and your call will be transferred to the proper department to inquire about their deadlines.

REAPPLICATION

Students once registered in the School of Graduate Studies who wish to resume work after an absence of more than one semester will be required to submit an application for re-admission at least ten days before registration. Supplementary transcripts must be submitted if any work has been taken at another institution during the interim.

Exceptions to this requirement must be by successful petition of the Dean.

REGISTRATION

All students are expected to comply with the general Health Sciences Center provisions governing registration as specified in the General Information Section of the Catalog/Bulletin. Dates for registration are listed in the Calendar of this section. Late registration is permitted only under unusual circumstances and a fee will be assessed.

It is sometimes necessary for a student to carry more than 15 hours of credit per semester in the first year of graduate study. Permission to exceed the usual 15 hour credit limit may be granted by the Program.

All full-time students engaged in research should register for it. Although only six hours will be counted for the master degree and fifteen for the doctoral degree, students should continue to register for research every semester in which they are engaged in research.

HEALTH REQUIREMENTS

A physical examination, selected blood work and immunizations are mandatory prior to registration at the Health Sciences Center. Students will receive information and instructions pertinent to student health in their acceptance packet.

MULTI CAMPUS REGISTRATION

Students enrolled full-time in the LSU System (LSU BR, UNO, LSUHSC) may cross enroll. Students are required to complete an application for LSU System Multi-Campus Registration (available in Student Affairs Office). This form must be submitted to the Student Affairs office two weeks prior to registration. Students should first register with their home school. Documentation that fees have been paid at the home school, a course schedule form, and two copies of Multi-Campus Registration Form must be submitted at registration.

AUDITING CLASSES

Enrolled students may audit courses without credit. Persons not enrolled in the School of Graduate Studies will not be permitted to audit.



DEGREES FOR FULL-TIME FACULTY AND STAFF

The School of Graduate Studies will not award graduate degrees to full-time faculty of the Health Sciences Center above the rank of Instructor or to other employees without permission of the Program and the Dean.

FULL-TIME EMPLOYEES

LSUHSC employees may not register for more than six hours of credit per semester. No full-time employee will be permitted to register without written approval of the employee's immediate supervisor, Department Head and the Dean of the School of Graduate Studies. The employee must deliver the letter to the Dean's Office of the School of Graduate Studies in the Resource Center at least two weeks before registration. The employee must also complete a Graduate School Application Form and pay the \$30 application fee. At registration, the employee will pay for the course according to the Health Sciences Center Fee Schedule. Employees may qualify for a Tuition and Fee exemption. Criteria and eligibility information may be obtained from the Assistant Vice Chancellor for Administration and Finance on the eighth floor of the Resource Center.

Employees are limited to a total of 12 graduate course hours. Only under extraordinary circumstances can this total be exceeded and only upon the recommendation of the Graduate Advisory Council and the approval of the Dean of the School of Graduate Studies.

STUDENT AID

A complete, detailed summary of all provisions governing financial aid available to students of the Health Sciences Center may be found in the General Information Section of this publication, or on the LSUHSC-NO web at <http://www.lsuhscc.edu/no/students/financialaid/>

STANDARDS

ACADEMIC STANDARDS

Statement of Satisfactory Academic Progress

The Program and the Dean of the School of Graduate Studies review the qualitative and quantitative academic progress of each student. A student may be dropped from a Program at anytime when academic progress is judged inadequate. A student may be permitted to remediate upon the recommendation of the student's Program and concurrence by the Dean. Such a student is considered to be making satisfactory academic progress.

GRADING SYSTEM

The School of Graduate Studies uses a letter-grading system. Letter grades are assigned numerical values called Quality Points based on a semester hour. These Quality Points are used to compute the grade point average (GPA). A = 4; B = 3; C = 2; D = 1; F = 0; I (incomplete) = 0.

No letter grades are given for research or seminar courses. For these courses students receive either S for satisfactory or U for unsatisfactory. Letter grades are allowed for special topics and methods courses, but these courses must be approved in advance by the Curriculum Committee and by the Dean.

Individual Programs may set higher standards and not accept a grade of C or lower for credit. In addition, they may consider consistent grades below A in the major field as evidence of unsatisfactory performance. It is the graduate students' responsibility to know the specific requirements of the Program in which they are enrolled.

Grading in the School of Dentistry and the School of Medicine may be different from that of the School of Graduate Studies. Letter grades will be issued to graduate students enrolled in courses in these schools.

INCOMPLETE GRADES

An incomplete grade (I) may be given for satisfactory work that has been done by a student, who for reasons beyond the student's control could not complete all requirements of the course. The student is responsible for petitioning the concerned Faculty with an appropriate excuse before an incomplete grade can be issued. Failure by the student to do this will result in a grade of F. An F will also be given if the incomplete grade is not converted prior to the deadline for adding courses for credit as published in the Catalog/Bulletin. In extraordinary cases, such as a student called up for military service, the Dean may authorize making an incomplete grade permanent or extending the time for its removal.

FOR EXAMINATION ONLY

If a student registered "for examination only" does not take the examination, an S grade will be issued and the registration carried over to the next semester. An unsuccessful examination, or any delay greater than three semesters in taking the exam, will require the student to register for at least three hours of research in subsequent semesters.

SATISFACTORY-UNSATISFACTORY GRADES

At the discretion of the student's Program, up to two courses taken outside of the major field (which are normally evaluated by letter grades A-F) may be issued the grades: S (satisfactory), or U (unsatisfactory). If an S grade (A-C) is earned, credit hours will be given for the value of the course. If a U grade (D-F) is incurred, no credit hours will be given. The GPA of the student will not be affected by either an S or U grade.

Students must declare at the time of registration their intention to base a course on a satisfactory-unsatisfactory grade. The registration form is completed in the usual manner except the letters, "S-U," are put after the number of the course.

GRADE REQUIREMENTS

To receive a graduate degree a student must have at least a B average on all work taken as a graduate student. A student will be dropped from the rolls of the School of Graduate Studies if the student's cumulative average is below a B for three consecutive semesters. Credits received in thesis or dissertation research are not used in computing the grade point average. A summer term is counted as a semester. Students in serious scholastic difficulties may be dropped from the rolls at the end of any semester if the program and Dean feel that the student is not qualified to continue.

WITHDRAWAL GRADES

A withdrawal grade is given when a student drops a course after the second week. If a student drops a course within the last two weeks of the course, an F grade is issued.



GRADUATION

Satisfactory completion of individual program requirements and all requirements as noted in both the "Requirements for the Master of Science Degree" or the "Requirements for the Doctor of Philosophy Degree" must be documented.

The student is expected to have satisfactorily met all financial obligations to the LSU Health Sciences Center and the LSU System at least ten days prior to graduation.

REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE

Residence – One academic year, two semesters, or four Summer terms represents the minimum requirement. Two years' residence represents a more realistic average.

Semester Hours – The minimum requirement is 30 semester hours of graduate work, not over six hours of which is allowed for research and composition of a thesis, and not more than two credit hours of seminars. At least 15 semester hours must be in graduate courses outside the medical or dental curriculum. Program requirements will generally exceed these minimal requirements. Although concentration is required in the major field of interest, every program for a master's degree should include at least six semester hours of credit in one or more related fields. INTER 220 and INTER 260 are required courses for all students.

Transfer Credit – Candidates for the Master of Science degree may receive up to thirteen hours of transfer credit at the discretion of the Program involved, providing they have completed courses, which are comparable to School of Graduate Studies' courses in another graduate level institution, and satisfy the subject matter requirements. No transfer credit is permitted for course work receiving a grade below B and transfer of the credit does not reduce the residency requirement.

Candidacy - A student becomes a candidate if the student has completed 12 semester hours of work with a B average and has received Program approval.

Foreign Language – There is no School of Graduate Studies requirement for foreign languages, but individual Programs may require one or more.

Thesis Instructions – Instructions on the preparation of the dissertation may be obtained from the School of Graduate Studies Website. For the planned graduation date, the student should check the school calendar for the final date for submission of the thesis to the School of Graduate Studies. Final approval of the thesis rests with a committee of not less than three graduate faculty members, one of whom must be from a Department other than the student's Department, nominated by the Head of the Department, and appointed by the Dean. The Dean may serve as a member or may appoint members to the Committee.

Thesis Defense – When the thesis is nearly complete, the candidate will be required to successfully defend the thesis. This examination may be solely oral or written and oral. The Committee votes by secret ballot, and to pass the examination there may be no more than one negative vote. Examination and defense request forms are available from

the Student Affairs Office. To access fillable PDF forms, use the "Forms" link on the School of Graduate Studies [Website](#).

Time Limit – All work towards an Master of Science degree must be completed in not more than four years. Any requests for extension of this policy are subject to approval by the student's Graduate Research Committee and the Dean.

REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY DEGREE

The doctor of philosophy degree is the highest degree offered by universities. It is conferred only for work of distinction in which the student displays original scholarship.

Residence – Three years (9 semesters) of full-time residence are required, although in most programs more time is needed. Exceptions may be made by petition to the Graduate Dean. One year (three consecutive semesters) must be taken in residence at the Health Sciences Center following completion of the preliminary examination. Credit may be transferred from other institutions if approved by the Major professor and Department Head. Written notification clearly listing the courses to be transferred must be sent to the Dean who will notify the Registrar.

Course Requirements – Specific course requirements are dependent upon individual Program policy. However, in general, a minimum of 60 credit hours is required and at least 30 of those hours must be taken in courses, which require a letter grade for evaluation. The minimum courses required by each Program are listed in the Course Descriptions in the Catalog/Bulletin. Some of the credit must be earned in one or more minor fields and, ordinarily, it is expected that a student should have at least twelve hours outside of the major field. At least 15 hours must be in courses outside of the medical or dental curriculum. No more than fifteen credits may be counted for research and dissertation and no more than four credits for seminar, even though both may be carried throughout the program. Programs may have additional requirements for students to participate in teaching in the graduate, medical, dental, nursing, allied health, and undergraduate courses. INTER 220 and INTER 260 are required courses for all students.

Transfer Credit – Candidates for the doctor of philosophy degree may receive up to twenty-six hours of transfer credit at the discretion of the Program involved, providing they have completed courses, which are comparable to School of Graduate Studies' courses in another graduate level institution, and satisfy the subject matter requirements. No transfer credit is permitted for course work receiving a grade below B and transfer of the credit does not reduce the residency requirement.

Qualifying Process – Each Program will be responsible for the qualifying process and will develop appropriate policies, which will be on file in the Dean's Office.

Foreign Languages – There is no School of Graduate Studies requirement for foreign languages, but individual Programs may require one or more.

Preliminary Examination – The applicant becomes eligible for the Preliminary Examination at a time chosen by the faculty but not less than one academic year (three consecutive semesters) before graduation. The student and his/her major professor, with the approval of the Department Head and the Dean, will recommend a research committee and petition the

Dean to appoint the committee and allow the student to schedule the examination. Examination and defense request forms are available from the Student Affairs Office. To access fillable PDF forms, use the "Forms" link on the School of Graduate Studies [Website](#).

The preliminary examination committee will ordinarily consist of the student's major professor and at least four other Graduate Faculty members representing major and minor disciplines. At least one member must be from another Department and one member may be from outside the Health Sciences Center. Substitution or addition of committee members may be made by the Dean after consultation with the major professor and Department Head, but continuity of membership is sought to provide consistent guidance of the student through the program. This examination is the most thorough in the doctorate program. It should require the candidate to demonstrate competence in a broad segment of the major and minor fields. Although the examination may be solely oral or written and oral, a written section is strongly recommended. If there is no more than one negative ballot out of a minimum of five, the student becomes a "candidate" after the Dean has been notified by the student's major professor and Department Head of successful completion of the preliminary examination.

Dissertation – The dissertation must be a significant contribution to the field, suitable for publication in a peer reviewed journal of international repute. Instructions on the preparation of the dissertation may be obtained from the School of Graduate Studies Website. The format of the dissertation should follow the rules formulated in the current edition of the CBE Style Manual: A Guide for Authors, Editors, and Publishers in the Biological Sciences. Copies of this manual are available in the Isché Library. For the planned graduation date, the student should check the school calendar for the final date for submission of the dissertation to the School of Graduate Studies.

Dissertation Defense – One year (three consecutive semesters) following the preliminary examination, the student is eligible to take this final examination if the dissertation is complete to the satisfaction of the Committee. The Defense may be preceded by an open seminar of the student's dissertation research. The student must petition the Dean for permission to take the examination. The examining committee is made up of no less than five graduate faculty members, one of whom must be from a Department other than the student's Department, nominated by the major professor, Head of the Department and appointed by the Dean. The Dean may serve as a member or may appoint members to the Committee. Traditionally, this examination is a test of the student's intimate knowledge of the area of the field in which the student is working. However, at the discretion of the Committee or the Dean, the examination may include questions from the major or minor fields in general. Voting is by secret ballot, and to pass the examination there may be no more than one negative vote.

Certification – If not more than one member of the examining committee dissents and if the dissertation is accepted, the candidate will be certified to the Graduate Faculty and Chancellor as having met all requirements for the degree of doctor of philosophy.

Time Limit – The School of Graduate Studies requires that all work towards a PhD degree be completed in not more than eight calendar years. Any requests for extension of this policy

are subject to approval by the student's Graduate Research Committee and the Dean.

GRADUATION FEES

Fees for graduation are normally assessed at registration for the semester in which the student intends to graduate. Diploma fees for associate's and bachelor's degrees, \$10; master's, \$15; and doctorate's, \$25. The fee for a duplicate diploma is \$5; this is assessed when a diploma is ordered and the student does not graduate as scheduled. A fee of \$15 is charged to cover the cost of thesis or dissertation binding. All dissertations must be microfilmed and a charge of \$45 is assessed for this service.

AWARDS

The Chancellor's Award - A cash award of \$500 is presented annually. Selection of the awardee is based upon research performance as demonstrated by the quality of the dissertation and related research accomplishments while a student in the School of Graduate Studies. Selection is made by a committee of the faculty appointed by the Dean. This award was established by the Chancellor of the Health Sciences Center in 1979.



SPECIALIZED TRACKS

INTERDISCIPLINARY STUDIES TRACK

The Interdisciplinary program was established to provide students with a solid integrated foundation in molecular, cellular, and biological systems. It also provides the opportunity for students to select a mentor from a wide range of disciplines in order to complete their doctoral degree. The program is comprised of six Basic Science Departments: Biochemistry and Molecular Biology; Cell Biology and Anatomy; Genetics; Microbiology, Immunology, and Parasitology;; Pharmacology and Experimental Therapeutics; Physiology and the Neuroscience Program.

Students participate in a one-year core curriculum and, after a series of research rotations, select a mentor/department in which they will complete their dissertation research. The core curriculum is based upon the principles of cellular and molecular biology along with the principles of organ-based biology - spanning the molecule to the organism – and will prepare students to understand and integrate biological processes at any level of organization

The following courses are required for students accepted into the Interdisciplinary Program. Students accepted into departmental programs are permitted to register in any of the interdisciplinary courses.

Core Requirements

	Credits
INTER 101 Intro to Research and Resources	6
INTER 111 Biochemistry	4
<u>Cell and Molecular Biology</u>	
INTER 121 Cell Biology	3
INTER 122 Molecular Biology.....	2
INTER 123 Control of Gene Expression	2
INTER 124 Cell Signaling and Control of Cell Cycle.....	3
<u>Biological Systems</u>	
INTER 131 GI and Renal.....	2
INTER 132 Neural, Endocrine, Cardiovascular, Respiratory Integrative	5
<u>General Courses</u>	
INTER 190 Seminar	1
INTER 191 Journal Club.....	1
Total	29

COMBINED GRADUATE AND PROFESSIONAL DEGREE TRACK – MD/PhD

A combined MD/PhD program is offered. This program is an option for a limited number of students with superior academic records and unusual research potential. In the course of this program, a student will pursue the medical curriculum for two years, spend three to four years as a graduate student to acquire the PhD, and finally spend two years completing the medical curriculum. Prospective students must first apply to and be accepted to the Medical School. When applying, they should state their desire to enter the MD/PhD program. The following are criteria for consideration of admission: MCAT scores, a mean of 10; GPA 3.5 (on a 4.0 scale); and GRE (Combined Verbal and Quantitative 1,200). The GRE is optional. Students must maintain a B average, or the equivalent in Medical School and Graduate School to remain in good standing in the program. Students must fulfill all the requirements of the Doctor of Medicine and the Doctor of Philosophy degrees.

If a student withdraws from or is asked to resign from either the MD or the PhD portion of the program, the student is required to reimburse the School of Medicine for any tuition received while in medical school. Credit for graduate course work will be transferred to the Medical School transcript.

PROGRAM DESCRIPTIONS

BIOCHEMISTRY, PhD

Arthur L. Haas, PhD
Professor and Head
Department of Biochemistry and Molecular Biology

The goal of graduate education in the Department of Biochemistry and Molecular Biology is to provide students with the core knowledge, analytical skills, and intellectual discipline to become a successful biomedical scientist in academia or industry. The program is flexible, to match the individual needs and interests of each student, yet sufficiently broad in scope to cover the major areas of contemporary biomedical research. Reasoning, data analysis, and hands-on laboratory research are vigorously emphasized at all stages in the program. In addition to coursework during the first year, students will participate in four research rotations through laboratories of their choice as part of BIOCH 207 in order to help them decide on a topic and mentor for their dissertation training.

During the second and third year, students enroll in several elective advanced topics courses tailored to their specific needs and interests. Students benefit from close interactions and collaborations between colleagues with strengths in cell biology, signaling, and structural biochemistry, in utilizing interdisciplinary approaches to answer outstanding questions in biology. Interests include the enzymology of cell regulatory processes including DNA repair and targeted intracellular protein degradation; cell division and the cytoskeleton; gene promoter and expression analysis; the proteomics of normal and pathological metabolic regulation; and gene expression analysis of cardiac development and the therapeutic application of cardiac stem cells. The Department offers the PhD degree alone and in combination as a MD/PhD.

The Program for obtaining the PhD can be tailored to the requirements of each individual student, but the core requirements for all students are as follows:

Biochemistry Curriculum

	Credits
INTER 111 Biochemistry	4
INTER 121 Cell Biology.....	3
INTER 122 Molecular Genetic Mechanisms	2
INTER 123 Control of Gene Expression	2
INTER 124 Cell Signaling and Control of Cell Cycle.....	3
INTER 220 Ethics in Biomedical Sciences	1
INTER 260 Responsible Conduct of Research.....	1
BIOCH 207 Introduction to Special Methods of Research	12
BIOCH 298 and BIOCH 299.....	6
BIOCH 300 and BIOCH 400 Dissertation Research	15
Advanced Topics Electives.....	17
Total	66

ANATOMY - PhD

Sam G. McClugage, PhD

Professor and Head

Department of Cell Biology and Anatomy

The Department of Cell Biology and Anatomy offers programs leading to the MS and PhD Degrees. The Department has two sub-programs: Development, Cell, and Neurobiology (DCN) and Clinical Anatomy (CAP). Areas of concentration in the DCN are cellular and molecular biology, developmental biology, and neurobiology. There is considerable overlap in these fields, with, for example, some faculty working in the areas of cellular or developmental neurobiology, and others with interests in the molecular biology of reproduction and development. The goal of the program is to train promising students for careers in research and teaching. Students in the DCN program are encouraged to develop broad expertise in the disciplines of biochemistry, physiology, molecular biology, and genetics. The goal of the CAP program is to prepare students for a teaching and research position in an academic institution for health science professionals. This program is designed to train students to: 1) master and teach Gross Anatomy and related anatomical disciplines such as histology, embryology and human physiology in a contemporary health sciences curriculum, and 2) develop expertise to conduct scientific research in a competitive basic science or clinical research environment. Students in this program may also undertake research projects in the areas of developmental biology, cellular and molecular biology, or neurobiology as emphasized in the department, or research with a clinical emphasis. Departmental Graduate Admissions Committees evaluate applications for these programs. Admission is based upon the Graduate Record Examination (a minimum combined score of 1100 on verbal and quantitative portions), undergraduate grade point average (minimum of 3.0), and three letters of recommendation. The Advanced Subject GRE is recommended, and will also be taken into consideration.

Expected time for completion of the Master's degree is 2-3 years, and for the PhD 4-6 years. Students in the DCN program become involved in ongoing research projects during the first year in a laboratory rotation format, and are encouraged to identify a dissertation advisor during this time, or shortly thereafter. DCN students are required to take the Biochemistry and Cell and Molecular Biology courses offered by the new Interdisciplinary Program. Students in both programs may take any of the courses listed below. Cell Biology and Anatomy Faculty members are integrally involved with the LSUHSC Neuroscience Center of Excellence, the LSUHSC Eye Center, the Alcohol and Drug Abuse Center, the Center for Oral and Craniofacial Biology, and the Center for Molecular and Human Genetics. Interaction with members of these centers is encouraged.

The courses listed below will normally be required of students in the Development, Cell, and Neurobiology Program.

Anatomy Curriculum

	Credits
INTER 111 Biochemistry	4
INTER 121 Cell Biology	3
INTER 122 Molecular Genetic Mechanisms	2
INTER 123 Control of Gene Expression	2
INTER 124 Cell Signaling and Control of Cell Cycle	3
INTER 220 Ethics in Biomedical Sciences	1
INTER 260 Responsible Conduct in Research	1
ANAT 195 Medical Neuroscience	6
ANAT 227 Cell and Developmental Biology	3
ANAT 252 Developmental Neuroscience	3
ANAT 264 Synaptic Organization of the Brain	3
ANAT 270 Laboratory Rotation	3
ANAT 290 Seminar	4
ANAT 300 Thesis Research	6
ANAT 400 Dissertation Research	9
Advanced Topics Electives	4
Total	60

The following courses will normally be required for students in the Clinical Anatomy Program.

Anatomy Curriculum (Clinical Anatomy Track)

	Credits
ANAT 189 Human Gross Anatomy of Upper Extremity, Thorax, and Back	3
ANAT 190 Human Gross Anatomy of the Head and Neck	3
ANAT 191 Human Gross Anatomy of the Abdomen, Pelvis, Perineum, and Lower Extremity	3
ANAT 192 Cell Biology and Microanatomy	5
ANAT 193 Human Development	1
ANAT 194 Radiographic Anatomy	1
ANAT 210 Developmental Anatomy	3
ANAT 195 Medical Neuroscience [NRSC 100]	6
ANAT 280 Special Topics -Teaching Methodology	3
ANAT 280 Special Topics - Gross Anatomy and Embryology	3
ANAT 280 Special Topics - Graduate Neuroanatomy	3
PHYS 205 Basic Physiology	6
INTER 220 Ethics in Biomedical Sciences	1
INTER 260 Responsible Conduct in Research	1
ANAT 290 Seminar	4
ANAT 300 Thesis Research	6
ANAT 400 Dissertation Research	9
Total	61

HUMAN GENETICS - PhD

Jay. K. Kolls, MD
 Professor and Head
 Department of Human Genetics

The goal of the graduate program in genetics is to provide the student with the skills and expertise necessary for a successful research career through course work, seminars, and laboratory research. Core course work covers a variety of topics in human, molecular and medical genetics, gene therapy and epigenetics and can be designed for the individual needs of each student. Faculty members have a broad range of research interests including identification, characterization, and functional studies of disease genes, gene therapy, genetic epidemiology, and genetic education.

The following are the minimum core requirements for the PhD degree in Human Genetics

Human Genetics Curriculum

	Credits
GENET 231 Human Molecular Genetics	3
BIOS 6100 Introduction to Biostatistics	4
INTER 111 Biochemistry	4
INTER 121 Cell Biology	3
INTER 122 Molecular Biology.....	2
INTER 123 Control of Gene Expressions.....	2
INTER 124 Cell Signaling and Control of Cell Cycle	3
INTER 220 Ethics in the Biomedical Sciences.....	1
INTER 260 Responsible Conduct in Research.....	1
GENET 236 Genetic Epidemiology and Population Genetics.....	3
GENET 247 Proposal Writing	2
GENET 271 Medical Genetics Clinic.....	3
GENET 299 Seminar/ GENET 290 Journal Club	4
GENET 400 Dissertation Research.....	15
Advanced Topics Electives.....	10
Total	60

MICROBIOLOGY - PhD

Alistair Ramsay, PhD
 Professor and Head
 Department of Microbiology, Immunology
 and Parasitology

The program is designed to provide graduate training through coursework, seminars, and laboratory research leading to the Doctor of Philosophy degree in Microbiology. For the Ph.D. degree, it will be expected that a period of at least four years will be devoted to full time study, including dissertation research and defense. During the first two years, students complete course work that includes Fundamentals of Immunology, Medical Bacteriology, Molecular Biology of Eukaryotic Pathogens, General and Molecular Virology, as well as the Interdisciplinary courses of Biochemistry, Cell Biology, and Molecular Genetic Mechanisms. During the first year, students participate in research rotations through laboratories of their choice to aid in the selection of a mentor and research project for their dissertation. The area of thesis or dissertation research is chosen by the student in consultation with the faculty by the end of the first year. The faculty has major areas of expertise in Immunology, bacterial pathogenesis, molecular mycology, parasitology and virology. The Master of Science degree program is only available at the discretion of the faculty as a terminal degree.

Application is made through the School of Graduate Studies and is referred to the Department. Departmental faculty will evaluate all candidates before final acceptance by the School of Graduate Studies. Applicants should have taken courses in general and organic chemistry with laboratory, college algebra and trigonometry, a general biology course (e.g. zoology, botany, comparative anatomy) and one course in general microbiology. Research experience as well as microbiological subspecialty courses (e.g. bacteriology, microbiology, genetics, immunology, virology) are highly desirable. Additional inquiries regarding admission or course details should be forwarded to the following e-mail address: microgradprogram@lsuhsc.edu.

The Program for obtaining the PhD can be tailored to the requirements of each individual student. The minimum core requirements are as follows.

Microbiology Curriculum

	Credits
INTER 111 Biochemistry	4
INTER 121 Cell Biology	3
INTER 122 Molecular Genetic Mechanisms	2
INTER 123 Control of Gene Expression	2
INTER 220 Ethics in Biomedical Sciences	1
INTER 260 Responsible Conduct in Research.....	1
MICRO 225 Advanced Medical Bacteriology	4
MICRO 228 Laboratory Rotations in Microbiology	8
MICRO 231 Molecular Biology of Eukaryotic Pathogens	4
MICRO 276 General and Molecular Virology.....	4
MICRO 296 Fundamentals of Immunology	4
MICRO 298 Seminar in Microbiology.....	4
MICRO 299 Research Proposal in Microbiology.....	3
MICRO 400 Dissertation Research.....	15
Advanced Topics Electives.....	1-3
Total	60

NEUROSCIENCE – PhD

Nicolas G. Bazan, MD, PhD

Richard Mize, PhD

Co-Directors

The multidisciplinary graduate program in Neuroscience is an important educational program of the LSU Neuroscience Center of Excellence that prepares students for careers in teaching and research in academic institutions, the biomedical industry, or government agencies. The training program consists of course work, seminars, and the development of independent research ability. In the first two years, students take all required basic biomedical science and Neuroscience graduate courses. Advanced courses and individual directed research are undertaken to fulfill the particular educational needs of the graduate student. At the beginning of the second year of graduate school, students are expected to choose a particular area of research and a major professor who will supervise their doctoral research.

Applications for admission to the graduate program in Neuroscience are reviewed by a faculty committee. To be considered for acceptance into the program, applications should be received by February 1st of the year in which the students intend to enroll. Usually all accepted students receive a graduate stipend. Minimum requirements for admission to the program include a degree from a university or its equivalent and achievement of a 2.5 grade point average overall and a 3.0 average in science courses as an undergraduate, on a 4.0 scale. Applicants are expected to have taken the GRE and to have obtained a minimum combined score of 1200 on the verbal and quantitative portions of the exam. An advanced GRE examination in a science area must also be taken prior to acceptance to the graduate program in neuroscience. Foreign students are required to achieve at least 550 on the TOEFL exam. In the fall of the first year all students are expected to take Investigative Neuroscience, which provides an introduction to neuroscience and a broad overview of both fundamental and important clinical areas of neuroscience. Other courses that are required for the curriculum are listed. After passing the examinations for admission into doctoral candidacy, students have the opportunity to fulfill their individual course requirements in the areas that they specifically need.

Neuroscience Curriculum

	Credits
INTER 111 Biochemistry	4
INTER 122 Molecular Genetic Mechanisms	2
INTER 123 Control of Gene Expression	2
INTER 220 Ethics in Biomedical Research.....	1
INTER 260 Responsible Conduct of Research.....	1
BIOS 6221 Introduction to Biostatistics	3
NRSC 203 Investigative Neuroscience	5
NRSC 250 Molecular Neurobiology	4
NRSC 270 Laboratory Rotation	9
NRSC 290 Current Neuroscience Research	2
ANAT 195 Medical Neuroscience	6
NRSC 400 Dissertation Research	15
Advanced Topics Electives.....	4
Total	60

PHARMACOLOGY - PhD

Kurt Varner, PhD

Lederle Laboratories/David R. Bethune

Professor of Pharmacology and Head of the Department of Pharmacology and Experimental Therapeutics

The program is designed to provide graduate training through advanced courses, seminars, and laboratory research leading to the Doctor of Philosophy degree in Pharmacology. The Master of Science in Biomedical Sciences degree program is available at the discretion of the faculty as a terminal degree. The length of time required to obtain the degree varies with the nature of the research program, but, generally, will be two to three years for the MS and four to five years for the PhD degree. First year course requirements are Biochemistry, Cell and Molecular Biology (CMB-A-D), Biological Systems (A and B) and Ethics. General Pharmacology, Principles of Pharmacology, and Biometry are required courses in the second year. In addition to the required courses, students participate in the departmental teaching program after the completion of the qualifying examination. The area of thesis or dissertation research is chosen by the student in consultation with the faculty. Students are allowed to register for graduate courses only after consultation with and approval by the course director.

The Program for obtaining the PhD can be tailored to the requirement of each individual student, but the core requirements for all students are as follows.

Pharmacology Curriculum

	Credits
INTER 111 Biochemistry	4
INTER 121 Cell Biology (CMB A)	3
INTER 122 Molecular Genetic Mechanisms (CMB B).....	2
INTER 123 Control of Gene Expression (CMB C).....	2
INTER 124 Cell Signaling & Control of Cell Cycle(CMB D).3	
INTER 131 Biological Systems A	2
INTER 132 Biological Systems B	5
INTER 220 Ethics in Biomedical Sciences	1
INTER 260 Responsible Conduct of Research.....	1
BIOS 6221 Introduction to Biostatistics	3
PHARM 195 General Pharmacology	5
PHARM 205 Principles of Pharmacology	4
PHARM 222 Introduction to Faculty Research	1
PHARM 251, 252 Research in Pharmacology.....	8
PHARM 299 Seminar	1
PHARM 300 Thesis Research	6
PHARM 400 Dissertation Research	9
Total	60

PHYSIOLOGY – PhD

Patricia E. Molina, MD, PhD
 Professor and Head
 Department of Physiology

The graduate program leading to the PhD in Physiology is designed to provide advanced education and training for a career in biomedical research and/or teaching in a university, research institution, government, or industry setting. The program is flexible and designed to meet the needs and interests of the individual student. The program leading to a PhD generally requires 4 to 5 years to complete. In the first year, the student's time is largely devoted to course work designated as Basic Biomedical Sciences. Students will be exposed to current departmental research programs through hands-on laboratory experiences leading to the selection of an area in which they will conduct research. Dissertation research under the mentorship of a faculty advisor should be under way during the summer after the first year and before the student has completed formal course requirements. Beginning in the second year, students will complete the Other Core Requirements and take advanced course work tailored to the student's needs. Students start participating in the teaching programs of the department to gain communication skills important for career development. As students proceed through the program, research will occupy an increasing amount of time.

The Department also has a program for the PhD component of the combined MD/PhD program. These students complete the first 2 years of curriculum in the School of Medicine before entering the PhD component. Students enrolled in the combined MD/PhD program satisfy requirements designated as Basic Biomedical Sciences by completing the first 2 years of medical school. During the summer between the first and second year of medical school, students in this program will conduct research and are expected to identify a faculty advisor before starting the PhD component of the combined program. From the start of the PhD component, students will spend most of their time conducting dissertation research under the mentorship of a faculty advisor. In addition, these students will take courses designated as Other Core Requirements and advanced course work tailored to their needs. They will also participate in the teaching programs of the department to gain communication skills important for career development.

Qualified students will be accepted for graduate courses in physiology only after consultation with and approval by the Graduate Faculty of the Department.

Physiology Curriculum

Credits

Basic Biomedical Sciences

INTER 111 Biochemistry	4
INTER 121 Cell Biology	3
INTER 122 Molecular Genetic Mechanisms	2
INTER 123 Control of Gene Expression	2
INTER 124 Cell & Molecular Biology	3
INTER 131 Biological Systems A	2
INTER 132 Biological Systems B	7
INTER 220 Ethics in Biomedical Research	1
INTER 260 Responsible Conduct of Research	1

Other Core Requirements

BIOS 6221 Introduction to Biostatistics	3
PHYSIO 201, 202 Research in Physiology	3
PHYSIO 205 Basic Physiology	6
PHYSIO 250 Scientific Writing for Graduate Students	2
PHYSIO 281 Special Topics: Journal Club	2
PHYSIO 299 Seminar	4
PHYSIO 400 Dissertation Research	15
Total	60

DEGREES OFFERED IN CONJUNCTION WITH THE SCHOOL OF PUBLIC HEALTH

The LSUHSC School of Public Health offers rigorous doctoral training programs in biostatistics, epidemiology and community health that comprises both formal classroom instruction and guided research with faculty mentors trained at top school of public health programs nationally and internationally. The PhD degree is awarded jointly by the School of Public Health and the School of Graduate Studies.

COLLABORATIVE MS BIOMEDICAL SCIENCES CONCENTRATION WITH UNO

Based upon a collaborative agreement between the University of New Orleans and LSUHSC-NO, UNO graduate students interested in developing skills and expertise in research areas associated with biomedical applications may take courses and conduct research leading to the MS in Biological Science degree with a Biomedical Sciences concentration. UNO students in good standing may enter the program with the approval of their major professor, their advisory committee, and in collaboration with a graduate faculty member at the LSUHSC-NO School of Graduate Studies, who will become a member of the student's advisory committee. A minimum of three credit hours of courses will be taken at the LSUHSC-NO School of Graduate Studies. Thesis research may be done at either or both institutions.

COURSE DESCRIPTIONS

Biochemistry and Molecular Biology

BIOCH 207 Introduction to Special Methods of Research

[1-9 Credits] Theoretical discussions and laboratory work during the first year of laboratory rotations, as well as research related work for graduate students prior to passing the Qualifying Examination. Prerequisite: consent of instructor.

BIOCH 208 Cell Culture Techniques

[1 Credit] A course in contemporary cell culture techniques. Prerequisite: consent of instructor.

BIOCH 221 Protein Chemistry

[2 Credits] Didactic and discussion sessions covering advanced aspects of protein structure-function; thermodynamics of protein folding; protein evolution; bioinformatics analysis of protein superfamilies; techniques of protein expression; purification and characterization of natural and recombinant proteins. Prerequisite: INTER 111.

BIOCH 223 Physical Biochemistry

[3 Credits] Didactic and discussion sessions covering the thermodynamic and biophysical properties of biochemically relevant macromolecules and their intramolecular interactions. Prerequisite: INTER 111 and one semester of calculus. Two semesters of physical chemistry is highly recommended, otherwise, permission of the course director is required.

BIOCH 260 Molecular Biology of Cancer

[3-4 Credits] An advanced level course dealing with the biochemistry, cell biology, molecular biology, and genetics of cancer. The current scientific literature on this topic will be emphasized. Selected clinical faculty will also present relevant medical aspects of cancer. Prerequisite: INTER 111 and 121, 122, 123 and 124.

BIOCH 280 and BIOCH 281 Advanced Topics in Biochemistry

[1-4 Credits] One to four hours of lecture and discussion per week. The topics will be arranged by consultation with faculty members expert in the areas. The topics will add breadth and depth to the fundamentals taught in other courses and will be chosen on the basis of their timeliness and student and faculty interest. Biochemistry of the cell cycle, comparative biochemistry, enzymology, intermediary metabolism, vitamins and nutrition, mass spectrometry, and bioenergetics are representative topics. A given topic will recur on a cycle of two to three years. The student's transcript will indicate, in addition to the course title, the particular topic covered during the given semester. This procedure will serve to clarify the repeat appearance of Biochemistry 280 and 281 on the student's transcript.

BIOCH 298 Seminar

[1 Credit] Reports on research progress and on current literature. Six credits of seminar (either BIOCH 298 or BIOCH 299) are required for departmental program of study, but note that the School of Graduate Studies permits only four credits of seminar to be applied toward graduation.

BIOCH 299 Professional Skills for Graduate Students

[1 Credit] Didactic and discussion sessions covering different 'soft' skills required for success in academic and industry career tracks. Topics can range from manuscript writing and submission procedures, grant writing, interview skills, methods of negotiation, pedagogical metrics, and resume development. The Department requires that all students enroll for the course, unless they are enrolled in BIOCH X999 (exam only). Six credits of seminar (either BIOCH 298 or BIOCH 299) are required for departmental program of study, but note that the School of Graduate Studies permits only four credits of seminar to be applied toward graduation.

BIOCH 300 Thesis Research

[1-6 Credits] Full-time research efforts toward the thesis for MS degree students and for PhD degree students, after successful completion of the Qualifying Exam and prior to passing the Preliminary Exam. Prerequisite: consent of instructor.

BIOCH 400 Dissertation Research

[1-9 Credits] Full-time research efforts toward the thesis for PhD degree students after successful completion of the Preliminary Exam. Prerequisite: consent of instructor.

Biostatistics

(Biostatistics course descriptions are listed under Biostatistics in the School of Public Health section of this publication.)

Cell Biology and Anatomy

ANAT 189 Human Gross Anatomy of Upper Extremity, Thorax and Back

[3 Credits] This course is centered around dissection of the upper extremity, thorax and back of the human body. Dissection is supplemented with films, cross-sections, models and clinical correlations of these specific areas. An accompanying lecture series is designed to orient, guide and stimulate the student toward independent effort.

ANAT 190 Human Gross Anatomy of the Head and Neck

[3 Credits] This course is centered around dissection of the head and neck of the human body. Dissection is supplemented with films, cross-sections, models, and clinical correlations of these specific areas. An accompanying lecture series is designed to orient, guide, and stimulate the student toward independent effort.

ANAT 191 Human Gross Anatomy of Abdomen, Pelvis, Perineum and Lower Extremity

[3 Credits] This course is centered around dissection of the abdomen, pelvis, perineum and lower extremity of the human body. Dissection is supplemented with films, cross-sections, models, and clinical correlations of these specific areas. An accompanying lecture series is designed to orient, guide, and stimulate the student toward independent effort.

ANAT 192 Cell Biology and Microscopic Anatomy

[5 Credits] The initial portion of the course stresses organization of the cell, the biology of cellular organelles and the localization of important chemical constituents at the subcellular level. Additional presentation and discussion sessions throughout the course present the student with comprehensive information of the physiology, biochemistry,

and molecular biology of cellular function. Histology lectures and laboratories emphasize the structural and functional relationships of human tissues.

ANAT 193 Human Development

[1 Credit] This lecture/ laboratory course is taken concurrently with Anatomy 210 that provides the lecture portion. Current topics are fertilization, sectioned human embryos, human fetal dissections and fetal membranes, experimental embryology, reproductive toxicology and the culture of fetal/neonatal tissues. Literature reports and discussions may substitute for laboratory exercises.

ANAT 194 Radiographic Anatomy

[1 Credit] The fundamentals of radiology are presented in a series of lectures and demonstrations. Emphasis will be placed on the interpretation of normal radiographs from each body region. Presentations will be coordinated with the gross anatomy dissection schedule.

ANAT 195 Medical Neuroscience

[6 Credits] An introduction to the structure and function of the nervous system, as well as its dysfunction. The course emphasizes brain anatomy, including study of brain specimens in a laboratory setting; the physiology and synaptic transmission of nerve cells; the function and mechanisms underlying sensory and motor behavior; and higher cognitive functions. Clinical correlations, including lectures on major nervous system diseases, are provided by neurology and neurosurgery faculty. This course is also taken by first-year medical students.

ANAT 210 Developmental Anatomy

[3 Credits] The normal and abnormal aspects of human prenatal development are presented in a lecture series, which is coordinated, when possible, with the dissection schedule in gross anatomy. Definitive adult structures and their relations are appreciated through an understanding of their formation and relations during the embryonic period. Included are important features of fetal development, which are essential for normal birth and adaptation to the extrauterine environment.

ANAT 220 Advanced Special Dissection

[1-4 Credits] Hours to be arranged. Students perform detailed dissections of specific selected regions of the body.

ANAT 227 Cell and Developmental Biology

[3 Credits] Lectures and group discussions will focus on selected topics involving cell and developmental biology. Topics may include gametes and their interactions, embryogenesis, cell-cell and cell-matrix interactions, differentiation, etc. A wide range of developmental systems will be considered.

ANAT 252 Developmental Neuroscience

[3 Credits] This course will focus on recent advances in developmental neuroscience. Two hour formal lectures and a one hour seminar component per week will cover neural induction, neurogenesis, cell-ECM interactions, neural crest cell migration, neurotrophins, signal transduction, apoptosis axon guidance, axon-target interactions, synaptogenesis and activity-dependent refinement of neural connections. Students will be required to critically evaluate and present current literature on these subjects and write short essays.

ANAT 255 Advanced Head and Neck Anatomy

[4 Credits] One and one-half hours of lecture and two and one-half hours of laboratory. This course is designed as an advanced course in head and neck anatomy for post-graduate students in medicine, dentistry and the School of Graduate Studies. The course will include segments on the basic gross anatomy, neuro-anatomy and neuro-physiology of the head and neck. Special emphasis on functional considerations and clinical correlations will be given in the course.

ANAT 256 Microanatomy and Cell Biology of the Oral Cavity

[2 Credits] This course includes a study of the development, microanatomy, and cell biology of structures associated with the oral cavity. The lectures will include basic and current information on the development and structure of all components of teeth (enamel, dentin, cementum, and pulp), the supporting structures of teeth (periodontal ligament and alveolar bone), oral mucosa, and salivary glands. Current theories on tooth eruption will also be discussed. The laboratory will consist of demonstrations and self-study. Prerequisite: Anatomy 192.

ANAT 264 Synaptic Organization of the Brain

[3 Credits] This course will provide an in-depth examination of the physiology and synaptic organization of the major structures of the brain and spinal cord. The course will consist of two 2-hour sessions per week, each week being devoted to a different CNS structure and taught by an instructor with expertise in the field. The organization of each CNS structure, including the cellular physiology, major synaptic inputs, intrinsic synaptic organization, and primary outputs of the structure will be emphasized in the lectures. As part of their grade, students are required to give oral presentations summarizing recent primary research articles.

ANAT 270 Laboratory Rotation

[3 Credits] Students will work in one or more faculty laboratories to become acquainted with the various types of research conducted in the Department and with techniques used in these labs.

ANAT 280 Special Topics in Cell Biology and Anatomy

[2-4 Credits] Lectures discussions, research, and/or laboratories will be arranged on areas not adequately covered in other scheduled courses. This course is designed to permit graduate students to explore one or more areas of particular interest in detail. Emphasis will be placed on those areas of special interest to faculty members of the Anatomy Department.

ANAT 290 Seminar

[1 Credit] Students are required to attend and participate in oral presentations of research data and review of current topics of interest in Anatomy. A maximum of 4 credits] toward the PhD or MS degrees may be earned. Students in the Anatomy Program are required to participate in Seminar each semester regardless of credit.

ANAT 300 Thesis Research

[1-6 Credits] Laboratory research conducted by M.S. working on their thesis or PhD degree students conducting research prior to passing the Preliminary Exam.

ANAT 400 Dissertation Research

[1-9 Credits] Laboratory research conducted by PhD. degree students who have passed the Preliminary Exam and been admitted to candidacy. This research is typically part of the students' Ph.D. dissertation.uman Genetics

GENET 231 Human Molecular Genetics

[3 Credits] The goal of this course is to introduce key concepts of human molecular genetics and their application to research in disease and to prepare students to understand the ongoing developments in genetics and how they apply to their chosen area of research. The course will cover chromosome structure and function, multifactorial inheritance, epigenetics, cancer genetics, pharmacogenomics as well as gene structure and characterization.

GENET 234 Epigenetics

[3 Credits] Three hours per week. This course will examine epigenetic phenomena such as DNA methylation, histone modifications, genomic imprinting, and epigenetic reprogramming in embryonic stem cells and cloning. Emphasis will be placed on how loss of proper epigenetic control leads to human disease. By the end of the course, students should understand the differences between genetic and epigenetic influences on gene expression, the range of epigenetic mechanisms used by different eukaryotic organisms to regulate gene expression, how epigenetic modifications are propagated, and the phenotypic consequences of epigenetic regulation.

GENET 236 Genetic Epidemiology and Population Genetics

[3 Credits] An introduction to the fundamental elements of mathematical and population genetics. Topics include probability, Bayes' theorem, Hardy-Weinberg equilibrium, inbreeding, selection, mutation, models for polygenic and multifactorial inheritance, linkage and simple segregation analysis. Prerequisite: 231.

GENET 238 Genetic Linkage Analysis

[3 Credits] Three hours of lectures per week. This advanced course covers the theoretical and methodological aspects of human genetic linkage, including pairwise and multioint analyses, and parametric and non-parametric approaches. Current scientific literature will be emphasized. Prerequisite: 236.

GENET 245 Cancer Molecular Genetics and Applications

[3 Credits] This upper level course examines the types of genetic alterations that contribute to cancer development and discusses some of the underlying biochemical principals that result from these genetic alterations. By the end of the course, students should understand that various genotoxic stresses and subsequent genetic alterations can induce cancer development as well as promote in tumor progression. Further, students should be familiar with different approaches to identify candidate genes for cancer development and tumor progression. The class will involve two, two-hour lecture per week.

GENET 246 Molecular Medicine in Disease

[3 Credits] Three hours of lecture per week. This course covers basic knowledge in virology and vector development for rational design and development of state-of-the-art gene and macromolecule delivery systems. Advanced technologies in evaluating and assessing gene and macromolecule transfer efficacy at the cellular and molecular level will be introduced. A general overview on the most recent advances in improving these delivery vehicles and clinical applications in the

treatment of various inherited and acquired diseases will be provided. Towards the end of this course, issues related to ethical and legal concerns and regulatory approval processes through the federal government leading to human trials will be provided. Upon completion of this course, students should have a general concept of advantages and limitations of each of the gene/macromolecule transfer systems and understanding of the process from "bench" discovery to "bedside" utilization in clinics.

GENET 247 Proposal Writing

[2 Credits] This course provides students with the concepts and structure to prepare a successful proposal. Students will learn to develop a rigorous, well-defined experimental plan. The course will concentrate on NIH style proposals and format.

GENET 250 Intro to Research Methods

[3-6 Credits] This course will provide introduction to basic research methods during the first year for directly admitted Genetics graduate students. The course will consist of three 12-week rotations in three different laboratories in the Department to receive introduction to research projects and techniques used in any specific laboratory. These rotations are required to be completed in the first two semesters (fall and spring) of the first year the student is enrolled in the program. The primary objective of these rotations is to help the graduate students in selecting a laboratory/Major Professor in performing the Dissertation Research. Satisfactory/Unsatisfactory grades will be given for this course based on their performance on the project and a report presentation to each of the laboratory mentor at the end of each rotation.

GENET 253 Laboratory Methods

[3 Credits] Student works in faculty laboratory to become acquainted with research projects and techniques.

GENET 256 Practical Bioinformatics

[3 Credits] This course will focus on the practical use of current bioinformatic tools to further biological research. It is not a computer science course and no programming skills are required. Some theory will be included to help explain how certain tools work, but the main focus will be on learning to use the tools appropriately in order to obtain, analyze and publish biological data.

GENET 271 Medical Genetics Clinic

[3 Credits] Three hours of clinic per week. Patient contact in a clinical setting provides experience in interviewing and counseling techniques, risk assessment, medical and genetic aspects of inherited disease, an understanding of the limitations, interpretations and significance of specialized laboratory and genetic procedures, and a knowledge of available health care resources for appropriate referral. Up to four semesters may be taken for credit. Prerequisite: 231.

GENET 290 Genetics Journal Club

[1 Credit] Both inherent and somatic alterations in the genome cause various kinds of disease including congenital disorders and cancer. Small differences in genome, such as polymorphism or epigenetic changes, also affect disease. This course will examine the types of genetic alterations that contribute to genetic disease, how to identify the genetic components and alterations, genotype-phenotype correlations, and functional analyses of responsible genes using recently published articles. By the end of the course, students should understand that various genetic alterations are responsible for the development of genetic disease.

GENET 291 Special Topics in Human Genetics

[1-4 Credits] This course is designed, depending upon the students' interest and staff availability, to cover advanced aspects of topics already covered at an elementary level, or new topics such as cytogenetics, comparative genomics, immunogenetics, developmental genetics, genomic instability, and protein evolution.

GENET 292 Human Cytogenetics

[3 Credits] Three hours of lecture per week. This lecture and laboratory course will focus on human chromosome structure, methodology, and techniques for the visualization of chromosome aberrations. Chromosome abnormalities will be discussed from the clinical and cytogenetic viewpoint. It will also cover current topics in Cytogenetics, including new methodologies and their use in clinical genetics and research.

GENET 299 Seminar in Human Genetics

[1 Credit] Reports on research progress and on current literature. A total of four credits must be earned during the period of graduate work.

GENET 300 Thesis Research

[1-6 Credits] Research related work for PhD degree students prior to passing Preliminary Exam or for MS degree students working on thesis.

GENET 400 Dissertation Research

[1-9 Credits] Registration by permission of the Head of the Department. Amount of credit to be stated at the time of registration.

Interdisciplinary Courses

INTER 101 Intro to Research and Resources

[6 Credits] This month-long course provides students with an intense introduction to the interdisciplinary program and is designed to familiarize them with the LSUHSC campus, services and department/programmatic opportunities available to them. It will also prepare students for their laboratory rotations and dissertation research by covering three general areas: laboratory safety; common lab techniques and research resources available on the campus. Students will spend two days in each department/program meeting faculty and learning about the research interests of those faculty.

INTER 111 Biochemistry

[4 Credits] This course provides a comprehensive introduction to the fundamental chemical principles associated with living organisms and establishes a foundation for subsequent courses in multiple disciplines. The molecular logic underlying the organization and regulation of living systems is emphasized. Topics covered include fundamental considerations of thermodynamics, the basics of protein structure-function, enzyme specificity and catalysis, oxidative phosphorylation, and intermediary metabolism of carbohydrates, lipids, amino acids, and nucleotides. The course consists of lectures, student presentations, problem sets, and discussions of classic and recent literature in the field.

INTER 121 Cell Biology

[3 Credits] This is a comprehensive cell biology course that will cover cell types, protein structure and function, cell organization (membranes, organelles, cytoskeleton), tissue organization neural development, membrane transport of ions and small molecules, membrane/vesicular trafficking, and bioenergetics.

INTER 122 Molecular Biology

[2 Credits] This is a comprehensive molecular biology course that will focus on basic molecular mechanisms and techniques, including the biochemistry of DNA and RNA structure, the organization of DNA within the cell, DNA replication, RNA transcription, RNA processing, and protein translation. Prokaryotic and eukaryotic systems will be covered.

INTER 123 Control of Gene Expression C

[2 Credits] This course will focus on the regulation of gene expression at the transcriptional, post-transcriptional and translational levels of eukaryotes. Genetics and epigenetics controls will also be discussed. Prerequisites: INTER 121 and 122.

INTER 124 Cell Signaling and Control of Cell Cycle

[3 Credits] This course will cover major signaling mechanisms relating to cell movement/morphogenesis, division and death. The fundamental characteristics of major classes of signaling molecules, including GTPases and protein kinases, will be discussed from structural, regulatory and pathophysiological viewpoints.

INTER 131 Biological Systems (GI and Renal)

[2 Credits] Development of organs, and function of tissues and organs that comprise the gastrointestinal and renal systems will be presented; mechanisms of control and integration of the various functions will be discussed. An introduction to the pathophysiology, genetic basis, and therapeutics of some diseases will be included.

INTER 132 Biological Systems (Neural, Endocrine, Cardiovascular, Respiratory, Integrative)

[5 Credits] Development of organs, and function of tissues and organs that comprise the neurological, endocrine, cardiovascular, respiratory systems will be presented; mechanisms of control and integration of the various functions will be discussed. An introduction to the pathophysiology, genetic basis and therapeutics of some diseases will be included as will an integrated approach to the effects of chronic stress on cell, organ and whole organism function.

INTER 180 Science Teaching

[1 Credit] Learn teaching techniques for elementary school science curriculum and instruction. The course will include assisting a teacher in applying basic science concepts and applications in the instruction of New Orleans public elementary school students. Up to four semesters may be taken for credit. This course may be repeated a maximum of four times for credit. Prerequisite: Permission of the instructor.

INTER 190 Seminar

[1 Credit] Biological Systems

INTER 191 Journal Club

[1 Credit] Faculty presentations followed by student presentations on current literature and how to make scientific presentations.

INTER 220 Ethics in Biomedical Sciences

[1 Credit] This lecture and discussion course will introduce first year graduate students to the principles of ethics in biomedical research and the contemporary practice of medicine in the research setting. The course will cover basic principles of bioethics and diverse applications of these principles in research and medical practice.

INTER 260 Responsible Conduct of Research

[1 Credit] This course illustrates the issues and dilemmas encountered by scientists conducting research. Using both presentations and case studies designed to foster class discussion, students will be required to use critical thinking as they integrate personal and professional ethical standards and apply them to the cases. Cases of scientific misconduct will be presented just as they appear in the NIH Guide and the headlines of the news.

Students will work in small groups throughout the course. These small groups will also work together to prepare IRB protocols which will be peer-reviewed by faculty and by the rest of the class. These protocols will include human subjects, exempt protocols and use of animals. Prerequisite: INTER 220

INTER 420 Comprehensive Pain Management

[3 Credits] This course introduces healthcare professionals to basic and clinical issues of pain and analgesia. The course will review anatomy and physiology, pharmacology, measurement of pain in humans, and other issues. Application of these principles to specific pain conditions will also be considered.

Microbiology, Immunology and Parasitology

MICRO 221 Medical Microbiology

[5 Credits] A comprehensive course covering the principles of bacteriology, mycology, virology, parasitology, immunology, and the application of these principles to the diagnosis, prevention, and treatment of infectious diseases. In illustration of these principles, discussion of a series of clinical correlations is included in the lecture time.

MICRO 222 Medical Immunology

[2 Credits] A comprehensive course covering the principles of immunology and the application of these principles to the diagnosis and control of immunologic and infectious diseases (the Immunology portion of Micro 221).

MICRO 225 Advanced Medical Bacteriology

[2-4 Credits] An advanced study of bacteria pathogenic to man, their cultural and antigenic characteristics, their pathogenic mechanisms, the immune responses of the human host to their invasion, the epidemiology of the diseases they produce, and their antibiotic and chemotherapeutic sensitivity.

MICRO 228 Laboratory Rotations in Microbiology

[1-6 Credits] This course allows students to participate in ongoing research in two or three laboratories during a semester. Registration is by permission only.

MICRO 229 Analysis of Research Literature

[1 Credit] Student will present research articles and critically evaluate the methods, approaches, and interpretations of the research. Students will be graded Pass or Fail.

MICRO 231 Molecular Biology of Eukaryotic Pathogens

[4 Credits] This course focuses on recent approaches in studying eukaryotic pathogens. Course includes molecular genetics of model systems and how these apply to current research problems in infectious diseases. Representative eukaryotic pathogens will be studied. Course will emphasize essential elements of experimental design, analysis of results, and scientific logic.

MICRO 276 General and Molecular Virology

[3-5 Credits] An introduction to the cellular and molecular biology of bacterial and animal viruses. Particular emphasis is given to virus cell interactions at the molecular level, including the immune response to viral infections, as well as to current research on mechanisms of viral replication and its effects on biochemical regulatory mechanisms in host cells.

MICRO 281 Selected Topics in Microbiology

Topic and credit by arrangement

MICRO 296 Fundamentals of Immunology

[3-5 Credits] Permission required. This course begins with the study of the basic principals of modern immunology and the methods used in immunological research, followed by an advanced level study of selected current topics.

MICRO 298 Seminar in Microbiology

[1 Credit] Departmental student seminar series.

MICRO 299 Research Proposal in Microbiology

[3 Credits] A required course for all doctoral candidates in which the student prepares, in National Institutes of Health grant format, a written proposal on the candidates dissertation research. The student presents and defends his proposal to his/her research committee as a basis for the Preliminary Examination.

MICRO 300 Thesis Research

[1-6 Credits] Research related work for PhD degree students prior to passing Preliminary Exam or for MS degree students working on thesis.

MICRO 400 Dissertation Research

[1-9 Credits] Research related work for PhD candidates.

Neuroscience

NRSC 203 Investigative Neuroscience

[5 Credits] An introduction to cellular and synaptic neurophysiology. The course covers a wide range of topics addressing both normal and pathophysiologic processes at the cellular and systems level.

NRSC 250 Molecular Neurobiology

[4 Credits] Covers the molecular, cellular, and biochemical pathways relevant to the nervous system.

NRSC 264 Synaptic Organization of the Brain

[3 Credits] This course will provide an in-depth examination of the physiology and synaptic organization of the major structures of the brain and spinal cord. The course will consist of two 2-hour sessions per week, each week being devoted to a different CNS structure and taught by an instructor with expertise in the field. The organization of each CNS structure, including the cellular physiology, major synaptic inputs, intrinsic synaptic organization, and primary

outputs of the structure will be emphasized in the lectures. As part of their grade, students are required to give oral presentations summarizing recent primary research articles.

NRSC 270 Laboratory Rotation

[3-5 Credits] For the first two semesters (Fall and Spring) students enroll for four credits] and take two eight week rotations (each semester) to familiarize themselves with specific laboratory techniques, use of laboratory equipment, and data analysis and presentation. With the help of the laboratory supervisor, the student initially writes a paragraph on the project to be undertaken, and at the end of the rotation is expected to write a two-page paper on the project, comprising an Introduction, Materials and Methods, Results, and Conclusions sections. The student is expected to contact the investigator(s) well ahead of time to obtain permission and to make all necessary arrangements for the rotation. Scheduling of times is highly flexible and arranged by mutual agreement between the student and the investigator. A maximum of eight credits may be used toward a degree.

NRSC 280 Special Topics

[1-4 Credits]

NRSC 290 Current Neuroscience Research

[2 Credit] Students present a 20-30 minute summary of their neuroscience research projects to a general audience. Students also write a one-page summary of presentations in that seminar on a biweekly basis. The goal is to hone presentation skills and broaden the students' general neuroscience knowledge.

NRSC 298 Seminar

[1 Credit] This is the Neuroscience Center's series of seminars, and its attendance is required of all students in the Program. A maximum of 4 credit hours, generally over the student's first two years, may be earned toward the doctorate.

NRSC 400 Dissertation Research

[1-9 Credits] Registration by permission of the Director of the Interdisciplinary Neuroscience Training Program.

Pharmacology and Experimental Therapeutics

PHARM 195 General Pharmacology

[5 Credits] Course consists of lectures, laboratory exercises, conferences, and demonstrations leading to a broad general understanding of the effects of drugs.

PHARM 202 History of Pharmacology

[2 Credits] Two hours of faculty/student presentations and discussions on the history of pharmacology and experimental therapeutics, with an emphasis on classical experiments.

PHARM 203 Methods in Pharmacology

[1-3 Credits] Course provides instruction in classical methods used in investigating the action of drugs. Hours by arrangement.

PHARM 204 Current Concepts in Pharmacology

[2 Credits] Two hours of faculty/student presentations and discussions on recent advances in the field of pharmacology. All areas of pharmacological research will be included, with an emphasis on the implications of recent research findings.

PHARM 205 Principles of Pharmacology

[5 Credits] This course is designed to introduce basic concepts in pharmacology to beginning students. The course will introduce students to pharmacokinetic and pharmacodynamic principles, drug metabolism, and a comprehensive discourse on drug receptor interactions. The application of these principles to specific endeavors will also be discussed.

PHARM 206 Principles of Pharmacology II: Integrative and Systems Pharmacology

[3 Credits] The course utilizes an experimental approach to understanding the development of therapeutic agents for the treatment of diseases. Lectures will provide the pathophysiological basis of diseases and the rationale for developing specific therapeutic agents.

PHARM 207 Drug Receptor Interactions

[2 Credits] Lecture, discussion, and laboratory exercise related to drug receptor theory.

PHARM 211 Renal Pharmacology

[2 Credits] Lecture, discussion, and laboratory exercises covering diuretics and factors affecting renal blood flow and electrolyte excretion.

PHARM 221 Advanced Topics in Pharmacology

[1-4 Credits] Lecture/laboratory hours to be arranged depending on topic. This course is designed for advanced studies of special groups of drugs.

PHARM 222 Introduction to Research in Pharmacology

[1-4 Credits] Lecture/laboratory hours to be arranged depending on topic. This course is designed for advanced studies of special groups of drugs.

PHARM 223 Advanced Topics in Pharmacology

[1-4 Credits] Lecture/laboratory hours to be arranged depending on topic. This course is designed for advanced studies of special groups of drugs.

PHARM 224 Advanced Topics in Pharmacology

[1-4 Credits] Lecture/laboratory hours to be arranged depending on topic. This course is designed for advanced studies of special groups of drugs.

PHARM 225 Sensory Pharmacology

[2 Credits] Lecture and discussion of drugs acting on the neural pathways involved in perception of sensory information. Drugs used in therapeutics, diagnoses and research will be included. A paper written on a subject involving a sensory system(s) and a drug/drug class or related topic is required for successful completion of the course.

PHARM 231 Drug Abuse

[3 Credits] This course is designed to provide the student with a basic understanding of behavioral and pharmacological principles underlying various problems of drug abuse. The course will expose the student to both basic science and clinical issues as they relate to drug abuse and dependence.

PHARM 232 Autonomic Pharmacology

[2-3 Credits] Lecture, discussion, and laboratory exercises designed to provide the student with the basics of peripheral autonomic functions and their regulation by CNS mechanisms.

Course will also cover advanced mechanisms including newer receptor sub-types and co-transmitters.

PHARM 233 Neuropharmacology

[2-3 Credits] Lectures and discussions will be on chemical transmitters in the central nervous system with special emphasis on drug modifications of transmitter action and neuronal function.

PHARM 234 Psychopharmacology

[3 Credits] Lecture and laboratory designed to provide the student with an understanding of the effects of drugs on behavior. Special emphasis is given to pharmacological methods useful in the elucidation of normal and abnormal behaviors.

PHARM 236 Gastrointestinal Pharmacology

[2 Credits] Lecture and reading assignments designed to provide students with a basic understanding of drugs affecting selected aspects of gastrointestinal function through central nervous system and peripheral mechanisms.

PHARM 237 Biochemical Pharmacology

[2 Credits] Lecture and discussion designed to provide the student with the basics of drug metabolism and the use of biochemical techniques in pharmacology.

PHARM 238 Cardiovascular Pharmacology

[2-3 Credits] The study of drugs used to treat cardiovascular disorders with the primary emphasis on their fundamental mechanisms of action.

PHARM 240 Behavioral Pharmacology

[3 Credits] Basic principles of the experimental analysis of behavior, including operant and classical conditioning are discussed. The utility of using scheduled controlled behavior to investigate drug effects is the primary focus of the course. Behavioral mechanisms of drug action are discussed within the context of a variety of environmental situations.

PHARM 250 Scientific Presentations, Verbal and Written

[3 Credits] This course will provide instruction and practical experience in data communication skills. The course will focus on writing skills, conference presentations, and didactic lecture techniques. Students will critique papers, write abstracts, prepare posters, present 15 and 30 minute data-oriented talks and a 45 minute lecture. Attendance and participation is mandatory. Course limited to 8 students. Prerequisite: Permission of instructor.

PHARM 251 Research in Pharmacology

[1-6 Credits] This course offers an in-depth experience in research development and design. Projects are limited in scope. Students develop their findings under the guidance and direction of faculty preceptors.

PHARM 252 Research in Pharmacology

[1-6 Credits] This course offers an in-depth experience in research development and design. Projects are limited in scope. Students develop their findings under the guidance and direction of faculty preceptors.

PHARM 253 Research in Pharmacology

[1-6 Credits] This course offers an in-depth experience in research development and design. Projects are limited in

scope. Students develop their findings under the guidance and direction of faculty preceptors.

PHARM 254 Research in Pharmacology

[1-6 Credits] This course offers an in-depth experience in research development and design. Projects are limited in scope. Students develop their findings under the guidance and direction of faculty preceptors.

PHARM 280 Advanced Topics in Cell Signaling and Integrated Pharmacological Science

[3 Credits] The objective of this course is to provide a forum for discussing emerging topics in the field of cell signaling in the context of integrated experimental approaches that include model organisms, human disease and molecular therapeutics. Students will be introduced to significant discoveries and encouraged to develop the necessary analytical skills to identify important questions and define experiments to determine their answers. This course is intended for advanced graduate students and postgraduate students and will be coordinated with Special Seminar Series organized through the Department.

PHARM 298-299 Seminar

[1 Credit] Topic to be arranged

PHARM 5400 Advanced Dental Pharmacology

[1 Credit] This course provides the student with advanced instruction in dental pharmacology. Recent advances in pharmacologic agents used in dentistry, functional considerations, and clinical correlations are emphasized.

PHARM 300 Thesis Research

[1-6 Credits] Research related work for PhD degree students prior to passing Preliminary Exam or for MS degree students working on thesis.

PHARM 400 Dissertation Research

[1-9 Credits] Research related work for PhD candidates.

Physiology**PHYSIO 201 Research in Physiology**

[1-9 Credits] A research course designed to acquaint new graduate students with a research laboratory. This represents research credit before the qualifying process.

PHYSIO 202 Research in Physiology

[1-9 Credits] A research course designed to acquaint new graduate students with a research laboratory. This represents research credit before the qualifying process.

PHYSIO 203 Research in Physiology

[1-9 Credits] A research course designed to acquaint new graduate students with a research laboratory. This represents research credit before the qualifying process.

PHYSIO 204 Research in Physiology

[1-9 Credits] A research course designed to acquaint new graduate students with a research laboratory. This represents research credit before the qualifying process.

PHYSIO 205 Basic Physiology (Lecture)

[6 Credits] Lecture. Function of tissues, organs, and organ systems; mechanisms of control and integration of the

various functions. An introduction to the pathophysiology of some diseases will be included.

PHYSIO 206 Basic Physiology (Lab)

[3 Credits] Laboratory experiments that emphasize precision in observation, analysis and interpretation of data. The topics are correlated with Basic Physiology Lectures (Physiology 205). Registration in Physiology 205 is required for registration in Physiology 206.

PHYSIO 212 Cardiovascular Physiology

[3 Credits] This course covers normal function and pathophysiology of the heart and circulation. Emphasis will be placed on using the literature to gain a greater depth of understanding of cardiovascular function. Students will write a small grant proposal as part of the course requirements.

PHYSIO 216 Endocrinology

[3 Credits] The focus of this course is the in depth understanding of the neuroendocrine mechanisms that regulate organ function. The format of the session will be active discussion of selected current topics covering novel aspects related to hormone secretion, signaling and cellular effects and their regulation. Reading assignments will be made based on recent review articles and these will be used to expand basic endocrine physiology concepts. Final grade will be based on two essay question-based exams and on an oral presentation of a topic selected by the student based on her/his particular research or discipline interests. (This is the same course as Biochemistry 216.)

PHYSIO 217 History and Philosophy of Science

[2 Credits] The history, methodologies, and philosophy of science are considered in a study discussion course.

PHYSIO 220 Medical Spanish

[2 Credits] This course focuses on teaching basic terminology and phraseology used during the medical interview and physical exam. The course provides the opportunity for students to learn more about the Hispanic culture. Lectures are combined with mock interviews and exams among the students or with invited "patients." Basic knowledge of the Spanish language assessed by the course director is required for participation. The elective prepares students with basic communication skills necessary to interview Spanish-speaking patients. This elective is open to all LSUHSC-NO students.

PHYSIO 221 Technology for Biomedical Research

[2 Credits] This course teaches a number of advanced technologies in modern biomedical research. The course introduces the principles, instrumentations and applications of these technologies, so that the students learn how to utilize them in their research. The class will meet once a week for a lecture (2 hours 30 minutes), immediately followed by the lab visit (-30 minutes). The grade will be based on the oral presentation and final essay of a proposed research project related to his/her research interests. Second-year graduate students are preferred.

PHYSIO 250 Scientific Writing for Graduate Students

[2 Credits] Two hours of lecture discussion per week. Topics covered include grammar, usage, and writing style; writing and submitting articles to scientific journals; writing research proposals, grant applications, dissertations, abstracts and test questions; and preparing curriculum vitae. Students must

contribute portions of their ongoing writing projects for use in class discussions.

PHYSIO 280 Special Topics in Physiology

[1-4 Credits] Lecture/laboratory time distribution to be independently arranged for each course as appropriate. An opportunity to explore, in an organized format and under supervision, specialized areas or specific subjects not adequately covered in other scheduled courses. By permission of the Head of the Department of Physiology only.

PHYSIO 289 Special Topics in Physiology

[1-4 Credits] Lecture/laboratory time distribution to be independently arranged for each course as appropriate. An opportunity to explore, in an organized format and under supervision, specialized areas or specific subjects not adequately covered in other scheduled courses. By permission of the Head of the Department of Physiology only.

PHYSIO 290 Physiology Journal Club

[1 Credit] A weekly course designed for graduate students in the reading and application of current scientific literature related to systems in physiology.

PHYSIO 299 Seminar

[1 Credit] A maximum of two credits towards the MS or four credits towards the PhD may be earned.

PHYSIO 300 Thesis Research

[1-6 Credits] Research related work for PhD degree students prior to passing Preliminary Exam or for MS degree students working on thesis.

PHYSIO 400 Dissertation Research

[1-9 Credits] Research related work for PhD candidates.

FACULTY ROSTER

Emeriti

BARKER, LOUIS, PhD, Tulane University, 1968
Emeritus Professor of Pharmacology and Experimental Therapeutics

BEELEER, MYRTON F., MD, New York Medical College, 1949
Emeritus Professor of Pathology

CARVEL, ROSA I., DDS, Loyola University (Louisiana), 1967
Emeritus Professor of Oral Pathology

DASCOMB, HARRY E., MD, University of Rochester, 1943
Emeritus Professor of Medicine

DAVIS, GEORGE D., PhD, Yale University, 1951
Emeritus Professor of Physiology

DESSAUER, HERBERT C., PhD, LSU Medical Center School of Graduate Studies, 1952
Emeritus Professor of Biochemistry and Molecular Biology

DYER, ROBERT F., PhD, University of Pittsburgh, 1966
Emeritus Professor of Cell Biology and Anatomy

GALLAHER, WILLIAM R., PhD, Harvard University, 1971
Emeritus Professor of Microbiology, Immunology, and Parasitology

GASSER, RAYMOND F., PhD, University of Alabama, 1965
Emeritus Professor of Cell Biology and Anatomy

GUZMAN, MIGUEL A., PhD, North Carolina State University, 1961
Emeritus Professor of Biometry and Genetics and Pathology

HORNICK, CONRAD A., PhD, University of Hawaii, 1980
Emeritus Professor of Physiology and Pathology

KASTEN, FREDERIC, PhD, University of Texas, 1954
Emeritus Professor of Cell Biology and Anatomy

KEATS, BRONYA, PhD, Australian National University (Australia), 1976
Emeritus Professor of Human Genetics

KAUFMAN, HERBERT E., MD, Harvard University, 1956
Emeritus Professor of Ophthalmology, and Pharmacology and Experimental Therapeutics

LAYMAN, DON L., PhD, George Washington University, 1970
Emeritus Associate Professor of Cell Biology and Anatomy

LILES, SAMUEL L., PhD, LSU Medical School of Graduate Studies, 1968
Emeritus Professor of Physiology and Neuroscience

MALCOM, GRAY, PhD, LSU Medical Center School of Graduate Studies, 1978
Emeritus Professor of Pathology

MAYO, JOHN, PhD, University of New Mexico, 1970
Emeritus Professor of Microbiology, Immunology, and Parasitology

MENERAY, MICHELE A., PhD, Colorado State University, 1979
Emeritus Professor of Physiology and Neuroscience

MILLER, HARVEY, PhD, Hahnemann Medical College, 1961
Emeritus Professor of Physiology

MORGAN, LEE R., JR., PhD, Tulane University, 1960
Emeritus Professor of Pharmacology and Experimental Therapeutics

NAKAMOTO, TETSUO, DDS, Nihon University (Japan), 1964, PhD, Massachusetts Institute of Technology, 1978
Emeritus Professor of Physiology

NANCE, F. CARTER, MD, University of Tennessee, 1959
Emeritus Professor of Physiology, and Surgery

NARAYANAN, CHANDRASEKARAPURAN, PhD, University of Kansas, 1963
Emeritus Professor of Cell Biology and Anatomy

OESCHGER, MAX P., PhD, Johns Hopkins University, 1964
Emeritus Associate Professor of Microbiology, Immunology, and Parasitology

PARKINS, CHARLES W., MD, University of Rochester Medical School, 1963
Emeritus Professor of Otorhinolaryngology
Emeritus Professor of Physiology

PORTER, JOHNNY R., PhD, LSU Medical Center School of Graduate Studies, 1973
Emeritus Professor of Physiology, Medicine, Neuroscience, and Pharmacology

SPENCE, H. Adele, PhD, LSU Medical Center, 1971
Emeritus Professor of Microbiology, Immunology, and Parasitology

SPITZER, JOHN, MD, University of Munich, 1950
Emeritus Boyd Professor and Head of Physiology

SPITZER, JUDY, PhD, Hahnemann Medical College, 1963
Emeritus Professor of Physiology

WARREN, LIONEL G., ScD, Johns Hopkins University, 1957
Emeritus Professor of Microbiology, Immunology, and Parasitology

WILSON, LAWRENCE A., PhD, University of North Carolina at Chapel Hill, 1969
Emeritus Professor of Microbiology, Immunology, and Parasitology

Full Membership

AIYAR, ASHOK, PhD, Case Western Reserve University, 1994
Associate Professor, Microbiology, Immunology and Parasitology

ALAHARI, SURESH, PhD, Drexel University, 1994
Associate Professor of Biochemistry and Molecular Biology

ALAM, JAWED, PhD, Purdue University, 1983
Associate Professor of Biochemistry and Molecular Biology

AMEDEE, ANGELA M., PhD, LSU Health Sciences Center, School of Graduate Studies, 1992
Associate Professor of Microbiology, Immunology, and Parasitology

BACKES, WAYNE L., PhD, West Virginia University, 1979
Professor of Pharmacology and Experimental Therapeutics

BAGBY, GREGORY J., PhD, Washington State University, 1976
Professor of Physiology and Medicine

BARBEE, JAMES G., MD, Tulane University, 1978
Professor of Pharmacology and Experimental Therapeutics, Psychiatry and Neuroscience

BAZAN, HAYDEE E. P., PhD, Universidad Nacional del Sur (Argentina), 1975
Professor of Biochemistry and Molecular Biology, Ophthalmology and Neuroscience

BAZAN, NICOLAS G., PhD, University of Tucuman (Argentina), 1971
Professor of Ophthalmology, Biochemistry, and Molecular Biology, Neurology and Neuroscience

BLOCK, MICHAEL S., DMD, Harvard University, 1979
Professor of Oral and Maxillofacial Surgery

- CAIRO, JIMMY M., PhD, LSU Medical Center School of Graduate Studies, 1986
Dean of the School of Allied Health Professions,
Professor of Cardiopulmonary Science and Physiology
- CANAVER, CARMEN, PhD, Rice University, 1991
Associate Professor of Ophthalmology
- CARR, RONALD F., DDS, Loyola University (Louisiana), 1964
Professor of Oral Pathology and Pathology
- CATLING, ANDREW, PhD, University of Glasgow, 1992
Assistant Professor of Pharmacology
- CHEN, CHU, PhD, Tulane University, 1993
Associate Professor of Otorhinolaryngology
- CHEN, LIWEI, MD/PhD, John Hopkins School of Public Health, 2008, Assistant Professor of Epidemiology
- CHEN, VIVIEN W., PhD, University of Oklahoma 1978, Professor of Epidemiology, School of Public Health
- CHICHE, GERALD, DDS, University of Paris (France), 1977
Professor and Head of Prosthodontics
- CLAYCOMB, WILLIAM C., PhD, Indiana University, 1969
Professor of Biochemistry and Molecular Biology
- COOK, JULIA, PhD, North Carolina State, 1986
Associate Professor of Biochemistry and Molecular Biology
- CORMIER, STEPHANIA, LSU Medical Center School of Graduate Studies, 1997
Assistant Professor of Pharmacology and Experimental Therapeutics
- CRANFORD, JERRY L., PhD, Vanderbilt University, 1968
Professor and Head of Communication Disorders
- CUTLER, JIM E., PhD, Tulane University, 1972
Professor of Pediatrics and Microbiology
- DELCARPIO, JOSEPH B., PhD, LSU Medical Center School of Graduate Studies, 1986
Professor of Cell Biology and Anatomy
- DIAZ, JAMES, MD, Tulane School of Medicine, 1990; DrPH Tulane University, 1995
Professor, School of Public Health
- EASON, JANE, PhD, University of Florida, 1996
Associate Professor of Physical Therapy
- ERICKSON, JEFFREY D., PhD, George Washington University, 1993
Associate Professor of Neuroscience, and Pharmacology and Experimental Therapeutics
- EVERSON, JANE MCVICKER, PhD, Virginia Commonwealth University, 1989
Associate Professor of Interdisciplinary Human Studies
- FERRIS, MICHAEL J., PhD, Montana State University, 1996
Assistant Professor of Pediatrics and Microbiology
- FIDEL, PAUL L., PhD, University of Oklahoma, 1988
Professor and Head of Oral Biology
- FONTHAM, ELIZABETH T., Dr PH, Tulane University, 1983
Professor of Epidemiology and Dean, School of Public Health
- GASPARINI, SONIA, PhD, University of Milan, Italy, 1998
Assistant Professor of Neuroscience
- GAUMER, H. RICHARD R., PhD, University of North Carolina, 1971
Associate Professor of Pathology
- GRABCZYK, EDWARD L., PhD, Harvard University, 1992
Assistant Professor of Genetics
- GREEN, JEFFREY D., PhD, State University of New York, 1981
Professor of Cell Biology and Anatomy
- GREGORY, PAULA, PhD, Tulane University, 1989
Associate Professor of Genetics
- HAAS, ARTHUR, PhD, Northwestern University Medical School, 1979
Professor and Head of Biochemistry and Molecular Biology
- HAGENSEE, MICHAEL E., PhD, Baylor College, 1986, MD, Baylor College of Medicine, 1988,
Associate Professor of Microbiology, Immunology, and Parasitology and Medicine
- HARRISON-BERNARD, LISA, PhD, Tulane University, 1990
Associate Professor of Physiology
- HEMPE, JAMES, PhD, University of Missouri, 1987
Assistant Professor of Pediatrics
- HILL, JAMES M., PhD, Baylor College of Medicine, 1971
Professor of Microbiology, Immunology, and Parasitology; Ophthalmology; and Pharmacology and Experimental Therapeutics
- HOBDEN, JEFFERY A., LSU Medical Center School of Graduate Studies, 1992
Associate Professor of Microbiology, Immunology, and Parasitology
- HOCHSTEDLER, J. L., DDS, University of Tennessee, 1976
Associate Professor of Prosthodontics
- HOLLENBACH, ANDREW, PhD, Johns Hopkins University, 1994
Associate Professor of Genetics
- HONG, SONG, PhD, University of Georgia, 1996
Assistant Professor of Neuroscience and Ophthalmology
- HOVLAND, ERIC J., DDS, Baltimore College of Dental Surgery, 1972
Dean, LSU School of Dentistry; Professor of Endodontics
- JACOB, JEAN T., PhD, Tulane University, 1988
Professor of Ophthalmology
- JEANSONNE, BILLIE GAIL, DDS; Loyola University (Louisiana), 1968
Associate Professor of Endodontics
- JOHNSTON, KENNETH H., PhD, McMaster University (Canada), 1972
Professor of Microbiology, Immunology, and Parasitology
- KAPUSTA, DANIEL R, PhD, LSU Medical Center School of Graduate Studies, 1986
Professor of Pharmacology and Experimental Therapeutics
- KENT, JOHN N., DDS, University of Nebraska, 1963
Boyd Professor and Head of Oral and Maxillofacial Surgery
- KRATZ, KENNETH E., PhD, Kansas State University, 1975
Professor of Cell Biology and Anatomy and Neuroscience
- KOZLOWSKI, PAMELA, PhD, University of Alabama at Birmingham, 1994
Associate Professor of Microbiology, Immunology and Parasitology
- LALLIER, THOMAS E., PhD, University of California (Irvine), 1990
Associate Professor of Cell Biology and Anatomy
- LAMOTTE, LYNN, PhD, Texas, &, University, 1969
Professor, School of Public Health
- LAN, MICHAEL S., PhD, Duke University, 1986
Associate Professor of Pediatrics and Genetics
- LAWRENCE, LOUANN, DrPH, University of Texas School of Public Health, 1994
Clinical Professor of Medical Technology
- LAZARTIGUES, ERIC, PhD, University Paul Sabatier - Doctoral School of Toulouse, 1999
Assistant Professor of Pharmacology
- LEVITZKY, MICHAEL G., PhD, Albany Medical College, 1975
Professor of Physiology
- LIU, SIQIONG, PhD, University of Rochester, 1990
Associate Professor of Cell Biology and Anatomy
- LIU, WANGUO, PhD, Wayne State University, 1993
Associate Professor of Genetics
- LUFTIG, RONALD B., PhD, University of Chicago, 1967
Professor and Head of Microbiology, Immunology, and Parasitology

- LUKIW, WALTER, PhD, University of Toronto, 1979
Associate Professor of Ophthalmology and Neuroscience
- MANDAL, DIPTASRI, PhD, LSU Medical Center School of Graduate Studies, 1992
Assistant Professor of Genetics
- MARTIN, DAVID, MD, Harvard Medical School, 1969
Professor and Chief, Section of Infectious Disease, Dept. of Medicine
- MARTINEZ, I. RICARDO, JR., MD, LSU School of Medicine in New Orleans, 1965, PhD, Boston University, 1971
Associate Professor of Cell Biology and Anatomy, and Dermatology
- MC CLUGAGE, SAMUEL G. JR., PhD, University of Cincinnati, 1970
Professor and Head of Cell Biology and Anatomy
- MC DONOUGH, KATHLEEN H., PhD, University of Missouri, 1977
Professor of Physiology
- MENDEZ, ARTURO J., DDS, National Autonomous University of Mexico (Mexico), 1974
Professor of Prosthodontics
- MERCANTE, DONALD E., PhD, Virginia Polytechnic Institute, 1990
Professor and Director of Biostatistics, School of Public Health
- MIZE, R. RANNEY, PhD, University of Chicago, 1975
Professor of Cell Biology and Anatomy
- MOERSCHBAECHER, JOSEPH M., III, PhD, American University, 1976
Dean, School of Graduate Studies, Professor of Pharmacology and Experimental Therapeutics
- MOLINA, PATRICIA, MD, Universidad Fransisco Marroquin, 1984, PhD, LSU Medical Center, 1990
Professor of Physiology
- MUSSELMAN, ROBERT J., DDS, Indiana University, 1964
Professor of Pediatric Dentistry
- NELSON, STEVE, MD, McGill University, 1978
Professor of Medicine and Physiology,
Dean, School of Medicine
- NEWMAN, WILLIAM P., III, MD, LSU School of Medicine in New Orleans, 1967
Professor of Pathology and Medical Technology
- NOVERR, MAIRI, PhD, University of Michigan, 2002
Associate Professor of Oral & Craniofacial Biology
- NUSS, HENRY, PhD, University of Texas at Austin, 2006
Assistant Professor of Behavioral and Community Health
- PAUL, DENNIS J., PhD, University of British Columbia, 1988
Associate Professor of Pharmacology and Experimental Therapeutics
- PETERS, EDWARD, DMD, SM, ScD, Harvard University, 1999
Professor of Epidemiology
- PINCUS, SETH, MD, New York University, 1973
Professor/Vice Chairman of Pediatrics and Professor of Microbiology
- PORCHE, DEMETRIUS, DNS, LSU Health Sciences Center, New Orleans, 1995
Dean of Nursing, and Professor, School of Public Health
- POTTER, BARRY J., PhD, University of London, 1975
Associate Professor of Physiology
- QUAYLE, ALISON J., PhD, University of Edinburgh Medical School (Scotland), 1988
Associate Professor of Microbiology, Immunology, and Parasitology
- RAGAN, FRANCIS A., JR., PhD, University of Alabama, 1977
Associate Professor of Pathology
- RAMSAY, ALISTAIR, PhD, University of Otago, New Zealand, 1986
Professor of Medicine and Gene Therapy
- REISS, KRZYSZTOF, PhD, The Jagiellonian University, Krakow-Poland, 1988, Professor of Molecular Biology
- ROBINSON, WILLIAM, PhD, Tulane University, 2001
Professor of Behavioral and Community Health Sciences
- RUIZ, BERNARDO, MD, Universidad del Valle School of Medicine (Columbia), 1983, PhD, LSU Medical Center School of Graduate Studies, 1995
Associate Professor of Pathology
- RUNG, ARIANE, PhD, Tulane University, 1999 Associate Professor of Epidemiology, School of Public Health
- SARKAR, NIKHIL K., PhD, Northwestern University, 1973
Professor of Biomaterials
- SCHEER, W. DOUGLAS, PhD, LSU Medical Center School of Graduate Studies, 1976
Professor of Pathology, Genetics, and Medical Technology
- SHELLITO, JUDD, MD, University of California, 1974
Professor of Medicine
- SCRIBNER, RICHARD, MD, University of Southern California, Los Angeles, 1984
Professor of Epidemiology, School of Public Health.
- SHEPHERD, RAYMOND E., PhD, Washington State University, 1974
Professor of Physiology
- SIMONSEN, NEAL R., PhD, University of North Carolina, Chapel Hill, 1993 Assistant Professor of Epidemiology, School of Public Health
- SONGU-MIZE, EMEL, PhD, University of Pennsylvania, 1979
Professor of Pharmacology and Experimental Therapeutics
- SOTHERN, MELINDA, PhD, University of New Orleans, 1997
Professor of Behavioral and Community Health Services
- STRONG, JACK P., MD, LSU School of Medicine in New Orleans, 1951
Professor of Pathology
- STURTEVANT, JOY, PhD, Duke University, 1985
Associate Professor of Microbiology
- SWARTZ, WILLIAM J., PhD, Loyola University (Illinois), 1971
Professor of Cell Biology and Anatomy
- THOMAS, SARAH, PhD, University of Georgia, 1978
Professor of Public Health and Preventive Medicine
- THOMPSON, JAMES J., PhD, University of Iowa, 1970
Professor of Microbiology, Immunology, and Parasitology
- THUNTHY, KAVAS H., BDS, University of Bombay (India), 1969
Professor of Oral Diagnosis/Medicine/Radiology
- TRACY, RICHARD E., MD, University of Chicago, 1961, PhD, University of Chicago, 1961
Professor of Pathology
- TRAPIDO, EDWARD, ScD, Harvard University, 1981, Professor of Epidemiology and Associate Dean for Research, School of Public Health
- VALLE, LUIS D., MD, Universidad Nacional Autonoma de Mexico, 1990, Associate Professor of Medicine & Pathology
- VARNER, KURT J., PhD, Michigan State University, 1987
Professor and Interim Head of Pharmacology and Experimental Therapeutics
- VEDECKIS, WAYNE V., PhD, Northwestern University, 1974
Professor of Biochemistry and Molecular Biology
- VENUTI, JUDITH, PhD, State University of New York at Buffalo, 1986
Associate Professor of Cell Biology and Anatomy
- VOLAUFOVA, JULIA, PhD, Comenius University Bratislava, 1984
Professor, School of Public Health
- WEYAND, THEODORE G., PhD, University of Connecticut, 1983
Associate Professor of Cell Biology and Anatomy and Neuroscience Center

- WHITWORTH, RICHARD H., JR., PhD, West Virginia University, 1981
Associate Professor of Cell Biology and Anatomy
- WINSAUER, PETER J., PhD, American University, 1989
Professor of Pharmacology and Experimental Therapeutics
- WOJCIK, EDWARD, PhD, University of Michigan at Ann Arbor, 1994
Assistant Professor of Biochemistry and Molecular Biology
- WOLTERING, EUGENE, MD, Ohio State University College of Medicine, 1975
Professor of Surgery
- WORTHYLAKE, REBECCA, PhD, University of Utah, 1998
Assistant Professor of Pharmacology and Experimental Therapeutics
- WU, XIACHENG, MD, MPH, Xian Medical University/Fourth Military Medical University, 1986, Associate Professor of Epidemiology, School of Public Health
- XU, XIAOMING, PhD, University of New Orleans, 1996
Assistant Professor of Operative Dentistry and Biomaterials

Associate Membership

- BARKEMEYER, BRIAN M., MD, Louisiana State University School of Medicine, 1987
Associate Professor of Pediatrics
- BLACKWELL, TERRY EdD, University of Northern Colorado, 1980
Clinical Associate Professor of Rehabilitation Counseling
- BOULARES, HAMID, PhD, University of Connecticut, 1997
Associate Professor of Pharmacology
- BRANNON, ROBERT B., MSD, Indiana University, 1973
Associate Professor of Oral Pathology
- BRESLIN, JEROME, PhD, University of California, Davis, 2002
Assistant Professor of Physiology
- CHIU, THANG K., PhD, University of California, 2001
Assistant Professor of Biochemistry and Molecular Biology
- CORK, JOHN, PhD, University of Leeds, 1980
Associate Professor of Cell Biology and Anatomy
- COULTER, W. ALAN, PhD, University of Texas, 1991
Assistant Professor of Interdisciplinary Human Studies
- CUI, YAN, PhD, University of Alberta, Canada, 1995
Associate Professor of Microbiology, Immunology, and Parasitology
- DESAI, SHYAMAL D., PhD, University of Bombay, India, 1991
Assistant Professor of Biochemistry and Molecular Biology
- DICKINSON, BONNY, PhD, Tulane University, 1995
Assistant Professor of Pediatrics
- DOLAN, JOHN, PhD, Southern Illinois University, 1983
Professor of Rehabilitation Counseling
- FARRIS, HAMILTON, PhD, Cornell University, 2000
Associate Professor of Neuroscience
- GOULD, HARRY, M. D., PHD, LSU Medical School, 1990
Professor of Neurology
- GRUBER, DeANN, PhD, Tulane University, 2003
Assistant Professor of Public Health
- HUNT, JOHN P., MD, University of North Carolina, 1998
Associate Professor of Surgery
- IWAKUMA, TOMOO, PhD, Kyushu University, 1997
Assistant Professor of Genetics
- KELLY, BEN, PhD, Imperial College London, 1994
Assistant Professor of Microbiology, Immunology, and Parasitology
- KIM, SUNYOUNG, PhD, University of Michigan, 1994
Professor of Biochemistry and Molecular Biology
- LEIGH, JANET, MD, University of Pennsylvania, 1991
Associate Professor of General Dentistry
- MARIER, JOANNE, JD, Tulane University, 1981
Associate Professor of Clinical Physical Therapy
- MCCARTHY, HENRY, PhD, University of Kansas, 1977
Professor of Rehabilitation Counseling
- MUKHERJEE, PRANAB, PhD, University of Calcutta, 1974
Associate Professor of Neuroscience
- NICHOLS, CHARLES PhD, Carnegie Mellon University, 1997
Assistant Professor of Pharmacology
- PALMER, GLEN, PhD, University of Leicester, United Kingdom, 2001
Assistant Professor, Microbiology, Immunology, and Parasitology
- PELLETT, ANDREW, PhD, LSU Medical Center School of graduate Studies, 1991
Associate Professor of Cardiopulmonary Science
- PHILLIPPI, STEPHEN, PhD, Louisiana State University, 2007
Assistant Professor of Behavioral and Community Health
- REED, JAMES, PhD, University of Nevada, Reno, 1995
Assistant Professor of Pharmacology
- RATARD, RAOULT, MD, University of Paris-Sorbonne, 1968,
Adjunct Associate Professor of Epidemiology, School of Public Health
- RODRIGUEZ, PAULO, PhD, Louisiana State University, 2008
Associate Professor of Microbiology, Immunology, and Parasitology
- SAKAMURO, DAITOKU, PhD, Osaka University, 1991
Assistant Professor, Pathology
- SHETTY, KISHORE, University of Bombay, DDS, 1994
Assistant Professor of General Dentistry
- SIMONSEN, NEAL R., PhD, University of North Carolina, Chapel Hill, 1993
Assistant Professor, School of Public Health
- STRAIF-BOURGEOIS, SUSANNE, PhD, University of Bonn, 1994,
Adjunct Associate Professor of Epidemiology, School of Public Health
- TAYLOR, EVE, PhD, Tulane University, 1984
Professor, and Head of Occupational Therapy
- THOMPSON, HILARY, PhD, Louisiana State University, Baton Rouge, 1986
Professor, School of Public Health
- TSENG, TUNG-SUNG, DrPH, Tulane University, 2005
Associate Professor of Public Health
- TURNER, ROBERT G., PhD, University of Florida, 1975
Professor of Communication Disorders
- WANG, GUOSHUN, DVM, PhD, Peking University of China, 1992
Associate Professor of Microbiology, Immunology, and Parasitology
- WANG, PING, PhD, Cornell University, 1999
Assistant Professor of Pediatrics and Microbiology
- WEISS, LARRY, MD, Hahnemann Medical College, 1979
Clinical Professor of Medicine
- WESSELY, OLIVER, PhD, University of Vienna, 1992
Associate Professor of Cell Biology and Anatomy
- WILSON, PHILIP G., PhD, University of Illinois at Urbana-Champaign, 1991
Associate Professor of Interdisciplinary Human Studies
- WILLIAMS, DONNA, DrPH, Tulane University, 2009
Associate Professor of Public Health
- WINKLER, MARK M., PhD, Northwestern University, 1991
Associate Professor of Operative Dentistry and Biomaterials
- WORTHYLAKE, DAVID, PhD, University of Utah, 1998
Assistant Professor of Biochemistry
- ZHANG, PING, PhD, Third Medical University, 1990
Associate Professor, Department of Medicine

Affiliate Membership

ARMBRUSTER, PAUL C., DDS, LSU School of Dentistry
Assistant Professor of Orthodontics and Dentofacial
Orthopedics

BRESLIN, MARY B., PhD, Louisiana State University, 1998,
Assistant Professor of Pediatrics and Biochemistry

GORDON, WILLIAM, PhD, University of South Florida, 1977
Associate Professor of Ophthalmology and Neuroscience

HORSWELL, RONALD, PhD, LSU, Baton Rouge, 1990
Assistant Professor, School of Public Health

KNIGHT, CHERYL, PhD, Western Michigan University, 1994
Assistant Professor, School of Allied Health Professions

LAN, MICHAEL S., PhD, Duke University, 1986
Associate Professor of Pediatrics/Genetics

LEMEN, LISA C., PhD, University of Texas HSC, 1998
Assistant Professor of Radiology

MARCHESELLI, VICTOR, PhD, University of New Orleans,
2003
Associate Professor of Ophthalmology and Neuroscience

ROBERTS, ELLIOTT, MA, George Washington University, 1963
Professor, School of Public Health

VASTARDIS, SOTIRIOS, DDS, University of Athens (Greece),
1995
Assistant Professor of Periodontics

VELASCO-GONZALEZ, CRUZ, PhD, Tulane University, 2000
Assistant Professor, School of Public Health

XIA, HOUHUI, PhD, University of California, PhD, 1997
Assistant Professor of Cell Biology and Anatomy

RECAPITULATION OF FACULTY

Below are listed the seven graduate department of the Health Sciences Center in which degrees may be earned through the School of Graduate Studies and the respective graduate faculty of each in alphabetical order by rank.

Biochemistry and Molecular Biology

PROFESSOR: Claycomb, Haas, Vedeckis
ASSOCIATE PROFESSOR: Alahari
ASSISTANT PROFESSOR: Kim, Wojcik, Worthylake

Cell Biology and Anatomy

PROFESSOR: Delcarpio, Gasser, Green, Kratz, McClugage,
Mize, Swartz, Weyand
ASSOCIATE PROFESSOR: Cork, Lallier, Sarphe, Spriggs,
Venuti, Whitworth
ASSISTANT PROFESSOR: Xiu

Human Genetics

PROFESSOR: Ramsay
ASSOCIATE PROFESSOR: Gregory, Hollenbach, Lan, Mandal,
Reiser
ASSISTANT PROFESSOR: Cui, Grabczyk, Wang

Microbiology, Immunology, and Parasitology

PROFESSOR: Cutler, Fidel, K. Johnston, Pincus, Ramsay,
Reiss
ASSOCIATE PROFESSOR: Aiyar, Amedee, Cui, Del Valle
Hagensee, Hobden, Kozłowski, Noverr, Peruzzi Quayle,
Sturtevant, G. Wang
ASSISTANT PROFESSOR: Dickinson, Ferris, Foster, D.
Johnston, Kelly, Palmer, Rodriguez, Shen, Wen, P.
Wang, Zea

Neuroscience

PROFESSOR: Bazan, H., Bazan, N.
ASSOCIATE PROFESSOR: Anand, Canavier, Erickson, Hong,
Lukiw
ASSISTANT PROFESSOR: Chen

Pharmacology and Experimental Therapeutics

PROFESSOR: Backes, Barbee, Kapusta, Moerschbaecher,
Songu-Mize, Varner, Winsauer
ASSOCIATE PROFESSOR: Erickson, Paul
ASSISTANT PROFESSOR: Boulares, Catling, Cormier,
Lazartigues, Matrougui, Nichols, Reddix, WorthyLake

Physiology

PROFESSOR: Bagby, Levitzky, McDonough, Molina, Shepherd
ASSOCIATE PROFESSOR: Harrison-Bernard, Potter
ASSISTANT PROFESSOR: Breslin, Gardner



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*

SAMUEL G. McCLUGAGE, PhD
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

STEVE NELSON, MD

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

FRANK CULICCHIA, MD

Head of the Department of Neurosurgery

JOSEPH DELCARPIO, PhD

Associate Dean for Student Affairs

RICHARD DICARLO, MD

Assistant Dean for Undergraduate Education

JOHN D. ENGLAND, MD

Head of the Department of Neurology

CATHI FONTENOT, MD

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*

AUGUSTO OCHOA, MD

Director of Stanley S. Scott Cancer Center

HOWARD J. OSOFSKY, MD PhD

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*

CHARLES V. SANDERS, MD

Head of the Department of Medicine

KEITH G. SCHROTH, MD

Associate Dean for Fiscal Affairs

RICARDO SORENSEN, MD

Head of the Department of Pediatrics

DWAYNE THOMAS, MD

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

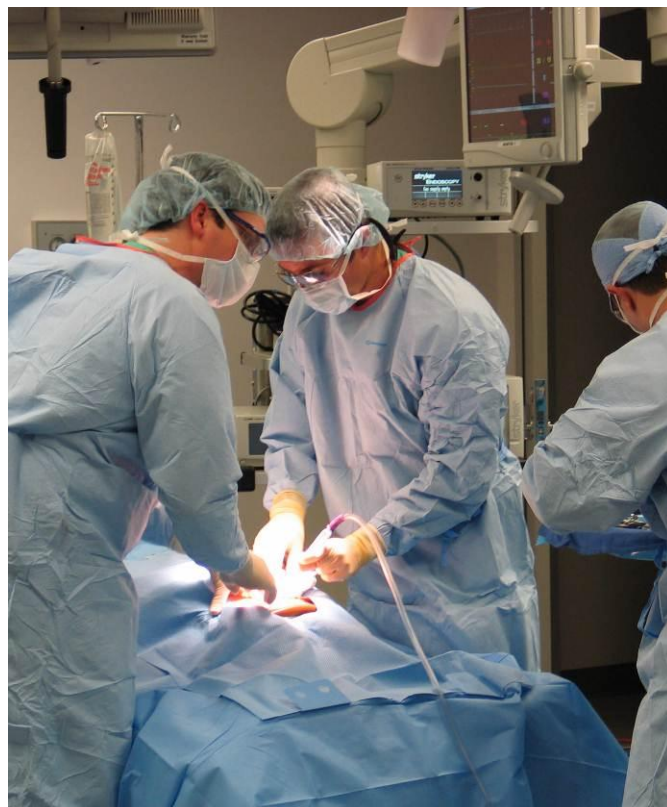
When a student is accepted for transfer from another medical school the student's record will indicate the following.

“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 BI COMMUNICATION

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
- HENEZHAN, 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
- KLING, 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
Assistant Professor
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
Assistant Professor
BARBEAU, JAMES, MD, Case Western Reserve University,
1999
Associate Professor
BARCELONA, TINA, Southeastern La University, 1983
Instructor
BAREFIELD, DARREN, Northeast Louisiana U, 1986
Assistant Professor
BARKEMEYER, CHARLES, MD, LSU Medical Center, 1973
Assistant Professor
BARKEMEYER, BRIAN, MD, LSU Medical Center, 1987
Professor
BARNES, STEPHEN, MD, Tulane U of Louisiana, 1984
Assistant Professor
BARNHILL, DANNY, MD, Medical College of Georgia, 1976
Professor
BAROOTES, BRYAN, MD, Saskatchewan Univ, 1980
Associate Professor
BARTON, CAROLINE, MD, Suny Hlth Sci Ctr Stny Bk, 1996
Assistant Professor
BATES, KAREN, MD, LSU Medical Center, 1989
Assistant Professor
BATSON, ROBERT, MD, LSU Medical Center, 1971
Professor
BAZAN, HAYDEE, PhD, Bahia Blanca Natl Coll of, 1975
Professor
BAZAN, NICOLAS, MD, PhD, Tucuman Univ, 1971
Professor
BEAHM, DONALD, MD, University of Kansas School of
Medicine, 2004
Assistant Professor
BEAHM, MINDI, MD, University of Kansas, 2004
Assistant Professor
BEATTY, KATHRYN, MD, Mercer U All Campuses,
2002
Assistant Professor
BECNEL, JAMES M., LPC, MSW, Tulane University, 1989,
Assistant Professor
BEDESTANI, AHMET, MD, Ross University, 2003
Assistant Professor
BEGUE, RODOLFO, MD, Peru State College, 1984
Professor
BELAYEV, LUDMILA, MD, Novosibirsk Medical School, 1976,
Associate Professor
BELMADANI, SOUAD, PhD, University Paris VII, 2003
Assistant Professor
BERGSMA, DONALD, MD, Columbia U, 1965
Professor
BERRY, SUSAN, MD, Med & Dent of NJ Newark, C, 1981
Associate Professor
BESCH-MCTERNAN, CERYL, MD, LSU Medical Center, 1979
Associate Professor
BISHOP-BAIER, MARGARET, MD, LSU Medical Center, 1990
Assistant Professor

Full-Time Faculty

ACCOUSTI, WILLIAM, MD, Georgetown University, 1996
Assistant Professor
ACIERNO, MARIE, MD, SUNY Downstate Medl Ctr, 1989
Associate Professor
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
Associate Professor
ALAHARI, SURESH, PhD, Drexel University, 1994
Associate Professor
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
Assistant Professor

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
Assistant Professor

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,

LSU Health Sciences Center at New Orleans School of Medicine

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
Associate Professor

LSU Health Sciences Center at New Orleans School of Medicine

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
Assistant Professor

JACKSON, JAMIE, MD, American University of the Caribbean
School of Medicine, 2005
Assistant Professor

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

JAGNEAUX, TONYA, MD, LSU Medical Center, 1998
Assistant Professor

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
Assistant Professor

JIN, MINGHAO, PhD, Chinese Academy of Medicine
Assistant Professor

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

LSU Health Sciences Center at New Orleans School of Medicine

- 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
Assistant Professor

LSU Health Sciences Center at New Orleans School of Medicine

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

RICHARDS, ROBERT, MD, LSU Medical Center, 1991
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

RIOJAS, MONICA, MD, Universidad de Monterrey, 2000
Assistant Professor

RIOPELLE, JAMES, MD, Emory University, 1986
Professor

RISHER, WILLIAM H., MD, LSU Medical Center, 1985
Associate Professor

RIVERA, DANA, MD, LSU Medical Center, 1991
Associate Professor

ROBERTSON, HUGH, MD, Ottawa Univ, 1959
Professor

RODRIGUEZ JR, FRED, MD, La State U Medical Center, 1975
Professor

RODRIGUEZ, PAULO, PhD, LSU Medical Center, 2000
Assistant Professor

ROJAS, RAFAEL, MD, Mexico Univ of, 1985
Associate Professor

ROONEY, RONALD, MD, New York Medical College, 1967
Associate Professor

ROSS-ASCUITTO, NANCY, MD, Yale University, 1981
Professor

ROSSI, JANET, MD, LSU Medical Center, 1997
Assistant Professor

ROY, MELISSA, MD, LSU Medical Center, 2006
Assistant Professor

RUAN, SANBAO, MD, Tianjin University, 1982
Instructor

ROTH, CHRISTOPHER, MD, LSU Medical Center, 2002
Assistant Professor

RUIZ, BERNARDO, MD, PhD, LSU Medical Center, 1995
Professor

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

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

WOJCIK, EDWARD, PhD, University of Michigan, 1994
Assistant Professor

WOLTERING, EUGENE, MD, Ohio State U All Campuses, 1975
Professor

WONG, JOAQUIN, MD, Panama Univ, 1984
Assistant Professor

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



LSU Health Sciences Center at New Orleans School of Nursing

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LSU HEALTH SCIENCES CENTER AT NEW ORLEANS SCHOOL OF NURSING



Demetrius Porche, DNS, PhD, FAANP, FAAN Dean

Appointed to the Deanship: April 20, 2007

Appointed to the Health Sciences Center Faculty: June 1999

Helen A. & James B. Dunn Professor: April 20, 2007 to present

Faculty Academic Rank: Professor of Nursing
Adjunct Professor, LSUHSC-NO School of Public Health

Address: School of Nursing
1900 Gravier Street
New Orleans, LA 70112

Telephone Number: (504) 568-4106

Website: <http://nursing.lsuhschool.edu/>

Administration

DEMETRIUS PORCHE, DNS, PhD, FAANP, FAAN
*Dean
Helen A. & James B. Dunn Professor*

DEBORAH GARBEE, PhD
*Associate Dean for Undergraduate Nursing
Programs*

MARSHA BENNETT, DNS
*Associate Dean for Nursing Research, Scholarship,
and Science*

DENISE DANNA, DNS, FACHE
*Associate Dean for Professional Practice,
Community Service, and Advanced Nursing
Practice*

CATHERINE LOPEZ, MEd
Assistant Dean for Student Services

ROSE SCHAUBHUT, MPH
Assistant Dean for Clinical Nursing Education

GERAMIE LOUPE, BA, CPA
Assistant Dean for Business Affairs

Administrative Council

DEMETRIUS PORCHE, DNS, PhD, FAANP, FAAN
Chairman

LARRY H. HOLLIER, MD
Chancellor, Ex-Officio

JOSEPH M. MOERSCHBAECHER, III, PhD
Vice Chancellor, Ex-Officio

KENDRA BARRIER, MSN
Instructor

MARSHA BENNETT, DNS
*Associate Dean for Nursing Research, Scholarship,
and Science*

LAURA BONANNO, DNP
Program Director, Nurse Anesthesia Program

ANTOINETTE CASCIO, MN
Instructor

KIM CHERAMIE, MSN
Instructor, Nursing Continuing Education Coordinator

DENISE DANNA, DNS, FACHE
*Associate Dean for Professional Practice,
Community Service, and Advanced Nursing
Practice*

JACQUELINE FAVRET, MPH
Assistant Professor of Clinical Nursing

DEBORAH GARBEE, PhD
*Associate Dean for Undergraduate Nursing
Programs*

JUDY GENTRY, MSN
Assistant Professor

LYUBOV KOZMENKO, BSN
*Instructor and Interim Director of Nursing Skills
and Technology Center*

GLENN LANDRY, MSN
*Instructor and Program Director of Traditional
BSN Program*

O. DANNY LEE, PhD
Assistant Professor

CATHERINE LOPEZ, MEd
Assistant Dean for Student Services

GEREMIE LOUPE, BS, CPA
Assistant Dean for Business Affairs

STEPHANIE PIERCE, MN, PhD Candidate
*Assistant Professor of Clinical Nursing and
Program Director of CARE Program*

ROSE SCHAUBHUT, MPH
Assistant Dean for Clinical Nursing Education

JANE SUMNER, PHD
Professor

YVONNE STERLING, PhD
Professor and Program Director of DNS Program

HISTORY

Formal nursing education in the LSU System began in the summer of 1929 on the Baton Rouge campus. The Louisiana State League of Nursing Education requested specific courses as additional education for registered nurses. The Daughters of Charity at Charity Hospital of New Orleans recognized the need for specialized professional education for nurses holding responsible positions in hospitals and schools of nursing education and suggested the LSU courses become a permanent program to prepare registered nurses for positions in teaching, supervision, and administration. The new program was inaugurated with courses being taught at Charity Hospital in 1931. Between 1931 and 1938, there were individual courses available including supervision in nursing, ward management, ward instruction and several general education courses. Beginning with the 1938 school year, a formally recognized nursing curriculum was initiated for registered nurses.

In 1933, a program leading to the degree of Bachelor of Science in Nursing Education was approved by the LSU System. The newly established Department of Nursing graduated three students in the first class. During the first years of its existence, the Department functioned, except for a brief period, under the General Extension Division, as a department of the Teachers' College of LSU, Baton Rouge. Students were admitted to this program on the basis of having completed a diploma program in nursing and credit was allowed on basic nursing course work. Students graduating from this program were granted the Bachelor of Science in Nursing Education degree, which was awarded at ceremonies on the Baton Rouge Campus.

In 1937, the Department was transferred to the School of Medicine in New Orleans. The "combined program" or "five year program" was instituted. This program consisted of two years of college work in advance of the three years in the regular diploma program of the Charity Hospital, New Orleans School of Nursing. Admissions to this program were discontinued in June 1952.

Until May 1, 1949, Sister Henrietta Guyot, Head of the Department of Nursing was not only in charge of the Department but was also Head of the Charity School of Nursing and of the Nursing Service Department of Charity Hospital. Sister Henrietta was relieved of responsibility for nursing service at Charity Hospital on May 1, 1949, and for the Charity Hospital School of Nursing on July 1, 1951. This allowed her to devote full attention to administration of the Nursing Program at LSU until February 1965 when she retired from the Department.

With the goal of expanding its program to meet regional and state nursing needs, in 1952, the Department of Nursing invited a survey team of six consultants to evaluate the resources available to establish a School of Nursing at the School of Medicine in New Orleans, and to draw up a plan of reorganization. The proposals growing out of this survey formed a blueprint for the development of a new baccalaureate curriculum in nursing which was inaugurated by the LSU System in 1955.

Two programs of study were established.

1. A four year basic nursing program preparing high school graduates for professional nursing practice, and
2. A program of five semesters designed to supplement and enrich the preparation of graduate registered nurses for the practice of professional nursing (referred to as the Specialized Registered Nursing Program). Both of these programs led to the Bachelor of Science in Nursing degree. The earlier program for registered nurses, the Bachelor of Science in Nursing Education, which included majors preparing for teaching and supervision, was discontinued in 1958.

The Louisiana State Board of Nurse Examiners accorded initial accreditation to the Program in Basic Nursing on September 16, 1955, and full approval on April 24, 1959. The Department of Nursing has held agency membership in the National League for Nursing, Department of Baccalaureate and Higher Degree Programs, since 1955.

Following a self-study report submitted by the faculty in September 1961, the first visit for national accreditation purposes was held in Spring 1962. As a result of this survey visit and report, the Department of Nursing received full initial accreditation of its basic program by the National League for Nursing on May 5, 1962. Since that time, the Bachelor of Science in Nursing Degree Program maintained full accreditation status with the National League for Nursing until 1998 when the program was accredited for 10 years by the Council on Collegiate Nursing Education. The next site visit for accreditation will occur in 2009.

In 1964, the Department of Nursing announced that as of June 1967, the separate program of study for registered nurses would be discontinued. The Department would continue the curriculum leading to the Bachelor of Science in Nursing degree. In addition to the basic students, registered nurses were admitted with a limited amount of advance standing credit granted on the basis of specific course examinations. The decision to make this change was based on recommendations from the National League for Nursing and was in line with improved educational practices in nursing.

On March 13, 1968, the Department of Nursing was relocated from the first floor of the School of Medicine Building on Tulane Avenue into two newly renovated buildings on Florida Avenue. These buildings were former World War II Navy barracks, which, after renovation, provided adequate office and classroom space for the existing program.

The Department of Nursing of the Medical School was accorded status as a separate and autonomous School by action of the Board of Supervisors in December 1968 and the official name became the School of Nursing of the Medical Center.

The Master of Nursing degree offering was approved March 23, 1972 by the Louisiana Coordinating Council for Higher Education and the first students were enrolled in the fall of 1972. The first Master of Nursing degrees were conferred in May 1975. The Master of Nursing degree program was granted initial accreditation by the National League for Nursing on December 9, 1977 and was continuously accredited by that agency until 1999. On March 24, 1998, the Master of Nursing program was accredited by the Council on Collegiate Nursing Education for a period of 10 years, with the next review due in 2009.

The Associate of Science in Nursing degree program was approved by the LSU Board of Supervisors on February 5, 1973, and the Louisiana Coordinating Council for Higher Education in March 1973.

The Louisiana State Board of Nurse Examiners granted approval August 1, 1973 and the first Associate of Science in Nursing degrees were awarded in August 1975. After 25 years, the Associate of Science in Nursing program graduated the last class in May 2000. The Program was continuously accredited by the National League of Nursing.

The Continuing Education Program began in January 1975 with the appointment of a Regional Coordinator for Continuing Education. This position was made available through a contractual agreement with the Louisiana State Nurses Association, and funded from a United States Department of Health, Education, and Welfare Special Project Grant. In 1978, funding from the Grant terminated and the program continued on State funds until 1986 when the program became self-supporting through self-generated income. The Continuing Education Program has been accredited by the American Nurses Credentialing Center as a provider of continuing education for the awarding of contact hours since July 1980.

On November 13, 1978, The University System purchased a six-story building, located at 420 South Prieur Street in New Orleans, to be used by the School. The structure, containing approximately 60,000 square feet of floor space, was completed in 1941 by Hotel Dieu Hospital and has been used for the Hotel Dieu diploma Nursing Program until the program closed in 1975. Over a period of years, The University System leased parts of this facility for the Associate of Science in Nursing Degree program (1972), for the Graduate Degree program (1973), for the School's administrative offices (1977).

After minimal renovation, the Bachelor of Science in Nursing program moved into the fifth and sixth floors of the building, June 11, 1979. Renovations to accommodate the Multimedia Center were more extensive, requiring almost a year to complete. On April 1, 1980, the Center moved from temporary quarters at 1100 Florida Avenue, into the newly renovated first floor of the building. This event marked the first time in eight years the School was located in one facility.

In December 1984, the School of Nursing and the School of Allied Health Professions moved into a new building, located at 1900 Gravier Street. This building is connected at the third floor to the Medical Education Building, which opened in 1981.

The Doctor of Nursing Science degree offering was approved June 27, 1985 by the State of Louisiana, Board of Regents. The first students were enrolled in Fall 1985 and the first Doctor of Nursing Science degree was conferred in December 1988.

A reorganization of the structure of the School of Nursing into departments was implemented in March 1999. Faculty and courses are assigned to one of three departments – Adult Nursing, Family Nursing and Mental / Community Health Nursing.

On December 7, 2001, the Louisiana Board of Regents granted approval to initiate the curriculum leading to the Master of Nursing with a specialization in Nurse Anesthesia. Students began specialization coursework in January 2002 with the first graduates in 2005.

In 2005, after hurricane Katrina, LSUHSC-NO relocated to the LSU Systems office and then Pennington Biomedical Research Center in Baton Rouge. Within a month, the required Louisiana State Board of Nursing approvals were acquired so that students were able to complete their course work at new clinical locations. Graduate classes returned to New Orleans in January 2006 and undergraduate classes in the summer of 2006.

Master's courses in nursing education were approved by the Board of Supervisors in January 2008. The Master's in Nursing Education track has been submitted to the Board of Regents and approval anticipated the summer of 2008 after which the first students are expected to begin coursework. A letter of intent to offer the Doctor of Nursing Practice (DNP) degree at LSUHSC SON was approved in April 2008 by the LSU Board of Supervisors. The Louisiana Board of Regents approved the DNP letter of Intent on February 23, 2011. The Nursing Continuing Education Program was re-accredited by the American Nurses Credentialing Center on April 1, 2011 for four years. In the Spring 2011 semester the Nursing School conducted the inaugural DAISY Faculty Awards presentation.

ORGANIZATION

The Dean is the Chief Administrator in the School of Nursing. There are three Associate Deans:

- Associate Dean for Undergraduate Nursing Programs
- Associate Dean for Nursing Research, Scholarship, and Science
- Associate Dean for Professional Practice, Community Services & Advanced Nursing Practice

There are three Assistant Deans:

- Assistant Dean for Student Services
- Assistant Dean for Business Affairs
- Assistant Dean for Clinical Nursing Education

CHRONOLOGY

Four people have served as Dean of the Louisiana State University Health Sciences Center School of Nursing.

June Anita Hannon, MA, (1970-1976)
Helen A. Dunn, DrPH (1976-1996) - deceased
Elizabeth A. Humphrey, EdD (1996-2007)
Demetrius Porche, DNS, PhD (2007 to present)

MISSION

The mission of LSUHSC School of Nursing is to provide local, national, and international leadership in the education of professional nurses to function as generalists, advanced practitioners, educators, scholars, and researchers who shape the delivery of nursing practice and education.

The mission is achieved through several strategies:

- Provide clinically relevant teaching, learning, and practice in culturally diverse settings, community service, and research which builds the science of nursing,
- Development and dissemination of scientific, ethical and evidence based practice knowledge,
- Preparation of nurse generalists, advanced practice nurses, nurse scholars, nurse scientists, nurse educators, and nurse executives that expand the nursing workforce and expand the development of the nursing discipline,
- Advancement and dissemination of evidence based practice nursing models that enhance health care delivery,
- Provision of evidence based quality health care services,
- Engagement in interprofessional and trans-disciplinary domains of scholarship (discovery, integration, application, and teaching),
- Launch innovative programs and entrepreneurial nursing initiatives,
- Serve as leaders within nursing discipline and health care delivery systems in the local, state, national, and international arena,
- Creation of an organizational and environmental climate and culture that supports our core values and promotes quality enhancement, continual learning, entrepreneurship, scholarly dialogue, mentor-protégé relationships, and positive morale in a caring environment.

PHILOSOPHY

Nursing is a professional discipline concerned with the promotion of health, the prevention and treatment of disease, and the alleviation of human suffering. The faculty ascribes to the belief that the purpose of nursing is to promote the well-being and empowerment of individuals, families, groups, and communities.

We believe that professional nursing accomplishes these goals through a blend of health care sciences, clinical expertise, and caring practices. We believe that nursing care is designed to address specific features of human environments that impact individuals' responses to health care and is sensitive to cultural diversity. Nursing collaborates with other disciplines to promote human wholeness and healing within a caring environment.

Six Core Values have been identified by faculty as guiding their teaching and practice: Caring, Professionalism, Respect, Integrity, Diversity, and Excellence. Curricula are designed to prepare the student to meet the professional standards that define the role of the generalist nurse at the baccalaureate level or specialist nurse at the graduate level.

This philosophy supports the mission of the LSU Health Sciences Center, which promotes excellence in the endeavors of teaching, research/scholarship, and service that will benefit the citizens of the State of Louisiana.

CALENDAR 2011-2012

Fall 2011 Semester

August

Saturday	13	Ceremony Honoring August 2011 Graduates; CARE X block 3 ends
Monday	15	New Undergraduate Student Orientation/LSBN application – incoming SOPH I and CARE XI; CARE X block 4 begins; Fall registration for undergraduate students; New Graduate Student Orientation; Applications for Spring 2012 admission must be received by the Office of Student Affairs by 5pm
Tuesday	16	Level orientation for all new and returning undergraduate students Fall registration for graduate students
Wednesday	17	Classes Begin; CARE XI block 1 begins
Wednesday	31	Last date to add classes. Last date to withdraw from course or term without “W” on transcript ; Last date to convert an “I” from Spring 2011 to a grade

September

Thursday	1	“W” on transcript for All Course or term Withdrawals
Monday	5	Labor Day Holiday

October

Friday and Saturday	14 15	Graduate Student Pre-Registration for Spring 2012
Monday	17	Undergraduate Student Pre-Registration for Spring begins at 9am
Friday	21	Pre-Registration for Spring ends at 5pm for all students

November

Friday	4	Last day to withdraw from a Course or Term and receive a Graded “W” Final date for defense of theses and dissertations for December, 2011 commencement
Friday	11	All current students Student Health Documents due to Student Health for Spring 2012 enrollment and Clinical clearance documents (CPR, proof of malpractice insurance, background check, urine drug screen, etc) due into Office of Student Affairs for Spring 2012
Wednesday	16	SR II Reading day - no classes, lab, clinical or tests for SR II students
Thursday	17	Last date to withdraw from a Course with a “F” grade; SR II’s exams begin Final date for submitting final copy of approved theses or dissertations for December, 2011 commencement
Friday & Saturday	18 19	General Examinations for Doctoral candidacy

Friday & Saturday	18 19	Graduate and RNBSN students Final Exam/Project Presentations
Tuesday	22	SR II’s final exams end
Tuesday	22	Classes end for all undergraduates December 2011 Graduates Grades due to Office of Student Affairs
Monday	28	Final examination period begins

December

Thursday	1	MNNA Student Application for Fall 2012 admission must be received by the Office of Student Affairs by 5pm
Friday	2	Semester ends Final examination period ends CARE XI block I ends
Monday	5	CARE XI Block 2 begins; Grades due to Office of Student Affairs by 5pm.
Wednesday	7	Pre-Commencement Rehearsal
Thursday	8	Awards Ceremony and Conferral of Degrees for December 2011 Graduates

Spring 2012 Semester

January

Saturday	7	CARE X block 4 ends
Monday	9	CARE X block 5 begins
Monday	9	Spring registration for undergraduate students New Graduate Student Orientation
Tuesday	10	Level orientation for new and returning Undergraduate Students Spring registration for Graduate students. Late registration ends at 5pm
Wednesday	11	Classes begin
Monday	16	Martin Luther King Holiday
Tuesday	17	Undergraduate Applications for Fall 2012 admission must be received by the Office of Student Affairs by 5pm
Wednesday	25	Last date to convert “I” from Fall 2011 to a grade Last date to add classes Last date to withdraw from course or term without “W” on transcript
Thursday	26	“W” on transcript for All Course or term Withdrawals

February

Wednesday	1	Graduate Student Application (with the exception of MNNA applicants - due 12/1/2011) for Fall 2012 admission must be received by the Office of Student Affairs by 5pm
Tuesday	21	Mardi Gras Holiday

March

Friday & Saturday	9	Graduate Student Pre-Registration
	10	
Monday	12	Undergraduate Student Pre-Registration for Fall begins at 9am

LSU Health Sciences Center at New Orleans School of Nursing

Friday	16	Pre-Registration for Fall ends at 5pm for all students
Saturday	31	CARE XI block 2 ends
April		
Monday	2	CARE XI block 3 begins
Tuesday	3	Spring Break begins at 7pm
Friday	6	Easter Holiday
Tuesday	10	Classes resume at 7am
Friday	13	Last day to withdraw from a Course or Term and receive a "W" grade
Friday	13	Final date for defense of theses and dissertations for May, 2012 commencement
Friday & Saturday	13-14	General Examinations for Doctoral candidacy
Saturday	14	CARE X block 5 ends
Monday	16	All current students Student Health Documents due to Student Health for Summer/Fall 2012 enrollment and Clinical clearance documents (CPR, proof of malpractice insurance, background check, urine drug screen, etc) due into Office of Student Affairs for Summer/Fall 2012
Wednesday	25	SR II Reading day - no classes, lab, clinical or tests for SR II students
Thursday	26	SR II's exams begin
Friday	27	Last date to withdraw from a Course with a "F" grade; Last day to complete Financial Aid Exit Interview and Clear all obligations to the institution for May 2012 Graduation
Monday	30	Classes end
May		
Wednesday	2	Reading Day – no classes, lab, clinical or tests for undergraduate students SR II exams end; May 2012 graduates grades due to Office of Student Affairs by 5pm
Thursday	3	Final examinations begin
Friday & Saturday	4	Graduate and RNBSN students Final Exam/Project Presentations
	5	
Wednesday	9	Final examinations end
Friday	11	Term ends; Grades due to Office of Student Affairs by 5pm.
Tuesday	15	Pre-Commencement Rehearsal
Wednesday	16	Awards Ceremony
Thursday	17	Conferral of Degrees
Summer 2012 Semester		
May		
Monday	21	Summer registration for undergraduates students begins 9am New Graduate Student Orientation

Tuesday	22	Summer registration for graduate students begins 9am
Wednesday	23	Classes begin
June		
Wednesday	6	Last date to convert "I" from Spring 2012 to a grade Last date to add classes Last date to withdraw from course or term without "W" on transcript
Friday	29	Final date for defense of theses and dissertations for August 2012 commencement
July		
Wednesday	4	Independence Day Holiday
Friday	6	Last date to withdraw from course or term with a "W"
Monday	9	Student Health Documents due for Fall 2012 enrollment
Friday & Saturday	13-14	General Examinations for Doctoral candidacy
Friday & Saturday	13-14	Graduate and RNBSN students Final Exam/Project Presentations
Friday	13	All students Student Health Documents due to Student Health for Fall 2012 enrollment and Clinical clearance documents (CPR, proof of malpractice insurance, background check, urine drug screen, etc) due into Office of Student Affairs for Fall 2012
Friday	20	Last date to withdraw from a Course or term with a "F" grade. Last day to complete Financial Aid Exit Interview and Clear all obligations to the institution for August 2012 Graduation
Wednesday	25	Reading day – no classes, lab, clinical or tests for undergraduate student
Thursday	25	Final Exams begin
Monday	30	Final Exams end
Tuesday	31	August 2012 Graduates Grades due to Office of Student Affairs
August		
Friday	3	Term ends
Wednesday	8	Grades due to Office of Student Affairs
Saturday	11	Ceremony honoring August 2012 Graduates
Saturday	11	CARE XI block 3 ends
Monday	13	CARE XI block 4 begins

GENERAL INFORMATION

ADMISSIONS

LSUHSC School of Nursing uses a self-managed application procedure which places control over the process with the applicant. The applicant submits the application form and all official transcripts unopened as received from the Office of the Registrar at each of the colleges and universities attended. Official transcripts must be submitted from each school where the credits were earned in envelopes, which are sealed and signed by the Registrar. Note that it may take up to 4 weeks to receive the transcripts. The applicant should plan the application period allowing sufficient time to meet the deadlines.. Application forms are available online at the School of Nursing Website at <http://nursing.lsuhscc.edu>.

ACCEPTANCE DEPOSIT

Applicants who have been notified of acceptance for admission are expected to submit a confirmation letter of acceptance with a deposit within the time period specified. This deposit indicates the desire of the applicant to accept the place offered and serves as confirmation that the place will be available as specified. This deposit is credited toward payment of fees, which are due at the time of registration. Failure to make the required deposit within the specified period may be considered as reason to void acceptance of the application. The acceptance deposit is only refundable if the student is unable to complete registration for reasons beyond the student's control.

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.

Students who have been accepted into the School of Nursing may register for courses in the curriculum. Registration dates are printed in the calendar of the School of Nursing section of the catalog/bulletin and available on the School of Nursing webpage at <http://nursing.lsuhscc.edu/StudentInformation/index.html> under **Calendars / Schedules**

Registration before or after the final date published must be by permission of the faculty advisor and Dean or the Associate Dean. A student may add courses for credit, make section changes, or drop courses with approval of the advisor and Dean or the Associate Dean within the periods provided.

A student registered at any campus of the LSU System may not receive credit in the LSU System for work taken concurrently at another college or university without prior written approval of the Associate Dean or the Dean. Requests should be submitted to the Admissions, Progression, and Graduation Committee in time to allow for a regularly scheduled meeting. Students are encouraged to take supporting courses offered at the Health Sciences Center.

ACADEMIC ADVISEMENT

Each student will be assigned a faculty advisor upon entering the School of Nursing who will assist in selecting the proper courses and will monitor the student's progression. A student should feel free to call upon the advisor for assistance at any time. It is mandatory that students make an advising appointment with their advisors each semester prior to pre-registration

STUDENT RESPONSIBILITY

Students are expected to be fully acquainted with the organization and policies of the School of Nursing and Health Sciences Center.

HEALTH REQUIREMENTS

Prior to registration in the School of Nursing, all students must send a completed Medical History and Physical Examination form to

Student Health Coordinator
Student Health Services
2020 Gravier Street, 7th Floor
New Orleans, LA 70112
Phone: (504) 525-4839
Fax: (504) 1-866-814-9706

Thereafter, periodic health evaluations are required for continued progression in the clinical nursing courses. Please consult the Student Handbook and posted notices for dates each semester.



Academic Progression Undergraduate Program

Each major component of a nursing course must be passed with a grade of "C" before the student can progress in the nursing course sequence. In addition, competence in determining dosage and solution of medications is required for safe practice. This component must be passed with the score specified in the course syllabus. For a description of the major component of each course, refer to the course syllabus.

It is the responsibility of the student to follow the plan of study and meet the grade requirements for promotion. As a mechanism for validating student performance and as a part of ongoing educational research, all students are required to complete a standardized exam at completion of each semester which measures achievement of knowledge required for licensure.

A student who withdraws from any course may re-enter that course the next time it is offered pending eligibility of the student and availability of space in the class. A student may register for each nursing or supporting course a maximum of two times. A student who enrolls in a course and withdraws after two weeks into the semester will receive a "W" and this "W" is counted as an unsuccessful enrollment. Therefore, the student has one more chance to enroll and successfully pass the course.

A student who has two failures in any combination of the following nursing courses: NURS 2351, 2362, 2372, 3351, 3362, 3372, 3356, 3366, 3355, 3365, 3358, 3368, 4352, 4362, 4372, 4357, 4358, 4369 may not continue in the baccalaureate program of study. Where a nursing course is part of a cohort, i.e. there is a co-requisite theory course, and/or a practicum course, and/or a simulation/lab course, failure of more than one course in the cohort in the same semester, counts only as 1 (one) failure. The cohort courses are: NURS 2351, 2362, and 2372; NURS 3351, 3362, and 3372; NURS 3356 and 3366; NURS 3355 and 3365; NURS 3358 and 3368; NURS 4352, 4362, and 4372; NURS 4357 and 4358, and NURS 4359 and 4369.

If a student drops one course in the cohort, all course in the cohort must be dropped.

Refer to LSUHSC School of Nursing web page located at <http://nursing.lsuhschool.edu/> the for current progression policy.

A student that fails a course at LSUHSC must repeat the course in the LSU System.

A student is considered to be making satisfactory academic progress if the following criteria are met.

1. Graduation requirements for a full time student can be completed within four (4) years in the Bachelor of Science in Nursing Curriculum after entering the School. Additional time will be allowed for a part time student and will be based upon the percentage of course work in which the student is enrolled. The time granted a student for a leave of absence will not be included in the maximum time period for completion of the program.
2. A cumulative GPA of 2.0 is maintained

Evaluation of academic progress will be made at the end of each semester.

Academic Progression Graduate Program

Eligibility to continue registration in the graduate degree program of study is dependent upon satisfactory removal of all provisional or probationary conditions imposed at admission, achievement of a "B" or better for each nursing course completed, and maintenance of a 3.0 grade point average for all course work completed while enrolled in the graduate degree program of study. In addition, see doctoral section regarding academic progression in the Doctoral program.

A grade below B in a graduate course in nursing is considered unsatisfactory performance. The student will be permitted to continue in graduate study until the course has been repeated at the next time it is offered and a grade of B or better has been achieved, provided that a 3.0 GPA and good academic standing is maintained. A course may be repeated once with the approval of the faculty advisor or the course instructor. Students enrolled in the Master of Nursing-Nurse Anesthesia (MNNA) concentration must achieve a "B" or better in courses. If they do not earn a B or higher they must resign and follow the MNNA re-admission policy as outlined in the MNNA handbook.

Full Time Study

The minimum requirement for full time enrollment in the undergraduate program is twelve hours during a regular academic semester and six hours during the summer. The minimum requirement for full time enrollment in the graduate program is nine hours during a regular academic semester and six hours during the summer.



LEAVE OF ABSENCE

Students requesting a leave of absence must obtain all the necessary approvals from the School of Nursing including the signature of the Dean, and file the required forms with the Office of Student Affairs before leave can be finalized.

POLICY AND PROCEDURE FOR PETITIONS

Students may petition for a change or alteration in curriculum requirements for the following reasons.

1. Substitution of one course for another course where sufficient evidence is present that the course being substituted meets the intent of the required course
2. Alteration in admission, progression or graduation requirements
3. Request for challenge exam, correspondence course, or transfer credit.

The completed petition is returned to the Office of Student Affairs after being reviewed and signed by the student's faculty advisor. The Admissions, Progression, and Graduation Committee will act on the petition, and send a written response to the student. All petitions must be submitted no later than one month prior to registration in order for the action of the Committee to be effective at registration time.

PROCEDURE FOR RE-ADMISSION

Any student who withdraws from all courses and remains out for more than two semesters' and wishes to re-apply for admission must file a new application for admission.

The student must make an appointment with the Program Director to discuss re-admission and application process.

RESIGNATION / WITHDRAWAL

A student who wishes to resign from the Health Sciences Center must present the resignation in writing to their faculty advisor giving the reason for leaving the School of Nursing and academic program. The student is responsible for completing the proper procedure for resignation/withdrawal with the Office of Student Affairs of the School of Nursing and the Registrar's Office of the Health Sciences Center by the specified deadline. A student who resigns, withdraws from a course(s) or is dropped from a course(s) receives a grade according to the policy stated under the applicable section, Undergraduate or Graduate Scholastic Requirements - Grading Policy. An exit interview with the Associate Dean or the Dean is required.

RE-ENTRY SCHOOL POLICY

Students who have been accepted and enrolled in the School of Nursing must maintain continuous registration and enrollment. If a student needs to withdraw for a semester, and meets eligibility requirements to re-enter, they must petition the Admissions, Progression and Graduation (A, P & G) Committee for re-entry. Petition must be submitted the semester prior to the semester in which they wish to re-enter.

ATTENDANCE POLICY

Students enrolled in the School of Nursing are expected to attend all classes and clinical experiences regularly and punctually. When possible, advance arrangements for unavoidable absences are required to be made with the appropriate faculty member. Neither an absence nor notification of absence relieves the student of the responsibility for meeting all course requirements. Each course will identify, in the course syllabus, the amount of absences compatible with completion of the course objectives. Students who incur absences in excess of those identified in the specific course syllabus will be administratively dropped from the course without an opportunity to make up clinical time.

DRESS CODE POLICY

The School of Nursing has a dress code policy to which all students are expected to adhere. Students are to reflect a professional and business-like appearance within the School of Nursing and in the clinical practice area. For specific information, consult the Student Handbook on the Nursing website.

CERTIFICATION IN CARDIOPULMONARY RESUSCITATION

All students are required to maintain current certification in basic life support cardiopulmonary resuscitation. They must present appropriate documentation prior to the start of each semester and validate the appropriate course with the program. American Heart Association Healthcare Provider Course is the accepted course and offered at the School, which will complete this requirement.

STUDENT AID

A summary of all provisions governing financial aid available to students of the LSU Health Sciences Center may be found elsewhere in this publication under the heading "TYPES OF STUDENT FINANCIAL AID AVAILABLE." The LSU Health Sciences Center provides financial aid counseling and processing services. Contact the Office of Financial Aid (504) 568-4820 for questions.



SCHOLARSHIPS

Numerous sources of scholarship funds are available for eligible candidates. Some require enrollment for a period of time. The Office of Student Affairs and Office of Financial Aid provide written information and contact sources. Inquiry should be directed to these offices so that the student may then proceed to complete the process.

Jo Ellen Smith Scholarship – The Jo Ellen Smith Foundation awards scholarships on a competitive basis. Students must complete a formal application for scholarship funds. Applications forms are available in the Office of the Assistant Dean for Student Services and the New Orleans Foundation web-site.

The Suzanne Theriot Scholarship Fund - Friends and family of the late Suzanne Theriot have made contributions to the LSUHSC Foundation to establish a scholarship in her memory. The amount of the annual award will not exceed the yearly earnings of the Fund. This scholarship will be awarded to a baccalaureate nursing student who exhibits high scholastic potential and who is in need of financial assistance as funds become available.

The T.H. Harris Scholarship - Available to full time students who earn a minimum 3.0 cumulative GPA and had a scholarship award on a previous campus, for the two semesters of the Freshman year. Students who earn a minimum GPA of 3.0 every semester thereafter may continue the scholarship, for a total of four years, as long as they maintain full time status.

The LSUHSC Nursing Alumni Scholarship - Awarded to a final year nursing student with a minimum 3.0 cumulative GPA and based on financial need.

The Lori Norton Scholarship- Friends and Family of the late Lori Norton have made contributions to the LSUHSC Foundation to establish a scholarship in her memory. The amount of the annual award will not exceed the yearly earnings of the fund. This scholarship will be awarded to an entering baccalaureate nursing student with a GPA of 3.0 or above and exhibits a need for financial assistance (currently not receiving any grant funding).

The Laura Ryan Endowment Scholarship – The family of the late Laura Ryan has established an endowment fund with the LSUHSC Foundation to establish a scholarship in her memory. The amount of the annual award will not exceed the yearly earnings of the fund. This scholarship will be awarded to an entering baccalaureate nursing student with a GPA of 3.0 or above and exhibits a need for financial assistance (currently not receiving any grant funding).

Nursing School Scholars Scholarship – Provides scholarship assistance to an entering baccalaureate nursing student with a GPA of 3.0 or above and exhibits a need for financial assistance (currently not receiving any grant funding). The amount of the annual award will not exceed the yearly earnings of the fund.

Sandra W. Northup, R.N. Memorial Scholarship - Provides scholarship assistance to an entering nursing student who has financial need as funds become available.

Tuition Opportunity Programs For Students - Available to graduating high school students with a 2.5 GPA and a minimum ACT score of 20. Students must have taken a TOPS core curriculum.

The Air Force, Army, And Navy ROTC Nursing Programs - A comprehensive program of studies through which a student can qualify to be commissioned as an officer in the United States Air Force, Army or Navy, the National Guard or the Reserve is available to students in the baccalaureate program. These scholarship programs provide a variety of funding support: tuition, fees, textbooks, and subsistence. Admission is conditional on meeting academic, physical and age requirements as well as approval from the branch of service selected. Physical training is an integral part of the ROTC Program. For further information about the Army, Air Force or Navy ROTC Programs offered to LSUHSC School of Nursing students, contact the appropriate ROTC office-Air Force (504) 865-5394; Army (504) 865-5594; Navy (504) 865-5104.



STANDARDS

TECHNICAL STANDARDS

Nursing education requires that the accumulation of knowledge be accompanied by the acquisition of skills, professional attitudes, and behavior so that the graduate may assume specific role responsibilities in a safe and competent manner. LSUHSC - NO School of Nursing provides graduates with a broad and basic preparation for professional nursing practice.

The LSUHSC – NO School of Nursing complies with the Americans with Disabilities Act and has determined that certain technical standards must be met by prospective candidates and students. Reasonable accommodation will be made for otherwise qualified persons with disabilities. All individuals must be able to perform independently; therefore, an applicant to the program must possess and be able to demonstrate the skills, attributes, and qualities set forth below, without unreasonable dependence on technology or intermediaries.

Observational Ability

Observation necessitates the use of the sense of vision and other sensory modalities. The student must have visual acuity and perception to make accurate observations, both close at hand and at a distance. The student is expected to

be able to observe the patient holistically to accurately assess the presence of any illness or an alteration of health.

To provide quality nursing care, the student is expected to possess functional use of the senses of vision, touch, hearing, taste, and smell. All data received by the senses must be integrated, analyzed, and synthesized in a consistent and accurate manner. Examples of this include, but are not limited to, the abilities to measure intake and output accurately; work with multiple tubes, drains, and monitoring equipment; visually assess patients and machines, including color recognition; make fine discriminations in sound and be able to hear alarms, emergency signals, patient requests, or cries for help; and assess by palpitation, auscultation, and percussion. In addition, the student is expected to possess the ability to perceive pain, pressure, temperature, position, equilibrium, and movement.

Communication

The student is expected to be able to effectively communicate and receive communication, both verbally, and non-verbally. This requires the ability to see, speak, hear, read, write, and effectively utilize the English language. A student must be able to relate to others regardless of social, emotional, cultural, and intellectual backgrounds. A student must elicit information, describe changes in mood, activity, and posture, and perceive nonverbal communications. A student must be able to communicate effectively, therapeutically, and sensitively with patients. The student must be able to communicate effectively and efficiently in oral and written form with all members of the health care team. Examples of this include, but are not limited to, the ability to explain treatment procedures, initiate health teaching, document and interpret nursing actions and patient responses, and maintain composure when discussing a serious situation.



Motor Function and Coordination

The student is expected to have the psychomotor skills necessary to perform or assist with procedures, treatments, administration of medications, and emergency interventions. The student is expected to be able to perform gross and fine motor movements required to provide holistic nursing care. The student is expected to maintain consciousness and equilibrium have the physical strength and stamina to perform satisfactorily in clinical nursing experiences and to have the functional use of the sense of touch, hearing, and vision. Examples of care that the student must be able to perform include, but are not limited to, turning, transferring, transporting, exercising the patients, administering CPR, administering medication, applying pressure to stop bleeding, suctioning of obstructed airways, and performing physical examinations, performing clean and sterile procedures, specimen collection, and venipuncture. All students must be able to sit, walk, stand, and maneuver in small spaces. Assessments may also require the student to bend, squat, reach, kneel, or balance. The student must be able to tolerate physically taxing workloads.

Behavioral and Social Attributes

The student is expected to have the emotional stability, maturity, and self-discipline to fully utilize his/her intellectual abilities, exercise sound judgment, complete assessment, and intervention activities, and develop sensitive interpersonal relationships with patients, families, and others responsible for health care. The student is expected to have the flexibility to function effectively under stress and to competently function in the face of uncertainties inherent in the clinical setting. Compassion, integrity, honesty, accountability, altruism, autonomy, and motivation are necessary personal qualities.

Intellectual-Conceptual Ability

The student must possess critical thinking sufficient for sound clinical judgment, develop problem-solving skills, and demonstrate the ability to establish care plans and priorities. The student must possess cognitive skills and learning abilities to acquire, assimilate, integrate, and apply information. This includes, but is not limited to, the ability to identify cause-effect relationships in clinical situations; apply the nursing process; read and comprehend health care information; learn materials presented in class and apply it to patient care; measure, calculate, analyze, and categorize; apply data based on conclusions arrived at through critical thinking; synthesize objective as well as subjective data; and make decisions that reflect consistent and thoughtful deliberation of the appropriate data.

Each student must continue to meet all of the TECHNICAL STANDARDS set forth above. A student may be denied permission to continue in the education program at the School of Nursing should the student fail at any time to demonstrate all of the required TECHNICAL STANDARDS

E-mail and Computer Literacy

The principal method of communication in the Health Science Center is e-mail. All students are expected to obtain an LSUHSC computer account upon admission to the School of Nursing and to check their LSUHSC e-mail frequently for

school-related communications. Students are responsible for accessing information in a timely manner.

Students must be computer literate and be able to perform basic computer, software, editing, internet, and browsing skills, such as the following.

- Locating, opening and closing files
- Using a word processor to create, edit and save documents
- Cutting, copying, and pasting text from one document to another
- Toggling between two applications
- Uploading and downloading files
- Finding and using the Internet Explorer browser on our computer
- Configuring your browser to send e-mail
- Locating web sites when using a www address (URL)
- Searching the internet for specific topics

COMPLIANCE WITH AMERICAN DISABILITIES ACT STANDARD

It is the policy of the School of Nursing to adhere to standards of the Americans with Disabilities Act (Public Law #93-112, S504 as amended in 1997). Any student who will need special accommodations to complete a course, must submit written documentation outlining the accommodations required at least 5 days prior to the beginning of that course for each semester. Students meet with the Assistant Dean for Student Services or the Dean to process the documentation of disability, complete the petition for accommodation and file an individual education plan. This plan is reviewed each semester by the student and the Assistant Dean for Student Services or the Dean.

If the student has a problem after or during the semester, the student should see the Assistant Dean for Student Services or the Dean so that an accommodation may be submitted to faculty in a timely manner. See the Student Handbook for the procedures established to support this policy.

COMPLIANCE WITH HIPAA

All those in healthcare must now comply with the federal regulations of The Administration Simplification Subtitle of the Health Insurance Portability & Accountability Act of 1996 (HIPAA). This Act requires that individually identifiable patient information be disclosed on a need to know basis only. Care must be taken to minimize incidental disclosures & must disclose only minimal amounts of information necessary to accomplish the task. The minimum disclosure standard, however, does not apply to requests for information by a healthcare provider for treatment purposes. For example, if one must administer a medication, you will have full access to the medical record. This is covered by the patient's consent for treatment.

In order to protect patient/client privacy, all personally identifying information must be removed from student papers, such as care plans & case studies. Information to be removed includes the individual's name, initials, address, phone number, fax number, & social security number. Student papers may not be copied for careless circulation & handling. These written documents containing private health

information must be either carefully stored or shredded to prevent the circulation of confidential patient information. Confidentiality & privacy also extends to oral communications which extend beyond the need to know for treatment &/or educational purposes.

Clinical agencies are also mandated to follow HIPAA regulations. Students will therefore be required to meet any & all of the clinical agency's requirements as part of the clinical affiliation. HIPAA is a Federal law. Penalties for wrongful disclosure range from fines and/or imprisonment.

POLICY ON STUDENT EVALUATION OF COURSES

Students are expected to participate in evaluation of courses, faculty and clinical agencies. The School of Nursing has a computerized evaluation process that must be completed within a specified time period at the end of each semester. These evaluations are mandatory. Any student who fails to complete the evaluation process will receive an "Incomplete" grade until such time as the evaluation process is completed.



STUDENT CONDUCT

CODE OF STUDENT CONDUCT

All nursing students are expected to abide by the Code of Student Conduct, which delineates professional standards for behavior. The Code was developed by students and faculty. Each student is required to sign the Student Honor Statement upon admission to the School of Nursing and to be familiar with its contents. The Code in its entirety can be found on the School of Nursing Homepage under the section on Student Information.

POLICY ON CHEATING AND PLAGIARISM

Any student who is determined by a faculty member to have cheated, plagiarized, fabricated documentation, or cheated on any assignment or examination will have the paper confiscated and will be given a grade of "zero" on the assignment. This type of behavior is considered to be a violation of the integrity of the School of Nursing. Such violations of ethical conduct are grounds for disciplinary action, which may result in dismissal from the program. Refer to the School of Nursing Code of Conduct on the School of Nursing Website under "Student Information" section.

Faculty reserve the right to request an electronic copy of all written assignments completed by students for earning course credit or completed as an agent of or on behalf of LSUHSC School of Nursing. This work is subject to evaluation for copyright violation or plagiarism through appropriate means to be determined by the School of Nursing. Faculty reserve the right to evaluate all course assignments for copyright or plagiarism violations.

Academic Grievance and Review Procedure

The faculty of the Louisiana State University Health Sciences Center School of Nursing believes in the interactive process between the teacher and the student, which enhances mutual acceptance, awareness, and respect. In such an atmosphere of open expression, faculty members and students are usually able to quickly resolve academic disagreements. However, when mutual exchange is not effective, a mechanism for adjudicating student grievances is available.

The Academic Grievance and Review Procedure affords students, with just cause, the means to initiate an academic grievance and request a formal hearing before an impartial faculty/student panel. The Academic Grievance and Review Procedure also assure students that they will receive a fair grievance hearing within the School of Nursing without fear of retribution. The procedure is explained in detail in the LSUHSC School of Nursing Student Handbook.

PUBLICATIONS FOR STUDENTS

The LSU "Nurses' Notes", edited by School of Nursing students, is published during the school year. Various informational handbooks and newsletters are available to students apprising them of University and School policies and specific requirements for the program of study. Handbooks include: Student Handbook, and Nursing Skills and Technology Center Handbooks. All of these documents can be accessed on the School of Nursing website.

GRADUATION AWARDS

The Chancellor's Award - Presented annually at Commencement to a graduating baccalaureate nursing student who has demonstrated scholastic and leadership ability and exemplifies an enthusiastic commitment to professional nursing.

The Dean's Award - Presented annually to a graduating baccalaureate nursing student who has demonstrated scholastic and leadership ability and exemplifies an enthusiastic commitment to professional nursing.

Valedictorian - Presented to a baccalaureate graduating student with the highest cumulative grade point average at Fall and Spring Commencement.

Salutatorian - Presented to a baccalaureate graduating student with the second highest cumulative grade point average at Fall Conferral of Degrees and Spring Commencement.

LSUHSC School of Nursing Alumni Association Recognition of Class Spirit Award - Presented at Fall Conferral of Degrees and Spring Commencement to a baccalaureate graduating student whose efforts and ability to carry through were always in the best interest of the class, and whose specific performance demonstrated accountability, maturity and peer support.

The Elsevier Sciences, Inc. Faculty Recognition Award - Presented to both an undergraduate and graduate student selected by the faculty on the basis of leadership ability and visibility in the school.

Dolores H. Scheerle Memorial Entrepreneurial Award - Presented to both an undergraduate and graduate student who evidences leadership qualities necessary of an entrepreneur, is innovative in the approach to nursing, and is cognizant of trends and issues relevant to the nursing profession. It is presented at each Spring Commencement and Fall Conferral of Degrees.

Jo Ellen Smith Memorial Award - Presented at Spring Conferral of Degrees and Fall Commencement to a baccalaureate graduating student who is recognized as humanitarian, has given service above and beyond what is required by the School, demonstrated concern for and has provided actual service to others.

Patricia A. Losee Memorial Award - Presented at Commencement to a baccalaureate graduating student who demonstrates professionalism, conscientiousness, compassion, and a commitment to nursing.

Mary Lou Steedley Memorial Community Health Nursing Award - Presented to a baccalaureate graduating student at the Fall Conferral of Degrees and Spring Commencement. It is based on clinical excellence in community health nursing, concern for humanity with demonstration of professional growth and leadership in the community, and active involvement in professional and community organizations.

Distinguished Graduate Award - Presented by Epsilon Nu Chapter of Sigma Theta Tau International Honor Society for Nursing at Fall Conferral of Degrees and Spring Commencement to a baccalaureate graduating student and yearly to a qualified graduate student. The recipient is a member of the Epsilon Nu Chapter who demonstrates creativity and enthusiasm in nursing research, demonstrates commitment to the ideals of the nursing profession, and participates in extracurricular activities.

Student Nurses Association Outstanding Graduate Award - Presented to a baccalaureate graduating student at Fall

Conferral of Degrees and Spring Commencement whose outstanding accomplishments are demonstrated by leadership and participation in the nursing profession, curriculum and school.

Student Government Association Outstanding Graduate Award

Presented to a baccalaureate graduating student at Fall Conferral of Degrees and Spring Commencement who meets selected academic standards, participates in community and school activities throughout the nursing curriculum, and exhibits motivation for his/her personal professional growth.

Nurses Christian Fellowship Outstanding Senior Award

Presented to a baccalaureate graduating student at Fall Conferral of Degrees and Spring Commencement who has willingly served the Nurse Christian Fellowship organization, exemplifies the tenets upheld by the organization, and has a giving spirit as evidenced through community service.

F.A. Davis Award for Writing Excellence - Presented to a graduating graduate student with exceptional writing style and skill. Award is given at Fall Conferral of Degrees and Spring Commencement.

Joyce Travelbee Award - Presented to a Masters candidate at the Fall Conferral of Degrees based on academic achievement and excellence in nursing practice evidenced through the application of a nursing framework-based practice, demonstrated evidence of a philosophy of nursing, and good interpersonal skills.

Outstanding Doctoral Award - Presented to a doctoral candidate at the Fall Conferral of Degrees and Spring Commencement based on scholastic achievement and distinguished doctoral work.

Outstanding Nurse Practitioner Award – Presented to a Masters candidate at Commencement who has demonstrated clinical expertise, community service, and has achieved academic excellence among the nurse practitioner graduating class.

Outstanding Family Nurse Practitioner Award – Presented to a graduating Family Nurse Practitioner student who has demonstrated academic excellence, caring, empathy, leadership/professionalism, and practices using current evidence based research.

Graduate Caring Award - Presented at Conferral of Degrees and Commencement to a graduate who encompasses the guiding principles of respect, integrity, professionalism, caring, excellence, and diversity, which are evident in all personal and professional behaviors.

New Orleans District Nurses Association Student Leadership Award – Presented to an undergraduate at Conferral of Degrees and Commencement who demonstrates academic achievement; member of the Student Nurses' Association; outstanding leadership ability in professional and community service.

LA Association of Nurse Anesthetist Outstanding Graduate Award - This award is presented at Conferral of Degrees and Commencement and recognizes a nurse anesthesia graduate demonstrates outstanding performance in academics, clinical ability, and leadership skills.

Nurse Anesthesia Program Director's Award – This award recognizes a nurse anesthesia graduate with outstanding performance in academics and the potential for leadership in the field of nurse anesthesia education. The award is presented at Conferral of Degrees and Commencement.

Nurse Anesthesia Program Clinical Excellence Award – This award is given each spring to recognize a graduate's excellence in clinical performance and the potential for continued service to the citizens of Louisiana.

Nurse Anesthesia Outstanding Graduate Award – Each spring this award recognizes the graduate's contributions to the scholarly body of knowledge in nurse anesthesia, excellence in clinical and leadership abilities, and the potential for continued service to the citizens of Louisiana.

Alice M. Hicks CRNA, Memorial Award-The Alice M. Hicks, CRNA, Memorial Award recognizes the graduate demonstrating the most promise to promote and support anesthesia needs in the rural community. Alice M. Hicks spent the majority of her career, over 30 years, providing nurse anesthesia care in the rural community. The award is provided by her children and dedicated to her memory.

CARE Pride Award – This award is given to an outstanding CARE student who has exemplified superior achievement in actions and behaviors mirroring the School of Nursing's core values of Professionalism, Respect, Integrity, Diversity, Excellence and Caring with peers, faculty and communities of interest throughout their nursing program.

The Theresa Bittenbring and John Henry Marque Fund

Student Nurse Award – This award is given to the top five highest grade point averages in a graduating undergraduate nursing class for an academic calendar year.



UNDERGRADUATE PROGRAM

BACHELOR OF SCIENCE IN NURSING – BSN

The faculty of the Louisiana State University Health Sciences Center offers a four-year program of study leading to a Bachelor of Science in Nursing degree. (See Curriculum Plan Section) This program of study is fully accredited by the Commission on Collegiate Nursing Education and is approved by the Louisiana State Board of Nursing. Upon graduation, a student is eligible to write NCLEX-RN the examination for licensure for a registered nurse (R.N.).

A student may attend any accredited college or university to fulfill the required pre-nursing courses. During the time the student is enrolled in the pre-nursing courses, a separate application for admission must be submitted to the Office of Student Affairs. (See Section on Admission Process)

PURPOSE

The purpose of the Baccalaureate curriculum is to prepare the graduate for the role of nurse generalist as the provider, designer, manager, and coordinator of care. The Baccalaureate degree is the first professional degree, preparing graduates as members of the nursing profession. Central to the curriculum are the theoretical concepts, values, and skills involved in health promotion, risk reduction, disease prevention, and illness and disease management, including technical skills, skills in critical thinking, communication, and assessment. Knowledge of nursing theory, research, health care systems and policy, information and health care technologies, ethics in practice, human diversity, and global health care is included.

CURRICULUM OUTCOMES

1. Synthesize knowledge from the sciences and humanities in professional nursing practice.
2. Integrate the core values into interactions with patients/clients, colleagues, other professionals, and the public.
3. Integrate the knowledge and skills required in health promotion, risk prevention, prevention of illness and disease, and illness management in providing professional nursing care to individuals, families, population groups, and communities.
4. Develop essential skills, knowledge and abilities necessary to function as a professional nurse.
5. Formulate knowledge of information technologies, healthcare technologies, ethics, human diversity, global healthcare, and healthcare systems and policy in providing nursing care.
6. Assist the patient/client through the healthcare system integrating the skills of critical thinking, communication, collaboration, negotiation, delegation, coordination, and evaluation of interdisciplinary work and the application of outcome-based practice models.
7. As life-long learners, design a plan for professional development in response to trends and issues in healthcare, changing nursing roles, and the impact of these on patients/clients.

ACADEMIC AND ADMISSIONS COUNSELING

Academic and admissions counseling is encouraged prior to submitting an application. A faculty member and a staff member are assigned to the University of New Orleans and Louisiana State University, Baton Rouge for this purpose. If neither person is available nor the student is not enrolled at either of those institutions, contact the Louisiana State University Health Sciences Center School of Nursing Office of Student Affairs (504) 568-4114. A faculty member assigned for admissions counseling will respond in a timely manner.

ADMISSIONS

ADMISSION PROCESS

Consideration for admission to the School of Nursing is open to all persons who meet the admission requirements and qualifications. Refer to the Admissions Section of the Bachelor of Science in Nursing Degree Programs for specific admission criteria.

Students who plan to enter the undergraduate nursing curriculum may complete prerequisite courses at any accredited college or university. Students apply for admission to the nursing program while enrolled in the final semester or after successfully completing all the required pre-nursing courses.

Students should follow the self-managed application process. The deadlines for postmark of applications are January 15th for Fall Semester admission and August 15th for Spring Semester admission.

Students are admitted twice yearly, in January and August except for the CARE track. Refer to appropriate section for more information on the CARE track.

The members of the Admissions, Progression, and Graduation Committee will review only completed application packets received or post marked by the deadline date. This packet must include all of the following.

- a. Completed application form
- b. Required application fee
- c. Official transcripts from each and every college or university attended.
- d. Other specific requirements for each program. Refer to the appropriate program section for additional requirements.

Notification of action taken by members of the Admissions Progression and Graduation Committee will be sent in writing to all applicants no later than mid-May for the Fall Semester admission or mid-November for the Spring Semester admission.

An applicant who wishes to transfer an application to a subsequent semester may do so one time only, and must notify a staff member from the Office of Student Affairs in writing within the stated guidelines on the acceptance, alternate, or denial letter. Thereafter, the applicant must complete a new application packet and submit another application fee.

TYPES OF ADMISSION

Unconditional Admission is normally granted to applicants who meet all requirements for admission to the program.

Probationary Admission: may be granted to applicants who fail to meet all qualifications but who are judged by the faculty to show promise for successful graduate work based on their merits on an individual basis.

Provisional Admission is granted to applicants who are unable, for good reason, to supply the required credentials prior to the stated deadline. In such cases the credentials must be received not later than 30 days after the first day of class (includes Summer Session).

BSN ADMISSION REQUIREMENTS

TRADITIONAL BSN TRACK

Members of the Admissions Progression and Graduation Committee admit two classes each year, one in the Fall and one in the Spring.

1. Admission to the baccalaureate program of study is by competitive application.
2. An applicant must have a minimum grade point average (GPA) of 2.8 (4.0) scale on all college work taken prior to admission to the program. GPAs are calculated on the basis of pre-nursing courses taken, including those repeated.
3. A grade of C or better must be achieved in all pre-nursing courses. If a student receives a D or F in a pre-nursing course, it may be repeated one (1) time only. Failure of any pre-nursing course twice makes an applicant ineligible for admission.
4. Preference will be given to an applicant who completes pre-nursing courses in the LSU System.
5. An applicant must complete 34 hours of the required pre-nursing courses, or be enrolled in the final semester of pre-nursing courses before applying to the program.
6. Meeting the minimum academic requirements DOES NOT guarantee admission to the School of Nursing.
7. A standardized entrance exam is required for admission to the BSN Program of Nursing. Information on the entrance exam can be located on the School of nursing web page. The test must be completed as part of the admissions process. Applications of those who have not completed the test will not be accepted. For further information, contact the Office of Student Affairs at 568-4197.
8. A student who requests admission to the Bachelor of Science in Nursing program of study is classified for screening in one of the following ways.
 - a. Traditional Student (No previous formal course work in a nursing program leading to the licensing examination to become a registered nurse, (R.N.).
 - b. Transfer Nursing Student (Previous work complete in another baccalaureate nursing program).

Applicants must meet all requirements for the baccalaureate degree.

Further information can be found on the School of nursing website: <http://nursing.lsuohsc.edu>

RN to BSN ARTICULATION TRACK

1. A current unencumbered license to practice nursing in Louisiana.
2. Grade Point Average of 2.8 on a 4.0 scale (2.5 for provisional admission).
3. CPR: AHA Healthcare Provider Course (2 years).
4. Completed application with official transcripts.
5. Interview with RN to BSN faculty advisor.

CARE BSN TRACK

The program is designed for individuals who have met the following criteria:

1. Earned Bachelor's Degree from an accredited college or university in any field.
2. A minimum GPA of 3.0 on a 4.0 scale in all pre-requisite course work.
3. Completed all required pre-nursing course work before admission.

CRIMINAL BACKGROUND CHECK AND DRUG SCREENING POLICY

Traditional and CARE BSN students who are accepted to the Undergraduate Program must complete the form "Application for Permission to Enroll in a Clinical Nursing Course" in which they must disclose their history of any arrests, charges, disciplinary actions, and any physical/mental impairment that may affect their ability to practice nursing. This information will be reviewed by the Louisiana State Board of Nursing, which regulates the practice of nursing in Louisiana.

The Louisiana State Board of Nursing requires a criminal background check on all traditional and CARE BSN students accepted into the School of Nursing. Background information and fingerprint cards must be completed and submitted to the Louisiana State Board of Nursing within the first month of enrollment in the first semester. The information obtained by the criminal background check is reviewed by the Louisiana State Board of Nursing. Depending on the result of the screening, the Board of Nursing determines if the student can be allowed to enter their first clinical nursing course or if specific conditions are necessary for progression in the curriculum. Information about how to complete these requirements will be given to students after admission to the program.

Additional types of background screening and urine drug tests may also be required, depending upon the policies of the clinical agencies where students are assigned to provide patient care. The purpose of obtaining this information is to protect the public. Students are responsible for paying for these assessments.

REGISTRATION

Students in all tracks of the School of Nursing are expected to comply fully with the general LSU Health Sciences Center provisions governing registration as specified in the general information section of this publication.

ALTERNATIVES TO FULFILLING CURRICULUM REQUIREMENTS AND ADVANCED PLACEMENT

A student who has competency and educational/experiential preparation may be permitted to take advanced standing examinations in specific courses, which, if passed with satisfactory grades, will enable the student to receive degree credit. Credit for advanced standing may be obtained by the College Level Examination Program (CLEP) tests, and/or challenge examinations for a total of 60 credit hours in the Bachelor of Science in Nursing curriculum. This credit cannot be used to reduce the minimum residence requirement. A student may not take an advanced standing examination in a course, which the student has audited, nor in which a grade has been earned.

Credit and/or advanced placement for previous educational and experiential background may be earned in the following ways.

College Level Examination Program (CLEP)

Students may earn credits through CLEP for a maximum of 36 credit hours. The CLEP Examination for a course must be passed prior to the semester in which a student is scheduled to take the course. Pre-nursing requirements must be met for courses in which CLEP credit is earned.

Credit by Examination

Non-Nursing Courses

Students may receive advanced standing credit in non-nursing courses according to established School and University guidelines. For further information, contact the Office of Student Affairs.

Nursing courses

A student who expects to challenge courses for advanced placement must personally contact the faculty member in charge of each course eight weeks prior to the next registration date. Nursing courses must be challenged and completed prior to the time of registration. In order to obtain credit via challenge in any course the student must

1. Be admitted to the LSUHSC School of Nursing
2. Be in good academic standing
3. Have a minimal GPA of 2.0
4. Obtain permission from the Dean or the Associate Dean for Undergraduate Programs, the head of the department offering the course
5. Submit a fee of \$100 per credit hour for courses with a clinical challenge component and \$50 per credit hour for courses, which do not have a clinical challenge component
6. Faculty member administers the challenge exam
7. Faculty report the challenge examination grade to the Office of Student Affairs

Students will be held responsible for content in all courses taken in their programs of study regardless of the method by which credit is obtained (transfer, challenge, or waiver).

Transfer Credit

Students who have attended other colleges or universities are required to furnish a transcript from each school attended. Credits earned five or more years previously are subject to re-evaluation in the light of current course requirements.

Transcripts are evaluated by the appropriate Program Director. Courses considered for transfer credit from colleges or universities outside of the LSU System must have a grade of C or better. Any course attempted more than two times, as documented on official transcript, will not be counted for credit.

After students have earned one-half of the credits required for a degree, they may not use additional credits earned in a two-year college outside the LSU System to fulfill degree requirements, unless authorized to do so by the Dean.

Students will not receive credit for any course taken outside LSUHSC when it is offered the same semester at LSUHSC or the LSU System.

Correspondence Courses

1. Up to one fourth of the total hours required for the degree, with permission, may be earned in correspondence study.
2. Students on probation may not register for correspondence study on a credit basis during the period in which they are ineligible to enroll in the LSU Health Sciences Center.
3. No credit earned through nursing correspondence courses will be accepted toward the degree.
4. Any required course, which includes a laboratory, may not be substituted by a correspondence course.
5. Course descriptions must be submitted to the Office of Student Affairs
6. A petition for course substitution, correspondence courses, or independent study from other colleges or universities must be completed and approved by the Admissions, Progression, and Graduation Committee prior to enrolling in the course.
7. Students may enroll in only one (1) correspondence course per semester.
8. All correspondence courses must be completed by the end of the semester prior to the semester in which the student will graduate.
9. Correspondence courses, which are pre-requisite to another course or level, must be completed before registering in the next course or progression to the next level.
10. Students are responsible for providing an official transcript of the grade received in the correspondence course is received in the Office of Student Affairs no later than six (6) weeks after completion of the course.

Time Limit for Degrees

Undergraduate students have five years from the first time of registration to complete all conditions for the baccalaureate degree.

STUDENT EMPLOYMENT

After admission to the School of Nursing, students may accept employment in a clinical setting only after considering the constraints stipulated by the Louisiana State Board of Nursing in the Louisiana Nurse Practice Act which govern the practice of nursing. Employment must not interfere with a student's achievement in class work and clinical experience. In the event that work assignments do interfere with class work, students will be requested to withdraw until they have sufficient financial resources to continue the educational program.

The status of a student in the School of Nursing is a significant and challenging responsibility and the curriculum is designed to support this assumption. The development of a professional identity in a society where varying levels and types of nursing personnel are employed is a difficult and often frustrating task. For this reason, faculty strongly urges that students refrain from employment in nursing positions during the academic term. After students complete a certain number of hours in the nursing curriculum, they may apply for and receive certification as nursing assistants. Make inquiries to the Assistant Dean for Student Services.

Baccalaureate Scholastic Requirements

The value of each course of instruction and the amount of work required for graduation is stated in terms of semester hours. One credit or semester hour represents one hour of class, theory, per week for a semester. Each laboratory course represents 2 hours per week per 1 hour lab credit/semester hour. Each practicum course represents 3 hours per week per 1 hour of practicum credit/semester hour.

GRADING POLICY

1. The grade of A, B, or C is given for satisfactory work. The grade of C indicates work of a quality acceptable for graduation. The grades of A and B are given for work of a higher degree of excellence. The grade of D is unsatisfactory. The grade of F is given for work failed. The grade of P (Pass) is assigned for satisfactory completion of advanced standing examinations. For purpose of converting a numerical expression to a letter grade, the following scale may be used. There is no rounding of grades.

A	93-100	B	85-92
C	77-84	D	65-76
F	Failing, below 65		

2. A grade of "W" (withdrawal) will be issued to students who enroll in a course and who attend up to 20 percent of actual class time and withdraw without completing more than 20 percent of actual class time.
3. A grade of "F" will be issued to students who attend 80 percent or more of actual class time and withdraw before the completion of the course.
4. A student who receives a grade of less than C in a supporting or nursing course taken in the LSU system must repeat the course in the LSU System in order to receive credit for it. Refer to website for current progression policy.
5. A practicum grade is reported as a letter grade with a minimum grade of "77" required for progression in the

curriculum. Students are allowed to enroll in each course twice.

6. Work which earns a passing grade but which is not complete, because of circumstances beyond the student's control may be marked "I" (Incomplete). An "I" grade is given only upon receipt by the Dean of an appropriate reason transmitted through the instructor and Program Director. If an acceptable reason is not received, the instructor is to consider that the delinquent work is of failing quality and an "I" grade is not to be given. It is the responsibility of the student to initiate the request. A grade of "I" will be converted to "F" unless it is removed prior to the deadline for adding courses for credit in the next semester as published in the calendar. The conversion of the "I" grade takes place in the next regular semester in which the student is in residence in the LSU System.
7. Any instructor may present a written statement of unsafe and/or incompetent behavior to the course coordinator after discussion with the student. The course coordinator will then present this information and any recommendations to the appropriate Program Director for action. This may occur at any time during a semester. Evidence of unsafe and/or incompetent performance of a skill passed in a previous course may halt progression in the curriculum. Any student found to be unsafe or incompetent in clinical performance may be referred for formal evaluation and treatment, be required to repeat the course before progressing in the curriculum, or the student may be permanently dropped from the program.

Standards for Grade Point Averages

The cumulative grade point average (GPA) of a student is determined by the ratio of quality points earned to semester hours attempted. Quality points are assigned to letter grades as follows: A - four quality points; B - three quality points; C - two quality points; D - one quality point; F - no quality points. These grades are used to determine the student's academic status.

1. CUMULATIVE GPA - At the time of initial enrollment, a cumulative GPA is calculated. This cumulative GPA is based on transfer credit from other institutions. After the first semester at LSUHSC School of Nursing, additional credits are calculated to establish a cumulative GPA for each semester of enrollment. A cumulative GPA must remain at 2.0 or above to be in good academic standing. A student with a cumulative GPA below 2.0 will be placed on academic probation and will be allowed one term to raise the GPA.
2. LSUHSC GPA - The LSUHSC GPA refers to the GPA earned from all courses taken while in residence at the School of Nursing and includes courses taken while at any other accredited academic institution. A student must maintain an LSUHSC GPA of 2.0 to remain in good academic standing. A LSUHSC GPA below 2.0 places a student on academic probation. Students have one term to raise this GPA.
3. TERM GPA - The term GPA refers to the GPA earned from courses completed in the current semester. A student must maintain a 2.0 term GPA to remain in good academic standing. If the term GPA is below 2.0, a student is placed on academic probation and will have one term to raise this GPA.
4. A student earning a term GPA of 3.5 or above will be placed on the Dean's List at the end of the respective Spring or Fall semester.

Academic Probation

1. A student placed on academic probation has two semesters to obtain a cumulative GPA of 2.0 or higher on all college work attempted and on all work attempted at the LSU Health Sciences Center.
2. A student who has been on academic probation will be dropped from the rolls of the School of Nursing at the end of any second semester or summer term during which the student fails to earn at least a 2.0 Cumulative, LSUHSC or term GPA.
3. Regardless of a student's cumulative GPA, if the student fails to earn a 2.0 LSUHSC or term GPA in each of two consecutive semesters (or one semester and a summer term) the student will not be eligible to register and enroll for one semester.
4. Once a student is readmitted and the term GPA remains less than a 2.0, a student is not eligible to register or enroll at the School of Nursing for at least one calendar year. The student may then apply for readmission.
5. A student who has been dropped for academic reasons may not obtain credit toward a degree from the LSU Health Sciences Center with credits earned at another institution during the period of the student's ineligibility.

GRADUATION

Requirements

Students must meet the following program specific degree requirements.

1. Satisfactory completion of 123 semester hours as specified in the curriculum. Completion of end of course evaluations, exit survey, and all compliance training.
2. Fulfillment of the required 60 semester hours of upper division credit designated by 3000-4000 level courses.
3. A cumulative GPA of 2.0 or higher (on all college work attempted and all work attempted at the LSU Health Sciences Center) with no grade in pre-nursing, supporting or nursing courses below C.
4. In residence for a minimum of 30 semester hours.
5. Approval by the Admissions, Progression and Graduation (A, P & G) committee and given recommendation by the faculty of the School of Nursing.
6. Attendance at rehearsal, pre-commencement and commencement unless specifically excused by the Dean.
7. Completion of end of course evaluations, exit survey, and all components of compliance training.
8. Verification that all materials belonging to the Health Sciences Center and cooperating agencies have been returned through the proper procedures. All indebtedness to the University must be satisfied before a diploma may be issued. These materials would include but not limited to, items such as library books, equipment, keys, furniture or any outstanding, unpaid balances due.

Procedure for Obtaining Baccalaureate of Science in Nursing Degree

1. A candidate must contact the Director, Office of Student Affairs to have academic records evaluated for compliance with degree requirements. This request should be accomplished at the beginning of the semester prior to the semester in which the degree is to be awarded. After the degree compliance form has been signed by the Dean (or an authorized representative), it should be presented in the Office of the Registrar. Each candidate must make an application for degree during the final semester in residence, stating the exact name, which, is to appear on the diploma.

Degrees with Honors

Bachelor of Science in Nursing degrees are awarded summa cum laude to students whose grade point averages fall within the range of 3.960 to 4.000, magna cum laude to students whose grade point averages fall within the range of 3.860 to 3.959, and cum laude to students whose grade point averages fall within the range of 3.760 to 3.859.

In determining eligibility for degrees awarded summa cum laude, magna cum laude, or cum laude, at least 75 percent of the credits required for graduation in the particular curriculum of the candidate must have been earned in the LSU System. Only credits earned in The LSU System shall be used in calculating qualification.

OTHER INFORMATION

Additional Expenses

1. Advanced standing examination fee.
2. Uniforms, \$150 (approximate cost).
3. Purchase of a wristwatch with second hand, stethoscope, scissors, penlight, protective goggles, and hemostat.
4. Books and school supplies, \$2,000 per year (approximate cost).
5. Standardized exam at the completion of each semester (\$100 per semester).
6. Public transportation is available to most hospitals, health agencies, and the University of New Orleans. Personal transportation is recommended.
7. Computer system that is compatible with the LSUHSC computing equipment.
8. For graduating students, cap and gown fee (\$25.00), diploma fee (\$10.00), and nursing pin (approximately \$60).
9. Expenses related to Application for Registered Nurse licensure - Fee for criminal record check (\$46.25), NCLEX fee (\$200.00), and Louisiana State fee (\$100).

**BACHELOR OF SCIENCE IN NURSING
CURRICULUM**

PRE-NURSING COURSES

Freshman Year *

	Credits
Arts Elective*	3
College Algebra	3
English Composition.....	6
General Biology and Laboratory	4
General Chemistry.....	3
General Psychology.....	3
Introductory Sociology	3
Microbiology.....	3
Humanities	6
Total	34

SOPHOMORE YEAR

First Semester

	Credits
HLSC 2410 Human Physiology.....	5
HLSC 2412 Human Anatomy	4
NURS 2371 Introduction to Professional Nursing.....	2
PSCH 3044 Introduction to Abnormal Psychology.....	3
Total	14

Second Semester

	Credits
NURS 2351 Foundations of Nursing Practice Theory	3
NURS 2362 Foundations of Nursing Practice Practicum	2
NURS 2372 Foundations of Nursing Practice Simulation/Lab.....	1
HLSC 2416 Health Assessment Theory	2
HLSC 2417 Health Assessment Lab	1
HLSC 3409 Pharmacology	3
HLSC 3410 Pathophysiology.....	3
Total	15

JUNIOR YEAR

First Semester

	Credits
NURS 3351 Adult Health Nursing Theory	4
NURS 3362 Adult Health Nursing Practicum	2
NURS 3372 Adult Health Nursing Simulation/Lab	1
NURS 3356 Mental Health Nursing Theory	3
NURS 3366 Mental Health Nursing Practicum	2
BIOS 3115 Basic Statistics	3
Total	15

Second Semester

	Credits
NURS 3355 Child Health Nursing Theory.....	2
NURS 3365 Child Health Nursing Practicum.....	3
NURS 3358 Women's Health Nursing Theory	3
NURS 3368 Women's Health Nursing Practicum.....	2
NURS 3370 Research in Nursing	3
NURS 3451 Genetic Health Across the Lifespan	3
Total	16

SENIOR YEAR

First Semester

	Credits
NURS 4352 Critical Care Nursing Theory.....	3
NURS 4362 Critical Care Nursing Practicum.....	2
NURS 4372 Critical Care Nursing Simulation/Lab	1
NURS 4357 Population Focused Nursing Theory.....	3
NURS 4358 Population Focused Nursing Practicum.....	3
Humanities Elective **	3
Total	15

Second Semester

	Credits
NURS 4371 Perspectives in Professional Nursing.....	2
NURS 4359 Nursing Management in the Health Care System Theory	3
NURS 4369 Nursing Management in the Health Care System Practicum	4
NURS 4346 Gerontology	3
NURS 4367 Ethics & Legal Issues or Nursing Elective	2
Total	14

Total Credits for the BSN Degree 123

* In preparation for entry into the School of Nursing, general education courses may be taken at any accredited college or university. To ascertain which courses are accepted for transfer credit, please contact the Office of Student Affairs, Nursing School LSUHSC. A student may select arts elective from Arts/Fine Arts, Dance, Drama/Theatre, and Music.

** A student may select humanities elective from Communication, English, Foreign Language, History, Journalism, Philosophy, Religion, and Speech. The Humanities elective must be completed by the end of the first senior semester.

NURSING ELECTIVES

	Credits
NURS 420 Comprehensive Pain Management (Interdisciplinary) Nursing	1
NURS 3359 Men's Health Across the Lifespan	2
NURS 4120 Beginning Spanish for Nurses.....	2
NURS 4347 Cross-Cultural Nursing	1
NURS 4348 Independent Study in Nursing	1-3
NURS 4349 Nursing Care of the Oncology Patient	2
NURS 4350 Camp Nursing	2
NURS 4351 Nursing Care for the High Risk Neonate	2
NURS 4360 Quality & Safety in Nursing and Healthcare... 2	
NURS 4361 EKG Interpretation and the Nursing Process	1
NURS 4363 Perioperative Nursing	2
NURS 4364 Principles of Emergency Nursing	2
NURS 4365 Mental Health and the Movies	2
NURS 4366 Complementary and Alternative Therapies for Nurses.....	1
NURS 4367 Ethical and Legal issues in Nursing.....	2
HLSC 4411 Interdisciplinary Care of the Dying Client and Family **	2
NURS 4368 Introduction to Forensic Nursing.....	2
HLSC 4412 Nurse Summer Training Program **	3
HLSC 4413 Health Care Technology **	2

** This course may substitute for the nursing elective.

ARTICULATION TRACK RN TO BSN

A program has been designed for registered nurses from diploma or associate degree programs. All RN applicants should contact the Office of Student Affairs to be assigned to an RN to BSN advisor who will facilitate an individualized academic evaluation, discuss the admission process, and complete the curriculum planning process. Additional information may be found in the General Admission Requirements Section of this catalog/bulletin.

RN students receive 37 hours of advanced placement credits. In addition, the RN may earn up to 60 hours of advanced standing credit through College Level Examination Program (CLEP) or challenge testing by Credit by Examination (CBE).

Prerequisite Courses

	Credits
English Composition	6
General Biology and Lab	4
General Chemistry or Introduction to Chemistry	3
Introduction to Sociology	3
General Psychology	3
College Algebra	3
Arts Elective.....	3
Microbiology.....	3
Humanities Elective (1000 level or above)	9
Elective	6
Total	43

LSU Support and Nursing Didactic and Clinical Courses

	Credits
Human Physiology and Lab	4
Human Anatomy and Lab.....	4
Pharmacology	3
Biometry/ Statistics	3
HLSC 2416 Health Assessment Theory	2
HLSC 2417 Health Assessment Lab	1
HLSC 3410 Pathophysiology.....	3
NURS 3375 Introduction to Professional Nursing Concepts	5
NURS 3370 Research in Nursing	3
NURS 4379 Nursing Leadership in the Health Care System	5
NURS 4375 RN Mental/Community Health Nursing Theory	5
NURS 4376 RN Mental/Community Health Nursing Practicum	3
Nursing Elective.....	2
Total	43
Advanced Placement.....	37
TOTAL NUMBER OF HOURS	123

* Ask the RN Advisor about the maximum amount of credit hours that may be transferred from an accredited college or university, or earned through Independent Study, (CLEP) exam or credit by examination (CBE).

**A minimum of 15 credit hours of nursing courses, part of a minimum of 30 credit hours earned within the LSU System, are necessary to meet the residency requirements for graduation.

CAREER ALTERNATIVE RN EDUCATION (CARE) TRACK

Accelerated BSN Plan for Basic Licensure

This accelerated curriculum prepares graduates to earn a Bachelor of Science in Nursing (BSN) degree in less than a two-year time frame of study. Upon graduation, a student is eligible to write NCLEX-RN the examination for licensure as a registered nurse (RN).

BSN Program for Students with a Degree

Applicants must meet the requirements for a baccalaureate degree mandated by the Louisiana Board of Regents and complete designed courses in the biological sciences (e.g. Anatomy and Physiology).

Design of Program

The program is completed in less than a 2-year period comprised of five 16-week blocks (which may be sub-divided into smaller modules). Theory, laboratory and clinical practice are scheduled in the morning, afternoon, evening, and weekend hours to provide optimal learning experiences. Multiple educational strategies and modalities will be utilized to maximize learning. Mastery of content will be monitored by tests prepared by a national testing service to determine a student's progress in the program.

Additional information may be found in the General Admission Requirements Section of this Catalog/Bulletin. Also at <http://nursing.lsuohsc.edu/AcademicPrograms/Undergraduate/CARE/AdmissionCriteria.html>

Progression in the Curriculum

1. A minimum grade of C is required in all courses. If the minimum grade of C is not achieved in any course the student will be required to drop the CARE Program. It is the student's responsibility to meet with the CARE Track Department Head and the academic advisor assigned to them before filing any of the proper paperwork with the student affairs office.
2. Any supporting or nursing course for which a student receives below a "C" grade must be repeated in the LSU System.
See all other policies and procedures listed under the Bachelor of Science in Nursing Degree – BSN

The following PRE-NURSING and Supporting Courses must be completed prior to enrolling in nursing coursework.

**BACHELOR OF SCIENCE IN NURSING
CURRICULUM
(CARE TRACK)**

Pre-Nursing and Support Courses

	Credits
English Composition.....	6
Algebra/Statistics	6
Biology and Laboratory.....	4
Microbiology.....	3
Physical Sciences.....	3
Sociology.....	3
Psychology.....	3
Fine Arts.....	3
Humanities	9
TOTAL CREDITS	40

* If Anatomy (4 hours) and Physiology (4 hours) have been completed in the prior degree, students may be given 4 credit hours of Anatomy only. *Examples:*

Physical Sciences- Chemistry, Geology, Physics, Astronomy, and Meteorology

Fine Arts- Music, Visual Arts, Applied Arts, Theatre, and Dance

Humanities -Literature, Foreign Language, History, Communications, Philosophy, Classical Studies, and Religious Studies

Courses must conform to LA Board of Regents requirements for graduation from a Louisiana College or University and provide the foundation that supports the Nursing Curriculum.

Block I

	Credits
HLSC 2410 Human Physiology.....	5
HLSC 2412 Human Anatomy	4
NURS 2371 Introduction to Professional Nursing.....	2
PSCH 3044 Abnormal Psychology.....	3
Total... ..	14

Block II

	Credits
NURS 2351 Foundations of Nursing Practice Theory	3
NURS 2362 Foundations of Nursing Practice Practicum	2
NURS 2372 Foundations of Nursing Practice Simulation/Lab	1
HLSC 2416 Health Assessment Theory	2
HLSC 2417 Health Assessment Lab	1
HLSC 3409 Pharmacology	3
HLSC 3410 Pathophysiology.....	3
Total.....	15

Block III

	Credits
NURS 3351 Adult Health Nursing Theory	4
NURS 3362 Adult Health Nursing Practicum	2
NURS 3372 Adult Health Nursing Simulation/Lab	1
NURS 3356 Mental Health Nursing Theory	3
NURS 3366 Mental Health Nursing Practicum	2
NURS 3370 Research in Nursing	3
NURS 3355 Child Health Nursing Theory.....	2
NURS 3365 Child Health Nursing Practicum.....	3
Total.....	20

Block IV

	Credits
NURS 3358 Women’s Health Nursing Theory	3
NURS 3368 Women’s Health Nursing Practicum	2
NURS 3451 Genetics Health across the Lifespan	3
NURS 4352 Critical Care Nursing Theory.....	3
NURS 4362 Critical Care Nursing Practicum.....	2
NURS 4372 Critical Care Nursing Simulation/Lab	1
NURS 4357 Population Focused Nursing Theory.....	3
NURS 4358 Population Focused Nursing Practicum.....	3
Total.....	20

Block V

	Credits
NURS 4371 Perspectives in Professional Nursing.....	2
NURS 4359 Nursing Management in the Health Care System Theory	3
NURS 4369 Nursing Management in the Health Care System Practicum	4
NURS 4346 Gerontology	3
NURS 4367 Ethics & Legal Issues or Nursing Elective.....	2
Total.....	14

TOTAL CREDITS **123**

Transfer to Traditional Program

Students, who are unsuccessful in the CARE program and desire to continue in nursing, may request a transfer to the transitional BSN program. They must meet with the program director of CARE, complete petition paperwork requesting the Admissions, Progressions and Graduation Committee (A, P, & G) approve a transfer from CARE to traditional BSN program.

GRADUATE PROGRAMS

INTRODUCTION

The faculty believes that graduate education degrees in nursing should be based on undergraduate general education and professional knowledge, attitudes and applied skills, which evolve from the concept that the individual is a holistic being. As nursing curricula progress from undergraduate to graduate education, the focus of the scope of practice affords students the opportunity to study, in-depth, knowledge in selected roles in nursing such as clinical nurse specialists, administrators, educators, consultants, nurse anesthetists and nurse practitioners; to refine clinical competencies; to develop an advanced clinical practice; and to utilize and conduct research. Graduate programs in nursing have the mission of educating qualified persons to improve nursing, health care, and education in order to advance the discipline of nursing.

PURPOSE

The purpose of the Master of Nursing and Master of Science in Nursing curriculum is to prepare a nurse with the advanced knowledge and skills necessary to function in a specialty area. The program prepares advanced clinical practitioners including clinical nurse specialists, nurse anesthetists, and nurse practitioners as well as nurses with expertise in the areas of community and public health, nursing administration or nursing education. The Master of Nursing and Master of Science in Nursing degree also prepares graduates to function in interprofessional roles as providers and organizers serving patient-specific and population-based care across the continuum in various health care settings. Central to the curriculum are LSUHSC-School of Nursing core values, theoretical concepts and complex decision-making and problem-solving skills necessary for the advanced practice registered nurse to impact health care delivery and patient outcomes. Knowledge of core content includes nursing theory, research, policy, organization, health care financing, ethics, leadership, professional role development, and health promotion and disease prevention. Knowledge of advanced practice nursing core content includes advanced health assessment, physiology, pathophysiology and pharmacology. Specialty content identified and described by the specialty nursing organizations will be included in the specialty curricula.



CURRICULUM OUTCOMES

The purposes of the expected outcomes are to define the content that forms the foundation of all Master's nursing education irrespective of specialty and to offer the graduates a foundation for doctoral studies.

1. Apply evidence-based knowledge and theories to stimulate research in a specialized area of advanced practice nursing and in the areas of community and public health, nursing administration or nursing education.
2. Advocate for and influence the development of nursing practice and health policy.
3. Utilize ethical principles and demonstrate accountability in advanced practice nursing and in the areas of community and public health, nursing administration or nursing education.
4. Provide culturally competent individualized health to groups and populations.
5. Incorporate health promotion and disease prevention theories and research in empowering patient/clients as individuals, families and communities, to optimize their health status across the life span.
6. Provide leadership in patient care and the healthcare system in the role of advanced practice nursing and in the areas of community and public health, nursing administration or nursing education.

GENERAL INFORMATION

ADMISSION

Admission to graduate program normally occurs twice per year. The deadline for submission of applications for fall admission is February 1 and for spring admission is September 1. Any exception to this admission schedule is directed to the Associate Dean or the Dean. Application forms for admission to degree programs of study leading to a Master of Nursing and Master of Science in Nursing, or Doctor of Nursing Science can be obtained through the LSUHSC website (www.lsuhsoc.edu) or by contacting the Office of Student Affairs. Potential applicants are urged to request information well in advance of desired date of admission.

TYPES OF ADMISSION

Unconditional Admission is normally granted to applicants who meet all requirements for admission to the program.

Probationary Admission: may be granted to applicants who fail to meet all qualifications but who are judged by the faculty to show promise for successful graduate work based on their merits on an individual basis.

Provisional Admission is granted to applicants who are unable, for good reason, to supply the required credentials prior to the stated deadline. In such cases the credentials must be received not later than 30 days after the first day of class (includes Summer Session). MNNA applicants must submit credentials (BLS, ACLS, and PALS) prior to enrollment.

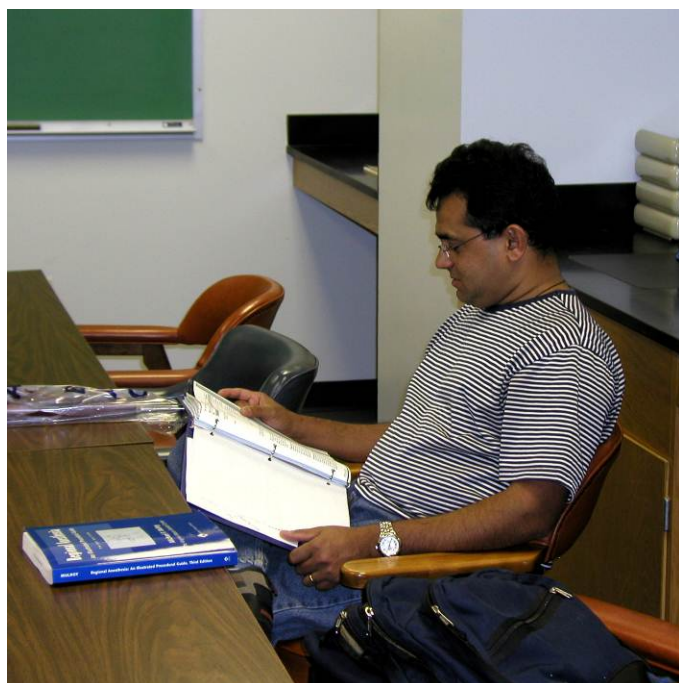
Non-Degree Status Non-degree status is granted to applicants who desire to enroll in graduate courses but have not been admitted into a program of study. Non-degree seeking students may not enroll in more than 6 hours. Admission under this status is selective; may be limited depending on program resources; and is granted by the Dean.

Requirements for Special Student Status are as follows:

1. Completed application.
2. Transcript indicating graduation from an approved program.
3. A current unencumbered license to practice nursing in Louisiana.
4. Three letters of recommendations – one from an immediate supervisor in a recent work setting, one from a person who has had direct contact with the applicant in an academic setting and one from a professional associate of the applicant's choosing.
5. A current resume that documents at least one year of clinical experience.
6. Completed health records.

Re-Entry Graduate Programs

Students who have been accepted for graduate study and who have not maintained continuous registration, i.e. have been absent for two semesters or more, must submit a petition for re-entry at least one semester prior to the semester in which they wish to reenter. Supplementary transcripts must be submitted for course work taken at another institution during the interim. MNNA students must re-apply and be re-interviewed.



ADMISSION REQUIREMENTS

RN to MN and MSN Track

1. Submit a completed application.
2. A complete official transcript from an accredited program with an Associate Degree of Diploma in Nursing indicating a minimum of 3.0 grade point average (on a 4.0 scale) in nursing and supportive courses.
3. Three letters of recommendations – one from an immediate supervisor in a recent work setting, one from a person who has had direct contact with the applicant in an academic setting and one from a professional associate of the applicant's choosing.
4. Complete all pre-requisites.
5. Proof of recent professional work experience; a minimum of two years of work experience as a registered nurse in or related to the selected clinical area is required.
6. The GRE or MAT Examinations are an admission requirement for the program. The scores should be sent to the School of Nursing.
7. Completion of a personal interview with a designated faculty member prior to filing application.
8. A current unencumbered license to practice professional nursing in Louisiana.
9. Provides evidence that meets student health requirements.
10. Proof of immunization or immune status as required by clinical practice.
11. Adequate health insurance coverage.

MASTER OF NURSING DEGREE – MN and MASTER OF SCIENCE IN NURSING - MSN

1. Submit a completed application by deadline::
 - a. MNNA – December 1st
 - b. Primary Care Family Nurse Practitioner (PCFNP) - February 1st
 - c. All others February 1st for Fall admission and September 1st for Spring admission
2. An official transcript from the accredited college or university where you earned your BSN as well as transcripts for all college course work. .
3. A grade point average of 3.0 on a 4.0 point scale for all undergraduate and graduate course work reflected on transcript(s).
4. Official scores for the Miller Analogy Test (MAT) or Graduate Record Exam (GRE) taken within the last five (5) years.
5. Three letters of reference as specified on the application form.
6. A minimum score of 550 on the Test of English as a Foreign Language (TOEFL) for all applicants who have English as a second language or are not graduates of programs in the United States.
7. A current unencumbered license to practice nursing in any state with eligibility for licensure in Louisiana.

8. A minimum of one year of experience in the area of specialization at the time of application, within the last five years; Neonatal NP applicants need two years of experience in Level III NICU.
9. Basic life support certification.
10. Essay/Goal Statement.
11. For the Nurse Anesthesia specialization the following admission requirements are also required:
 - a. Completion of a prerequisite approved 3 semester hour graduate level statistics courses (BIOS 6100 or equivalent) with a grade of B or higher.
 - b. Minimum of one year full-time critical care experience within the previous 2 years at the time of application.
 - c. Advanced Cardiac Life Support and Pediatric Advanced Life Support certification.
 - d. Successful completion of interview process.
 - e. Official scaled score of 400 or greater on the Miller Analogy Test or Graduate Record Exam scores of equal to or greater than 500 verbal, 500 quantitative and 3.5
 - f. A current unencumbered license to practice nursing in any state with eligibility for licensure in Louisiana at the time of application to the program, and an unencumbered Mississippi Nursing License are required by July 1st prior to enrollment in the MNNA program

REGISTRATION

Students must comply with the general Health Sciences Center provisions governing registration as specified in the general information section of this publication. Continuous registration for each academic semester is required to maintain student status in the graduate nursing program of study.

Full Time Study

The minimum requirements for full time enrollment in graduate study is nine semester hours during a regular academic semester and six semester hours during a summer session. Permission to register for more than fifteen credit hours in any one semester may be granted by the Associate Dean or the Dean upon the recommendation of the student's faculty advisor.

Multi-Campus Registration

Graduate students enrolled full-time at LSUHSC SON may cross enroll in the LSU system. Students are required to complete the Application for LSU System Multi-Campus Registration form. Cross enrollment must be approved by the Associate Dean or the Dean. Once signed completed forms are submitted to the Office of Student Affairs during the pre-registration period of each semester.

Financial Assistance

A limited number of stipends may be available to graduate students registered for full time study. For information regarding stipend assistance, contact the Associate Dean for Nursing Research, Scholarship, and Science.

Registration for Degree Candidates

Candidates for degrees are required to register for graduate study during the semester they have been confirmed to receive a degree.

Residency or Foreign Language Requirements

There is no residency or foreign language requirements for the master's program of study.

Registration for Non-Nursing Electives

Graduate students may register for support courses and non-nursing electives in any institution within the LSU System provided they have been approved by the faculty advisor or major professor. Master's degree students may take one 4000 level course provided the course is listed as a graduate division course. Support courses taken by doctoral students at LSUHSC or at other universities must be designated as graduate level courses with assigned graduate numbers according to that University's policy. All support courses must be approved by the student's major professor.



ACADEMIC STANDARDS

Student Responsibility for Degree Requirements

In matters concerning courses and curricula, the School of Nursing prescribes certain standards, which are enforced. These may be regarded as minimum requirements.

- Graduate students are responsible for acquainting themselves with the general regulations and specific requirements, which are applicable to their particular program of study. All students are required to meet with their academic advisors each semester for approval of the semester course plan prior to registration.

Graduate Grading System

The graduate degree program of study employs a letter grade and quality point system where A = 4 quality points, indicates superior work, and is equivalent to 90 - 100 numerical points. A grade of B = 3 quality points, indicates satisfactory work, and is equivalent to 80-89 numerical points. A grade of C is below expected academic performance, yields 2 quality points, and the numerical equivalent is 70-79. A grade of D = 1 quality point is an unsatisfactory grade and represents 60 - 69 numerical points. The grade of F carries no quality points, is an unsatisfactory grade, and numerically represents a score of 59 or less.

There are three interim grades used in the graduate degree program of study. These are "I," "S," and "U." The "I" grade indicates satisfactory performance by the student who, due to unavoidable circumstances, cannot complete course requirements before the close of the semester. The student may obtain permission for the "I" grade by petitioning the course professor, and the Associate Dean or the Dean of the School for extended time to complete the required work. An additional extension of time through a second petition may be filed with faculty permission. A grade of "I" will be converted to an "F" unless it is removed prior to the deadline for adding courses for the next semester as published in the calendar. If removal of the "I" is not finished in a timely manner and reported to the Office of Student Affairs, the "I" grade will automatically be converted to the grade of "F." The student should refer to the academic calendar for dates of deadlines for removal of incomplete grades.

The grade of "S" is awarded for satisfactory work in thesis and dissertation courses. Upon completion of all requirements, the "S" is converted to "P" for the thesis or dissertation. A grade of "U" is awarded for unsatisfactory thesis or dissertation work. Students who earn a "U" have two semesters (one calendar year) to complete the thesis or dissertation.

"W" is the grade issued to all students who enroll and subsequently withdraw from a course after attending up to 20 percent of actual class time. A grade of F is awarded to any student who attends 80 percent or more of actual class time and who withdraws before completion of the course.

Thesis Advisement

Students writing a thesis are required to register for advisement before receiving assistance from the committee chairperson or any committee member. After completion of

course work, continuous registration in thesis is required. Failure of students to continuously register for and satisfactorily (S grade) complete NURS 6390 each semester may result in termination from the master's program.

POLICY AND PROCEDURES

Petitions

Students may petition for a change or alteration in curriculum requirements for the following reasons:

1. Substitution of one course for another course where sufficient evidence is present that the course being substituted meets the intent of the required course
2. Alteration in admission, progression or graduation requirements
3. Request for challenge exam, correspondence course, or transfer credit

The completed petition is returned to the Office of Student Affairs after being reviewed and signed by the student's advisor. The Admissions, Progression, and Graduation Committee will act on the petition, and send a written response to the student. All petitions must be submitted no later than one month prior to registration in order for the action of the Committee to be effective at registration time.

Transfer Credit

Graduate students may petition to transfer credits from other accredited universities for application to LSUHSC degree programs. The maximum transfer allowed is twelve semester hours when studying at the master's level and fifteen semester hours when studying at the doctoral level. Graduate course work may be transferred provided each course:

1. Fulfills the requirements specified in the student's graduate degree plan.
2. Achieved a grade of "B" or better in course(s).
3. Was not counted toward another degree or taken through correspondence courses.
4. Was completed within the eight year time limit for the degree.
5. Transfer credit for each course may be requested and applied to a graduate degree only one time.

Students will not receive credit for any course taken outside LSUHSC when it is offered the same semester at LSUHSC or the LSU System. Petitions must be approved by the student's faculty advisor or major professor and the Associate Dean for the perspective program or the Dean.

Time Limit for Degrees

Graduate students have eight years from the first time of registration to complete all conditions for the master's degree.

Limitation on Candidacy for Advanced Degrees in Nursing

Faculty of the School of Nursing holding the rank of Assistant Professor or higher may not earn a graduate degree in nursing at the LSUHSC School of Nursing. Faculty holding the rank of Instructor may register for a maximum of six semester hours per semester in the graduate program.

MASTER OF NURSING – MN AND MASTER OF SCIENCE IN NURSING - MSN

GRADUATION REQUIREMENTS: MN and MSN DEGREE

Students must meet the following program specific degree requirements:

1. Satisfactory completion of 35 to 50 semester hours as specified by the curriculum, excluding the Nurse Anesthesia Curriculum.
2. Fulfillment of all clinical practice hours as specified by the curriculum.
3. A cumulative GPA of 3.0 or higher on all college work attempted at LSUHSC with no grade lower than a B in nursing courses, and no grade lower than a C in the supporting non-nursing courses.
4. Approval by the Admissions, Progression and Graduation (A, P & G) committee and given recommendation by the faculty of the School of Nursing.
5. Attendance at rehearsal, pre-commencement and commencement unless specifically excused by the Dean.
6. Completion of end of course evaluations, exit survey, and all components of compliance training.
7. Verification that all materials belonging to the Health Sciences Center and cooperating agencies have been returned through the proper procedures. All indebtedness to the University must be satisfied before a diploma may be issued. These materials would include but not limited to, items such as library books, equipment, keys, furniture or any outstanding, unpaid balances due.
8. For the Nurse Anesthesia specialization the following graduation requirements are also required:
 - a. Meet all the requirements of LSHUSC and the School of Nursing.
 - b. Meet all the requirements of the accrediting/approval bodies for licensure and certification.
 - c. Administer a minimum of 550 anesthetics.
 - d. Administer all required cases as stipulated by the Council on the Accreditation of Nurse Anesthesia Programs.
 - e. Complete all nursing and nurse anesthesia courses with a grade of "B" or better.
 - f. Complete the overall sequence of courses with a grade point average of 3.0 or better.
 - g. Complete the requirements of the capstone project and professional portfolio.
 - h. Possess current BLS, ACLS, and PALS certification.

Procedure for Obtaining Master of Nursing and Master of Science in Nursing Degree

A candidate must contact the Director, Office of Student Affairs to have academic records evaluated for compliance with degree requirements. This request should be accomplished at the beginning of the semester prior to the semester in which the degree is to be awarded. After the degree compliance form has been signed by the Dean (or an authorized representative), it should be presented in the Office of the Registrar. Each candidate must make an application for degree during the final semester in residence, stating the exact name, which, is to appear on the diploma.

CURRICULUM

MASTER OF NURSING and MASTER OF SCIENCE IN NURSING

The Master of Nursing (MN) and Master of Science in Nursing (MSN) are specialized professional degrees similar to others offered in the LSU System. The total number of credits for the degree is between 35 to 50 semester hours (excluding Nurse Anesthesia). Students may attend full or part time. A curriculum plan is designed by the student and faculty advisor in accordance with the student's educational goals and interests. Core courses are required of students regardless of selected role and concentration. The structure and content of the curriculum are based on the rationale that theory provides the conceptual basis for nursing practice. Courses are arranged so that theory and practice are presented concurrently.

CORE NURSING COURSES

Core nursing courses contain essential content relevant to the preparation of graduates with the Master of Nursing (MN) and Master of Science in Nursing (MSN) degree. The core courses include an examination of theories, trends, and issues which shape nursing, competencies of advanced practice, and principles and concepts of research. Core courses for the MN and MSN curriculum include:

- NURS 6303 Nursing Research I: Design and Methodology*
- NURS 6304 Nursing Research II: Design and Methodology*
- NURS 6305 Foundations of Advanced Nursing Practice
- NURS 6306 Healthcare Management**
- NURS 6374 Evidenced Bases Nursing Research*

*MSN degree/Nurse Educator students are required to take Nursing 6374 Evidenced Based Nursing Research instead of Nursing 6303 Nursing Research I: Design and Methodology and Nursing 6304 Nursing Research II: Design and Methodology.

**MSN degree/Nurse Educator and MN/Nursing Administration n specialty concentration are not required to take Nursing 6306 Health Care Management.

CORE NON-NURSING COURSE

The core non-nursing course that is required for all MN and MSN students is:

BIOS 6100 Biostatistical Methods I

CORE CLINICAL NURSING COURSES

Core clinical nursing course are requires of all advanced practice nursing students with a focus on direct patient care.

NURS 6315 Advanced Health Assessment and Diagnostic Measurement*
 HLSC 6410 Pathophysiology**
 HLSC 6409 Advanced Pharmacology

*NNP students are required to take NURS 6334 Advanced neonatal Assessment instead of NURS 6315 Advanced Health Assessment and Diagnostic Measurement

**NNP students are required to take NURS 6335 Neonatal Physiology instead of HLSC 6410 Pathophysiology

NURSING ROLE AND POPULATION CONCENTRATION

The nursing role and population concentration for the Master of Nursing Degree include: Adult Health Nursing Clinical Nurse Specialist, Psychiatric-Community Mental Health Nursing Clinical Nurse Specialist; Neonatal Nurse Practitioner, Family Nurse Practitioner; Nurse Anesthesia; Advanced Public Health-Community Health Nursing, and Nursing Administration. Each nursing role and population concentration builds on the knowledge and skills acquired in the Bachelor of Science Degree in Nursing and emphasize the utilization of theoretical formulations as a basis for nursing practice. Graduates are prepared for direct administrative, community health or advanced clinical practice as providers and organizers of the health care delivery system.

MSN/NURSE EDUCATOR

The Nurse Educator program is an intensive Master of Science in Nursing degree designed for completion in one year. The curriculum is built on theory and skills acquired in the Bachelor of Science Degree in Nursing. The purpose is to prepare nurses to become nurse educators and accomplish their career goals in academic, practice and service settings. The program utilizes adult learning theory: course content is presented in relation to nursing and education theory, curriculum development, critical thinking, leadership and nurse educator roles, and traditional and online teaching strategies in nursing.

Nurse Educator - MSN Curriculum

First Year Summer Semester

	Credits
NURS 6305 Foundations of Advanced Nursing Practice	3
NURS 6410 Instructional Design & Teaching Strategies ...	3
NURS 6420 Leadership Roles in Nursing Education.....	3
NURS 6470 Education Scholarship Seminar (Theory).....	2
NURS 6471 Education Scholarship (Practicum)	1
Total	12

First Year Fall Semester

	Credits
NURS 6360 Curriculum: Design and Development	3
BIOS 6100 Biostatistical Methods I	4
NURS 6430 Business and Legal Aspects of Nursing Education	3
NURS 6440 Advanced Role of the Nurse Educator (Theory)	1
NURS 6361 Advanced Role of the Nurse Educator (Practicum)	2
Total	13

First Year Spring Semester

	Credits
NURS 6450 Educational Technology in Nursing	3
NURS 6460 Evaluation in Nursing Education.....	3
NURS 6374 Evidenced Based Nursing Research	4
NURS 6370 Practice Issues in Advanced Nursing (Theory).....	1
NURS 6371 Practice Issues in Advanced Nursing (Practicum).....	3
Total	13

TOTAL CREDITS EARNED37

*Graduates of this accredited program have met the academic requirements to complete the Certified Nurse Educator exam offered by the National League of Nursing. Exam eligibility requirements also include two or more years full-time employment in the academic faculty role within the past five years.

**Nursing Administration
Curriculum - MN**

First Year Fall Semester

	Credits
NURS 6350 Nursing Administration I	4
NURS 6305 Foundations of Advanced Nursing Practice	3
BIOS 6100 Biostatistical Methods I	4
Total	11

First Year Spring Semester

	Credits
NURS 6351 Nursing Administration II	4
NURS 6303 Nursing Research I	3
NURS 6368 Advanced Nursing Administration Concepts I.3	3
Total	10

Second Year Fall Semester

	Credits
NURS 6352 Nursing Administration III.....	4
NURS 6304 Nursing Research II	2
NURS 6369 Advanced Nursing Administration Concepts II 3	3
Total	9

Second Year Spring Semester

	Credits
Elective	3
NURS 6390 Thesis or Elective.....	3
Total	6

TOTAL CREDITS EARNED36

*Graduates of this accredited program have met the academic requirements to complete the Nurse Executive-Advanced Certification exam offered by the American Nurses Credentialing Center. Exam eligibility requirements also include at least 24 months full-time employment in an administrative position at nurse executive level or a faculty position teaching graduate students, executive level nursing administration for two or more years full-time within the last five years.

**Nurse Anesthesia - MN
Curriculum**

Credits

Pre-Nursing

BIOS 6100 Biostatistical Methods I	
or an approved course	4
Total	4

First Year

Credits

NURS 6303 Nursing Research I	3
NURS 6305 Foundations of Advanced Nursing Practice	3
NURS 6306 Health Care Management.....	3
NURS 6315 Advanced Health Assessment & Diagnostic Measurement.....	4
HLSC 6409 Advanced Pharmacology	3
NURS 8301 Anatomy, Physiology, and Pathophysiology for Nurse Anesthesia I.....	4
NURS 8307 Advanced Pharmacology for Nurse Anesthesia	5
NURS 8310 Basic Principles of Anesthesia	4
NURS 8320 Nurse Anesthesia Clinical Practicum I	4
NURS 8311 Advanced Principles of Anesthesia.....	3
NURS 8321 Nurse Anesthesia Clinical Practicum II	10
NURS 8302 Anatomy, Physiology, and Pathophysiology ...	3
Total	50

Second Year

Credits

NURS 8303 Anatomy, Physiology, & Pathophysiology III...3	
NURS 8322 Nurse Anesthesia Clinical Practicum III	11
NURS 8323 Nurse Anesthesia Clinical Practicum IV	11
NURS 6304 Nursing Research II	2
NURS 8324 Nurse Anesthesia Clinical Practicum V	12
Total	39

Third Year

Credits

NURS 8325 Nurse Anesthesia Clinical Practicum VI	12
NURS 8326 Nurse Anesthesia Clinical Practicum VII	12
Total	24

TOTAL CREDITS116

*Graduates of this accredited program have met the academic requirements to complete the National Board of Certification and Recertification of Nurse Anesthetist Certification Examination for Nurse Anesthetists.

**Public and Community Health
Nursing – MN
Curriculum**

First Year Summer Semester

	Credits
NURS 6305 Foundations of Advanced Nursing Practice	3
Total	3

First Year Fall Semester

	Credits
NURS 6340 Advanced Public Health/Community Health I .	4
NURS 6324 Introduction to Epidemiology.....	3
BIOS 6100 Biostatistical Methods I	4
NURS 6325 Environmental Health Nursing	3
Total	14

First Year Spring Semester

	Credits
NURS 6341 Advanced Public Health-Community Health Nursing II	4
NURS 6303 Nursing Research I	3
NURS 6306 Health Care Management.....	3
Elective	3
Total	13

Second Year Summer Semester

	Credits
NURS 6326 Practicum: Advanced Public Health/Community Health Nursing	3
Total	3

Second Year Fall Semester

	Credits
NURS 6342 Advanced Public Health/Community Health Nursing III	4
NURS 6304 Research II	2
Elective	3
Total	9

TOTAL CREDITS42

*Graduates of this accredited program have met the academic requirements to complete the Clinical Nurse Specialist Public Community Health Certification Exam offered by the American Nurses Credentialing Center.

CLINICAL NURSE SPECIALIST

**Adult Health Nursing - MN
Curriculum**

First Year Fall Semester

	Credits
NURS 6310 Adult Health Nursing I	4
NURS 6305 Foundations of Advanced Nursing Practice	3
HLSC 6410 Advanced Pathophysiology	3
BIOS 6100 Biostatistical Methods I	4
Total	14

First Year Spring Semester

	Credits
NURS 6311 Adult Health Nursing II	4
NURS 6303 Nursing Research I	3
NURS 6306 Health Care Management.....	3
NURS 6315 Advanced Health Assessment & Diagnostic Measurement	4
Total	14

First Year Summer Semester

	Credits
NURS 6312 Adult Health Nursing III.....	3
Total	3

Second Year Fall Semester

	Credits
NURS 6313 Adult Health Nursing IV	4
NURS 6304 Nursing Research II	2
HLSC 6409 Advanced Pharmacology	3
Total	9

TOTAL CREDITS EARNED40

*Graduates of this accredited program have met the academic requirements to complete the Clinical Nurse Specialist Adult Health Certification Exam offered by the American Nurses Credentialing Center.

NURSE PRACTITIONER

Neonatal Nurse Practitioner - MN Curriculum

First Year Fall Semester

	Credits
HLSC 6409 Advanced Pharmacology	3
NURS 6334 Advanced Neonatal Assessment.....	3
NURS 6335 Neonatal Physiology	3
NURS 6336 Nursing Management of the Childbearing Family	4
Total	13

First Year Spring Semester

	Credits
BIOS 6100 Biostatistical Methods I	4
NURS 6303 Nursing Research I	3
NURS 6337 Nursing Management of the High Risk Neonate I.....	5
Total	12

First Year Summer Semester

	Credits
NURS 6305 Foundations of Advanced Nursing Practice ...	3
NURS 6339 Nursing Case Management of the High Risk Neonate.....	5
Total	8

Second Year Fall Semester

	Credits
NURS 6304 Nursing Research II	2
NURS 6306 Health Care Management.....	3
NURS 6338 Nursing Management of the High Risk Neonate II.....	5
Total	10

TOTAL CREDITS **43**

*Graduates of this accredited program have met the academic requirements to complete the Neonatal Nurse Practitioner Board Exam offered by the National Certification Corporation.

Primary Care Family Nurse Practitioner – MN Curriculum

First Year Fall Semester

	Credits
NURS 6305 Foundations of Advanced Practice	3
HLSC 6309 Advanced Pharmacology	3
HLSC 6310 Pathophysiology.....	3
Total	9

First Year Spring Semester

	Credits
NURS 6315 Advanced Health Assessment and Diagnostics.....	4
NURS 6306 Health Care Management.....	3
Total	7

First Year Summer Semester

BIOS 6100 Biostatistical Methods 1	4
Total	4

Second Year Fall Semester

	Credits
NURS 6303 Nursing Research I	3
NURS 6353 Primary Care in Community Health/Public Health Nursing I: Episodic.....	5
Total	8

Second Year Spring Semester

	Credits
NURS 6353 Primary Care in Community Health/Public Health Nursing II: Chronic.....	5
NURS 6304 Nursing Research II	2
Total	7

Second Year Summer Semester

	Credits
NURS 6355 Primary Care in CH/PH Nursing III Women's Health.....	4
Total	4

Third Year Fall Semester

	Credits
NURS 6356 Primary Care in CH/PH Nursing IV: Child/Adolescent	5
Total	5

Third Year Spring Semester

	Credits
NURS 6357 Primary Care in CH/PH Nursing V: Transition to Advanced Practice Roles	5
Total	5
NURS 6390 THESIS (optional)	3
TOTAL CREDITS	49-52

*Graduates of this accredited program have met the academic requirements to complete the Family Nurse Practitioner Certification Board Exam offered by the American Nurses Credentialing Center or the American Academy of Nurse Practitioner.

RN TO MN and MSN TRACK

The RN to MN and RN to MSN Tracks are for the highly motivated qualified nurse who wishes to pursue advanced coursework in nursing. The curriculum meets the requirements of the Board of Regents and the Louisiana State Board of Nursing. The non-traditional course delivery focuses on the augmentation of existing teaching/learning strategies with web-based internet applications, weekend scheduling and flexible clinical instruction. RN's completing this program receive a baccalaureate equivalency facilitating graduates meeting the Louisiana State Board of Nursing requirement for persons interested in teaching in Louisiana Schools of Nursing.

Pre-requisite Courses

	Credits
General Biology & Lab	4
General Chemistry or Intro to Chemistry	3
General Psychology.....	3
Intro to Sociology	3
Arts Elective.....	3
English Composition I and II	6
English Literature (>2000).....	3
Social Science	3
College Algebra	3
Total	31

Support Courses

	Credits
Humanities Elective.....	3
Humanities Elective (3000 level or above)	3
Microbiology (with or without lab).....	3/4
Physiology & Lab	4
Anatomy & Lab.....	4
Organic/Biochemistry or Chemistry	3
Elective	9
Total	29-30

Nursing Courses

	Credits
NURS 4375 RN Mental/Community Health Nursing Theory	5
NURS 4376 RN Mental/Community Health Nursing Practicum	3
Nursing Elective.....	1
Total	9

Graduate Courses

	Credits
Nursing 6307 Transitions in Professional Nursing I (RN to MN Theory)	5
Nursing 6308 Transitions in Professional Nursing II (RN to MN Practicum).....	3
Total	8

Core Graduate Courses

	Credits
BIOS 6100 Biostatistical Methods I	4
NURS 6303 Nursing Research I	3
NURS 6304 Nursing Research II	2
NURS 6305 Foundations of Advanced Nursing Practice.....	3
NURS 6306 Healthcare Management	3
Total	15
Total	15

DOCTOR OF NURSING SCIENCE DEGREE – DNS

The degree Doctor of Nursing Science is a professional degree. It is conferred for work of distinction in which the student displays the ability to make an original contribution of scholarship in nursing. The distinctive feature of this curriculum is its emphasis on nursing research with select patient/client groups within and across nursing specialties. Graduates achieve this goal through evaluating forces influencing health, synthesizing knowledge of health needs and problems of select patient/client groups, testing knowledge and applying findings to nursing practice, education, and policy.

PURPOSE

The purpose of the doctoral curriculum is to educate qualified persons to make dynamic contributions to the discipline of nursing through research and other scholarly activities.

OUTCOMES

Upon completion of the requirements for the doctoral degree, graduates can:

1. Evaluate forces in society to anticipate changing health needs, provide direction for nursing practice and influence health policy.
2. Conduct research to generate, validate, and extend nursing knowledge.
3. Design and test nursing strategies to improve the health status of selected patient/client groups.

ADMISSIONS CRITERIA

1. A baccalaureate and a master's degree in nursing from a college or university approved by a recognized national accrediting body.*
2. A grade point average of 3.5 on a 4 point scale for all post-baccalaureate degree study completed at a college or university.
3. Satisfactory official scaled score of 400 or greater on the Miller Analogy Test (MAT) or Graduate Record Exam (GRE) of 500 Verbal, 500 Quantitative, and 3.5 Analytical.
4. A minimum score of 550 on the Test of English as a Foreign Language (TOEFL) for all applicants who have English as a second language or are not graduates of programs in the United States.
5. One example of a published or unpublished scholarly paper written by the applicant and submitted with the application.
6. Three letters of reference as specified on the application form.
7. A current unencumbered license to practice nursing in the state of Louisiana.
8. A minimum of one year of post-graduate clinical nursing experience; some specializations may require more years of experience
9. A personal interview with a director of the Doctoral Program

* Students who have a baccalaureate in nursing equivalency will be reviewed on an individual basis by the Admissions, Progression and Graduation Committee for eligibility to enter the DNS program. Students who have a Master's Degree in another field may be accommodated for

admission into the DNS program on an individual basis as prescribed by their Faculty Advisor.

RESIDENCY OR FOREIGN LANGUAGE REQUIREMENTS

There are no foreign language requirements for the doctoral program of study.

SELECTION OF MAJOR PROFESSOR

Students who have successfully completed the prescribed 12 hours of doctoral study are eligible to select their major professor. The major professor is selected before undertaking support courses.

ACADEMIC PROGRESSION IN DNS PROGRAM

Registration for any course must be approved by the student's faculty advisor or major professor. Eligibility to progress in the doctoral program is dependent on satisfactory performance in all courses. This refers to:

1. Passing all courses with a "B" or higher
2. Maintaining an overall GPA of 3.0
3. Receiving an "S" (Satisfactory) each semester while registered in NURS 8000, Dissertation

Students cannot register for any doctoral nursing course more than twice **except**:

1. NURS 7381, Independent Research
2. NURS 7800, Doctoral Seminar
3. HLSC 7481, Topics in Health Sciences
4. NURS 8000, Dissertation

Students may be permitted to continue in the program; however, repeating a course or registering more than once for a course may disrupt the original plan of study and require revision of the student's plan of study. The original 8 year time limit for successful completion of all doctoral work remains in force, regardless of purposive or inadvertent changes in the student's plan of study. Students' time limit date to complete the program is determined at the student's first semester of coursework.



PROGRESSION TO DOCTORAL CANDIDACY GENERAL EXAMINATION

Students who have successfully completed all academic requirements recommended by the major professor are eligible to write the general examination. Student must complete the "Registration for General Examination" form and obtain the signature of the Major Professor as approval to do so. Students who pass the general examination are reclassified as doctoral candidates.

CERTIFICATION FOR THE DOCTORAL DEGREE - FINAL EXAMINATION

The final examination is the oral defense of the dissertation. Doctoral candidates who have registered for dissertation advisement for at least three semesters and completed a dissertation to the satisfaction of the dissertation committee are eligible to take the final examination.

TIME LIMIT

The School of Nursing requires that all work towards a DNS degree be completed in not more than eight calendar years. Any requests for extension of this policy are subject to approval by the student's Major Professor, and the School of Nursing Admission, Progression, and Graduation Committee.

REQUIREMENTS FOR GRADUATION DOCTOR OF NURSING SCIENCE

Students must meet the following program degree requirements.

1. Satisfactory completion of a minimum of 60 semester hours of course work as specified by the curriculum and the Major Professor
2. A cumulative GPA of 3.0 or higher on all course work, with no grade lower than a B
3. Completion and satisfactory defense of a dissertation directed by a dissertation committee
4. Completion of end of course evaluation and compliance training
5. Approval by the Admissions, Progression and Graduation (A, P & G) committee and given recommendation by the faculty of the School of Nursing.
6. Attendance at rehearsal, pre-commencement and commencement unless specifically excused by the Dean.
7. Completion of end of course evaluations, exit survey, and all components of compliance training.
8. Verification that all materials belonging to the Health Sciences Center and cooperating agencies have been returned through the proper procedures. All indebtedness to the University must be satisfied before a diploma may be issued. These materials would include but not limited to items such as library books, equipment, keys, furniture or any outstanding, unpaid balances due.

Procedure for Obtaining Doctor of Nursing Science Degree

1. A candidate must contact the Director, Office of Student Affairs to have academic records evaluated for compliance with degree requirements. This request should be accomplished at the beginning of the semester prior to the semester in which the degree is to be awarded. After the degree compliance form has been signed by the Dean (or an authorized representative), it should be presented in the Office of the Registrar. Each candidate must make an application for degree during the final semester in residence, stating the exact name, which, is to appear on the diploma.

CURRICULUM

The curriculum sequences interrelated course work in nursing knowledge, research, and investigation of nursing phenomena with nursing and non-nursing support courses. Formal study is concluded with the successful completion of the doctoral dissertation.

Dissertation Advisement

Students writing dissertations are required to register for advisement before receiving assistance from the committee chairperson or any committee member. After completion of course work, continuous registration in dissertation is required. Failure of students to continuously register for and satisfactorily (S grade) complete NURS 8000 each semester may result in termination from the doctoral program.



Nursing Science - DNS Curriculum

Core Courses

	Credits
NURS 7301 Development of Nursing Knowledge	3
NURS 7306 Nursing and Health Policy	3
NURS 7307 Theory Development in Nursing.....	3
HLSC 7101: Ethics in the Biomedical Sciences	3
Total	12

Investigation/Methods

	Credits
BIOS 6102 Biostatistical Methods II*	3
NURS 7320 Conceptual Basis for Nursing Investigation....	3
NURS 7321 Methodological Issues in Nursing Investigation.....	3
NURS 7303 Quantitative Research Design.....	3
NURS 7304 Measurement of Nursing Phenomena.....	3
NURS 7305 Qualitative Research Design.....	3
NURS 7322 Proposal Development.....	3
NURS 7323 Qualitative Methods (OR)	
NURS 7324 Quantitative Methods	3
NURS 7800 Doctoral Seminar	3
Total	27

Scholarship/Integration (Support)

(Minimum of 12 hours required)

	Credits
NURS 7370 Graduate Nursing Education.....	3
NURS 7371 Role of Graduate Faculty in the Academic Community/ Field work.....	3
NURS 7364 Clinician as Consultant I	3
NURS 7366 Clinician as Consultant II	3
Nursing Support Course.....	3
Non- Nursing Support Course.....	3
Total	18

Dissertation

(3 credit hours per semester)

	Credits
NURS 8000 Dissertation	9
Total	9
TOTAL CREDITS DOCTORAL PROGRAM.....	60

*BIOS 6100 Biostatistical Methods I is prerequisite

Example Doctor of Nursing Science Curriculum Plan

The DNS curriculum sequences interrelated coursework in nursing knowledge, research, investigation (conceptual & methodological issues), and proposal development with nursing and non nursing support courses. Formal study is concluded with the successful completion of the doctoral dissertation. **A curriculum plan for full time students entering the Fall semester may be as follows:**

Fall Semester

	Credits
NURS 7301 Development of Nursing Knowledge	3
NURS 7305 Qualitative Research Design.....	3
NURS 7306 Nursing and Health Policy	3
NURS 7800 Doctoral Seminar	3
Total	12

Spring Semester

	Credits
BIOS 6102 Biostatistical Methods II	3
NURS 7303 Quantitative Research Design.....	3
NURS 7320 Conceptual Basis for Nursing Investigation....	3
Support Course (nursing or non-nursing).....	3
Total	12

Summer Session

	Credits
Support Courses (nursing or non-nursing)	3
Total	3

Fall Semester

	Credits
NURS 7304 Measurement of Nursing Phenomena.....	3
NURS 7321 Methodological Issues in Nursing Investigation.....	3
NURS 7307 Theory Development in Nursing	3
Support Course (nursing or non-nursing).....	3
Total	12

Spring Semester

	Credits
NURS 7322 Proposal Development	3
HLSC 7101 Ethics in the Biomedical Sciences	3
NURS 7323 Qualitative Research Methods (OR)	
NURS 7324 Quantitative Research Methods	3
Support Course (nursing or non-nursing).....	3
Total	12

Summer, Fall and Spring

	Credits
NURS 8000 Dissertation	9
Total	9
TOTAL CREDITS EARNED	60

This plan represents the minimum hours. Additional hours may be prescribed by the major professor as needed.

FACULTY DEVELOPMENT, CONTINUING NURSING EDUCATION AND ENTREPRENUARIAL ENTERPRISES

The Faculty Development, Continuing Nursing Education and Entrepreneurial Enterprises Program promotes the education, research, and practice service goals of the School of Nursing through continuing education for registered nurses and special projects focused on community needs, and the promotion of faculty practice and service activities. Special projects, funded through corporate sponsorship, provide opportunities for faculty to improve patient/client care, promote professional dialogue between education and service, and demonstrate clinical excellence.



CONTINUING EDUCATION

Continuing Education is an integral part of the Faculty Development Program in nursing. The philosophy of the School of Nursing supports the concept of continued learning through a commitment to provide instruction and service for Louisiana nurses. The changing roles and functions of the nurse within the health care system mandate the need for continued education to maintain currency in practice. The Continuing Education Program is accredited as a provider of continuing education in nursing through the American Nurses Credentialing Center. The program is also recognized by the Louisiana State Board of Nursing as an approved provider of nursing continuing education.

RN REFRESHER COURSE

The RN Refresher Course offers non-credit courses as well as self-directed programs to prepare registered nurses who have been inactive to return to clinical practice. The latter offering is titled RN Refresher Course. For information concerning these programs, contact the Faculty Development, Continuing Nursing Education and Entrepreneurial Enterprises Program at (504) 568-4202.

COURSE DESCRIPTIONS

COURSE NUMBERING SYSTEM

Courses numbered 0-4999 are open to students enrolled in the baccalaureate program. Courses numbered 5000-6999 are graduate level courses and are designed for students enrolled in programs leading to the degree Master of Nursing. Courses numbered 7000-8000 are reserved for students enrolled in the Doctor of Nursing Science program. Courses numbered 8300-8999 are restricted to Nurse Anesthesia students.

Biostatistics

BIOS 3115 Basic Statistics

[3 Credits] A study of scientific methodology and the use of statistics in design and analysis of studies in the health sciences. Consideration is given to fundamentals of sample selection, measures of central tendency, measures of variation, correlation coefficients, and tests of hypotheses. 3 hours lecture. Prerequisite: college algebra.

(Graduate level biostatistics course descriptions are listed under Biostatistics in the School of Public Health section of this publication.)

Health Science

HLSC 2410 Human Physiology

[5 Credits] Basic principles of the function, regulation, and coordination of the various organs and tissues of the human body are presented. Fundamental reaction capabilities of organic molecules and their functional groups, and the basic principles of physiological chemistry are presented. Laboratory experiments emphasize observation and interpretation, and are correlated closely with the lectures, and are chosen on the basis of understanding normal physiological mechanisms. 4 hours lecture and 2 hours laboratory. Prerequisite: General biology, microbiology. Corequisite: HLSC 2412.

HLSC 2412 Human Anatomy

[4 Credits] Gross anatomy of the human body presented systematically. Laboratory demonstrations of body structure, with further study of these by students. 3 hours lecture and 2 hours laboratory. Prerequisite: General biology and microbiology. Corequisite: HLSC 2410.

HLSC 2416 Health Assessment Theory

[2 Credits] The Health Assessment course is designed for beginning baccalaureate level nursing student. The course focuses on the principles, knowledge, and skills necessary to collect a health history and to perform a complete physical assessment throughout the individual's life cycle. Course lectures begin with the interview, assessment tools and techniques, and then follow the traditional body-system approach, which contains audiovisuals, illustrations and discussions of the physical examination of each body system or region. Documentation of history and assessment findings, cultural and developmental considerations are discussed in each lecture and evaluated with exam items. The course builds upon professionalism and knowledge of the arts, sciences and humanities gained from previous classes. Corequisite: HLSC 2417. Prerequisites: HLSC 2410, 2412

HLSC 2417 Health Assessment Lab

[1 Credits] This course includes principles, knowledge, and skills utilized in the systematic appraisal of the individual's health status throughout the life cycle. Opportunities for performing comprehensive health assessments will be provided in a laboratory setting. Corequisite: HLSC 2416 Prerequisites: HLSC 2410, 2412

HLSC 3409 Pharmacology

[3 Credits] The course consists of lectures, conferences, and demonstrations leading to an understanding of the fundamental action of drugs and their effects through physiological and biochemical mechanisms. Emphasis is placed on toxicology and side effects of each group of drugs with the appropriate implications. 3 hours lecture. Prerequisites: HLSC 2410 and 2412

HLSC 3410 Pathophysiology

[3 Credits] Emphasis is on the physiological changes, which are the result of pathologic processes. Builds upon and expands knowledge gained in anatomy, physiology, biochemistry, and health assessment. 3 hours lecture. Prerequisites: HLSC 2410, 2412.

HLSC 4411 Interdisciplinary Care of the Dying Client and Family

[2 Credit] The course focuses on the special needs of the client who is dying, as well as the family. Emphasis will be placed on the emotional stages of dying, major problems faced by the dying client and family, roles of the interdisciplinary team members to solve these problems, the special needs of the survivors during the bereavement period, and measures of support for the professional caregiver. Prerequisites: NURS 3355, 3365, 3358, and 3368 or permission of the instructor.

HLSC 4412 Nurse Summer Training Program

[3 Credits] Provides ROTC nursing students progressive experience in the clinical nursing setting and knowledge of the duties, responsibilities, and expectations of the junior Army Nurse Corp (ANC). The cadet becomes familiar with basic soldierly and field medical skills expected of an Army nurse operating in a field/combat environment. Prerequisites: NURS 3351, 3362, 3372 and eligibility as determined by ROTC.

HLSC 4413 Health Care Technology

[2 Credit] The course focuses on the methods and the tools used for information handling relative to selected aspects of health care, nurse education, and nursing research. The process of organizing, collecting, processing, and analyzing data using technology will be explored as the basis for clinical decision making and nurse education.

HLSC 6409 Advanced Pharmacology

[3 Credits] Consists of lectures, conferences and demonstrations leading to an understanding of the fundamental action of drugs and their effects through physiological and biochemical mechanisms. Emphasis is placed on toxicology and side effects of each group of drugs with the appropriate implications. Prerequisite: Eight semester hours of Anatomy and Physiology.

HLSC 6410 Pathophysiology

[3 Credits] Explores the alterations in normal physiological function associated with a number of common pathologies. Focuses on the normal underlying physiology, the detection and diagnosis of pathophysiological changes resulting in disease, using a prevention and management approach if applicable.

HLSC 6411 Health Care Informatics

[3 Credits] This course focuses on the methods and tools of information handling relative to selected aspects of health care, education, and research. The process of organizing, collecting, processing, and analyzing of data will be explored as a basis for clinical decision-making. Evidenced-based protocols and patient care systems will be stressed. Automation of communication, manuscript/proposal preparation, budgeting, and the integration of Word, SPSS and PowerPoint for professional presentations will be examined. The use of informatics in education will also be explored. Research findings in the use of informatics will be incorporated.

HLSC 6425 Psychopharmacology

[3 Credits] Surveys basic neuropharmacology, the effects of various psychotropic drugs, and the action of drugs used to treat mental disorders. The emphasis of the course is on basic principles of neuropharmacology, distribution and elimination of drugs, drug-receptor interactions and dose-response relationships. In addition, the course provides actions of specific drugs and their effects on behavior and their uses in biological psychiatric treatment.

HLSC 7101 Ethics in Biomedical Sciences

[3 credits] This course examines bioethical issues encountered during the delivery of healthcare and in research. Bioethical dilemmas will be analyzed in relation to specific ethical decision making frameworks and potential solutions will be identified. Ethical concepts, principles theories and decision making models will be used to evaluate research, education, practice and policy issues. Students will examine personal and professional values and ethics as they critically analyze diverse perspectives on various ethical issues.

HLSC 7481 Topics in Health Sciences

[3 Credits] Establishes Independent Study using the HLSC 7481 designation when work is being done with a faculty member outside the discipline of nursing with the approval of the Major Professor.

Neuroscience

NRSC 420 Comprehensive Pain Management

[1 Credit] This course will provide basic conceptual approaches to pain management, pain monitoring and assessment, and treatment modalities. It is taught by faculty from the Medical, Nursing, and Allied Health Schools.

Nursing

NURS 2336 Nursing Student Success

[1 Credit] Nursing Student Success course is designed to assist the nursing student to have a smooth and successful transition to nursing school. Although designed for beginning nursing students, it has relevance for any level nursing student. The nursing student success course includes lectures, classroom activities, and assignments that both challenge and support development of academic success skills and stress management.

NURS 2351 Foundations of Nursing Practice Theory

[3 Credits] Foundations of Nursing Practice builds on knowledge gained in basic sciences, humanities, and the first professional nursing course. Foundations of Nursing Practice is an introduction to the nursing process with emphasis on nursing skills. Through the nursing process, students will apply the core values of caring, professionalism, respect, integrity, diversity, excellence and the standards of the American Nursing Association. This course will begin to develop the student into the role of the professional nurse providing basic care incorporating patient safety and accountability Prerequisites: NURS 2371, HLSC 2410, 2412, PSCH 3044, Corequisites: NURS 2362, 2372, HLSC 2416, 2417, 3409, 3410.

NURS 2359 Transition to Professional Nursing

[2 Credits] This course is a prerequisite to the first clinical or non-clinical nursing course in which the LPN enrolls. Emphasis is on professional role change. Students will examine their own nursing experiences through exploration of professional, ethical, legal, and historical concepts. The course encompasses clinical nursing proficiency at the sophomore level and includes independent learning activities, instructor-led laboratory experiences, and inpatient practice. The 4 day clinical validation component will be in an acute care clinical setting. For LPN students only. (To be taken in lieu of NURS 2371) Prerequisite or Corequisite: HLSC 2416.

NURS 2362 Foundations of Nursing Practice Practicum

[2 Credits] Foundations of Nursing Practicum course builds on knowledge of the sciences and humanities, previous and concurrent nursing courses. The student will use the nursing process as provider of professional nursing care in an inpatient medical facility. The practicum experience will allow the opportunity to begin to apply theoretical knowledge and basic technical skills when implementing care to culturally diverse adult patients. [90 hour practicum] Prerequisite: NURS 2371, HLSC 2410, 2412. Corequisite: NURS 2351, 2372, HLSC 2416, 2417, 3409, 3410.

NURS 2371 Introduction to Professional Nursing

[2 Credits] Introduction to Professional Nursing is placed in the first semester of the nursing curriculum. This course will present introductory concepts related to professionalism, nursing history, nursing theory, leadership, ethics, and the legalities of nursing. The School of Nursing philosophy, core values and undergraduate curriculum concepts will be introduced. Current trends and issues in nursing are explored.

Standards of professional nursing practice are incorporated into the course including those from American Nurses Association (ANA), Joint Commission for the Accreditation of Healthcare Organizations (JCAHO), Louisiana State Board of Nursing (LSBN), and National League for Nursing (NLN). Two hours lecture/seminar. Corequisites: HLSC 2410, 2412.

NURS 2372 Foundations of Nursing Practice Simulation/ Lab

[1 Credit] The foundations of nursing simulation/lab course builds on knowledge and basic skills from the sciences, humanities, previous and concurrent nursing courses. The simulation lab experience will allow the student the opportunity to develop basic skills in a safe environment including but not limited to hygiene, asepsis, elimination, medication administration, oxygenation, patient positioning, and safety. Students will have the opportunity to practice

critical thinking and decision making in simulated case scenarios. Prerequisite: NURS 2371, HLSC 2410, 2412. Corequisite: NURS 2351, 2362, HLSC 2416, 2417, 3409, 3410.

NURS 3349 Special Studies in Nursing

[1-3 Credits] This course consists of selected nursing and/or health care activities, readings, library research, and written work with follow-up conferences with the faculty member guiding the course. Prerequisite: Current enrollment in the Baccalaureate Nursing Program.

NURS 3351 Adult Health Nursing Theory

[4 Credits] The Adult Health Nursing course will allow the student to advance from basic nursing care to pathophysiology based nursing care, including refinement of assessment skills, nursing diagnoses, planning, implementation and evaluation. Using theoretical knowledge of health promotion, illness and disease management, and risk reduction, the student will identify and prioritize professional nursing care appropriate for a broad population of culturally diverse adult patients. Professional standards will be incorporated into the plan of care. The course builds upon knowledge of the sciences and humanities gained from previous classes, especially anatomy and physiology, pathophysiology and basic foundational nursing care. Prerequisites: NURS 2351, 2362, 2372; HLSC 3409, 3410. Corequisite: BIOS 3115, NURS 3362, and 3372.

NURS 3355 Child Health Nursing Theory

[2 Credits] Child Health Nursing is built upon information presented in previous nursing courses, basic sciences, health assessment and pathophysiology. This course provides exploration and application of theories, concepts, knowledge and skills for comprehensive child health nursing. Emphasis is on health promotion, risk reduction, and illness management of children. Course content is guided by the standards for pediatric nursing as formulated by the Society of Pediatric Nurses. The educational focus is on the development and application of critical-thinking and problem-solving skills as they relate to the care of children from infancy through adolescence, and their families. Prerequisites: NURS 3351, 3362, 3372, 3356, 3366 Co requisite: NURS 3365.

NURS 3356 Mental Health Nursing Theory

[3 Credits] Students build on knowledge gained in the social sciences, basic sciences, Abnormal Psychology, Pharmacology, Health Assessment and Foundations of Nursing Practice. In this didactic course, students learn the theories, concepts, and skills necessary to provide nursing care to patients and families of diverse backgrounds who are coping with mental health issues. At the completion of this course students will utilize knowledge to apply the nursing process to assist patients and families with health promotion, disease prevention, and illness management according to ANA Standards of Practice. Presentation, small group discussion, and case studies are used to help students incorporate the core values of caring, professionalism, respect, integrity, diversity, and excellence and the skills of communication, critical thinking, collaboration, and coordination into nursing care planning in the didactic setting. Prerequisites: NURS 2351, 2362, 2372 HLSC 3409, 3410. Corequisite: BIOS 3115, NURS 3366,

NURS 3358 Women's Health Nursing Theory

[3 Credits] This course provides exploration of theories, concepts, and knowledge related to the nursing care of women across the lifespan. The focus is on disease prevention and health promotion of women, from menarche, childbearing and middle years, to post-menopausal health concerns. The educational focus is concerned with the development and

application of critical-thinking, problem-solving, relationship-building and caring skills as they relate to the human experience of nursing women and their families. The course will utilize the mission and standards of the professional organization, AWHONN, Association of Women's health, Obstetric and Neonatal Nurses. This course is built upon information presented in previous courses. Prerequisites: NURS 3351, 3362, 3372, 3356, 3366. Corequisites: NURS 3368.

NURS 3359 Men's Health Across the Lifespan

[2 Credits] This course explores men's health across the lifespan within a developmental framework. The focus is on the relationships among men's developmental stages, aspects of health, and the determinants of health. Using theoretical knowledge of the nursing process, health promotion and risk identification, the student will analyze the impact of these relationships on selected states of health. The course builds upon knowledge gained from previous classes, especially humanities, pathophysiology, and foundational nursing care. Prerequisites: NURS 2351, 2362, 2372; HLSC 2416, 2417, 3409, 3410 or approval of instructor.

NURS 3362 Adult Health Nursing Practicum

[2 Credits] The Adult Health Practicum course builds upon knowledge of the sciences and humanities gained from previous classes, including anatomy and physiology, pathophysiology, and previous and concurrent nursing courses. The student will use the nursing process as designer and provider of professional nursing care in the in-patient acute care setting. The practicum experience will allow the student the opportunity to apply theoretical knowledge and technical skills when designing and implementing care to culturally diverse adult patients. The clinical experience will provide opportunities for interdisciplinary collaboration within the health care setting. [90 hours practicum]. Prerequisites: NURS 2351, 2362, 2372, HLSC 3409, 3410. Corequisite: BIOS 3115, NURS 3351, and 3372.

NURS 3365 Child Health Nursing Practicum

[3 Credits] This course provides the student with clinical opportunities in caring for children from birth to adolescence. The student will apply the nursing process while delivering care to children in both the inpatient and outpatient setting. The educational focus is concerned with the development of clinical, communication, teaching and management of care skills in the care of children and their families. This practicum builds upon information presented in previous nursing courses, basic sciences, health assessment and pathophysiology. [135 hours practicum]. Prerequisites: NURS 3351, 3362, 3372, 3356, 3366. Corequisite: NURS 3355.

NURS 3366 Mental Health Nursing Practicum

[2 Credits] Students build on knowledge gained in the social sciences, basic sciences, Abnormal Psychology, Pharmacology, Health Assessment and Foundations of Nursing Practice. In this clinical course, students explore and apply theories, concepts, knowledge, and skills in providing nursing care to patients and families of diverse backgrounds who are coping with mental health issues. At the completion of this course students will be able to apply the nursing process to assist patients and families with health promotion, disease prevention, and illness management according to ANA Standards of Practice. Students will apply the core values of caring, professionalism, respect, integrity, diversity, and excellence; and demonstrate the skills of communication, critical thinking, collaboration, and coordination. Clinical experiences occur primarily on in-patient psychiatric units with adult patients. [90 hours practicum]. Prerequisites:

NURS 2351, 2362, 2372, HLSC 3409, 3410. Corequisite: NURS 3356.

NURS 3368 Women's Health Nursing Practicum

[2 Credits] Using an evidence-based woman-centered focus, this course provides clinical opportunities in caring for women across the lifespan, concentrating on nursing care of the childbearing family. The student will have clinical experiences caring for pregnant women, women in labor and giving birth, the new family including care of the newborn, and women seeking gynecological care in outpatient clinics. The student will also participate in a community activity focusing on health promotion and disease prevention of concerns for women across the lifespan. The student will self-select the community activity, with faculty approval, based on interest and availability of activity. The educational focus is on development and enhancement of clinical, communication and management of care skills in the care of women across the lifespan. A woman-centered philosophy incorporating all dimensions of a caring framework is the theoretical framework grounding this course. The course will utilize the mission and standards of the professional organization, AWHONN, Association of Women's health, Obstetric and Neonatal Nurses. This course is built upon information presented in previous courses. [90 hours Practicum] Prerequisites: NURS 3351, 3362, 3372, 3356, 3366. Corequisites: NURS 3358

NURS 3370 Research in Nursing

[3 Credits] Nursing research is introduced with emphasis on the steps in the research process and the critique of reported research on selected topics in nursing. Through the process of critique, the student will utilize the scientific process to interpret and communicate strengths and weaknesses of quantitative and qualitative research studies. Prerequisites: BIOS 3115 NURS 3351, 3362, 3372, 3356, 3366.

NURS 3372 Adult Health Nursing Simulation/ Lab

[1 Credits] The Adult Health Simulation/Lab course builds upon knowledge and skills from basic sciences and humanities and previous nursing courses. The simulation/laboratory experience will allow the student the opportunity to develop technical skills in a safe environment including but not limited to Intravenous Therapy, Dosage Calculation, Chest Tube assessment and care, Laboratory test analysis, focused assessment of acute care adult patients, patient positioning and safety, and application and use of Personal Protective Equipment. Students will have an opportunity to hone critical thinking, decision making, prioritization, and collaboration skills in simulated case scenarios. [30 hour simulation/lab]. Prerequisites: NURS 2351, 2362, 2372, HLSC 3409, 3410. Corequisite: BIOS 3115, NURS 3351, and 3362.

NURS 3375 Introduction to Professional Nursing Concepts

[5 Credits] This course provides opportunities for RN students to explore concepts and methodological factors that influence professional practice. Students examine the context of professional practice, the evolution/trends of nursing as a profession and significant issues in contemporary practice. Course work provides opportunities for development as a group member, manager, and leader in today's health care environment. For RN students only.

NURS 3451 Genetic Health across the Lifespan

[3 credits] This course builds on knowledge gained in basic sciences and Pathophysiology, and focuses on application of genetic principles that influence health and disease across the life span. Content will center on the basic mechanisms of

genetic inheritance and gene-environment interactions that influence common and complex disorders and nursing's role in genetic health care as identified in the Genetic Health Care standards set by the International Society of Nurses in Genetics. The impact of genetics and the Human Genome Project on health promotion, disease prevention, and nursing interventions will be examined. Students are expected to critically examine the social, ethical, legal, cultural, political, and professional implications of the integration of genetics into health care and be able to apply genetic health information to predict and reduce the risk of disease. Prerequisite: NURS 3351, 3362, 3372, 3366, and 3356.

NURS 4120 Beginning Spanish for Nurses

[2 Credits] The Beginning Spanish for Nurses course is designed to teach basic terminology and phraseology in Spanish for a nursing assessment and interview. The goal is not for the student to achieve fluency, but instead to have a basic working knowledge in Spanish. Appropriate use of interpreters will be addressed. Communication with Limited-English Proficiency clients in general will be addressed, especially in terms of cultural, legal and ethical considerations.

NURS 4346 Gerontology

[3 Credit] The course presents holistic view of healthy aging in communities and society. The course content embraces positive holistic case management of older people by nurses. Effects of aging issues on healthcare delivery systems will be discussed. Advocacy of global gerontological issues form the foundation of student activities to understand healthy communities for older people. Students will interact with seniors or issues in creative ways to reinforce classroom activities. Prerequisites: NURS 4357, 4358, 4352 and 4362. Corequisites: NURS 4359, 4369.

NURS 4347 Cross Cultural Nursing

[1 Credits] Cross Cultural Nursing is an elective course that introduces the student to concepts of transcultural nursing. The foundation of this course is based on the ANA theme of "providing age-appropriate and culturally and ethnically sensitive care" (ANA Scope and Standards of Practice, 2004, p. 4) as well as the ANA Code of Ethics for Nurses. Students are introduced to fundamental concepts by providing information regarding specific cultures as a beginning point in developing cultural awareness and sensitivity. Linkage between health disparity and culturally competent care will be explored; the laws and policies that oversee culturally competent practice and the standards and guidelines of accreditation will be investigated. Prerequisite: NURS 3351, 3362, 3372.

NURS 4348 Independent Study in Nursing

[1-3 Credits] This course focuses on nursing practice in an area related to the student's special interest. The student and faculty preceptor work together in developing the course outline and learning experiences. Prerequisites: NURS, 3355, 3365, 3358 and 3368.

NURS 4349 Nursing Care of the Oncology Patient

[2 Credits] Nursing Care of the Oncology Patient, is a nursing elective course which provides the student an opportunity to develop an increased knowledge of both theoretical and clinical aspects of care of patients with malignant diseases. Lecture content is provided by nursing faculty and expert oncology nurses who members of the New Orleans Oncology Nurses, the local chapter of the Oncology Nursing Society. The clinical component allows students to interact with adult cancer patients and observe and evaluate cancer care in a variety of settings and gain an expanded appreciation of the

role of the oncology nurse. Theoretical content builds upon knowledge gained in the basic sciences, humanities and all previous sophomore, junior and senior level courses. Course topics are derived from the Core Curriculum for Oncology Nursing, and incorporate the Standards of the Oncology Nursing Society. Prerequisite: NURS 3355, 3365, 3358, 3368, or permission of the instructor.

NURS 4350 Camp Nursing

[2 Credits] Emphasis is on the application of the nursing process in assisting individuals and or groups to cope with various levels of wellness and client independence. Increasingly complex behaviors are expected as students implement the nursing process in a selected camp setting with children and/or adolescents offering students clinical learning experiences in a community nursing. In addition to these experiences, the student will implement the teaching/learning process and work within the health care team. Prerequisite: NURS 3355, 3365, 3356, 3368, and 3358 or permission of the instructor.

NURS 4351 Nursing Care of the High Risk Neonate

[2 Credits] This course focuses on the nursing care of the high risk neonate and family in the intensive care setting. The student will have the opportunity to develop expanded awareness of neonatal nursing interventions and strategies for care of high-risk neonates during various levels of physiological, neurological, and developmental adaptation of physiological, neurological, and developmental adaptation. Prerequisites: NURS 3355, 3365, 3368, and 3358 or permission of the instructor.

NURS 4352 Critical Care Nursing Theory

[3 Credits] This course builds upon the basic sciences and principles of nursing established in previous level nursing courses. Theoretical foundations for this course focus on the physiological changes occurring in adults/aged adults with acute, complex health problems. Course content is guided by standards of critical care nursing formulated by the American Association of Critical Care Nurses. Students are expected to be able to apply the nursing process in the practice of nursing and in assisting the client and family to cope with an acute health crisis. Prerequisites: NURS 3355, 3365, 3358, 3368, 3451, and 3370. Corequisites: NURS 4362 and 4372.

NURS 4357 Population Focused Nursing Theory

[3 Credits] Public health/Community health nursing is the practice of promoting and protecting the health of populations using knowledge from nursing, social, and public health sciences according to the American Nurses Association (Public Health Nursing—Scope and Standards of Practice, 2007, p. 5). Population-focused nursing theory has goals of health promotion and prevention of disability and disease in populations utilizing a global focus. This course is introduced from a contemporary and emerging perspective of developing a healthy global community. The basic concepts of epidemiology along with the public health principles and theories, which underline the practice of public health, will be presented. Utilizing community health theory, research findings, and health promotion principles, the individual, family, community, and health care delivery systems will be examined. The course will expand further in population focused nursing theory and practice to guide the nurse as a contributing member of community organizations in health care delivery and global health issues. Prerequisites: NURS 3355, 3365, 3358, 3368, 3370, and 3451. Co requisites: NURS 4358

NURS 4358 Population Focused Nursing Practicum

[3 Credits] Population Focused Practicum will incorporate the theories, concepts, and research findings presented in Population Focused Nursing Theory course. The goals of the practicum are performing health promotion and public/community health principles and concepts to contribute to developing or maintaining a healthy community. A contemporary and emerging perspective to working within community agencies will be applied. Practicum experiences will emphasize flexibility, cultural competence, respectful communication, effective and efficient therapeutic intervention for individuals, families, communities, and a global population. [135 hours practicum]. Prerequisites: NURS 3355, 3365, 3358, 3368, 3370, and 3451. Co requisites: NURS 4357

NURS 4359 Nursing Management in the Health Care System Theory

[3 Credits] Nursing Management in the Health Care System Theory builds upon knowledge gained in basic sciences, humanities, and all previous sophomore, junior and senior level nursing courses. This course presents underlying theories of management and leadership. The structure and framework of management, characteristics of organizational leaders, and responsibilities of nurse managers from the micro to the macro levels are explored. Emphasis is placed on professional accountability, collaboration, delegation and the use of outcome based practice in leadership and change-agent roles.

Standards of professional nursing practice are incorporated into the course including those from American Nurses Association (ANA), Joint Commission for the Accreditation of Healthcare Organizations (JCAHO), Louisiana State Board of Nursing (LSBN), Sigma Theta Tau, American Organization of Nurse Executives (AONE), and other specialty organizations. Prerequisites: NURS 4352, 4362, 4372, 4357, and 4358. Corequisites: NURS 4369, 4346, and 4371 or NURS 3375 for RN to BSN students.

NURS 4360 Quality and Safety in Nursing and Health Care

[2 Credits] This course focuses on patient safety and quality in health care and nursing. The course will review current guidelines and standards related to patient safety and quality care that apply to all levels of nursing students, nurses, and nursing specialties. Students will compare the literature to what is observed in practice and identify areas for improvement. Prerequisites: permission of the instructor.

NURS 4361 EKG Interpretation and the Nursing Process

[1 Credit] This one-semester hour theory course focuses on the interpretation of cardiac electrocardiograms and identification of arrhythmia wave forms that characterize cardiac dysfunctions. Interpretation and arrhythmia interventions are based on the American Heart Association Advanced Cardiac Life Support (ACLS) Algorithms and the American Association of Critical Care Nurses (AACN) guidelines. A case study format is utilized for application of the nursing process to the cardiac patient with multi-system dysfunctions, multiple medication interventions and arrhythmia-related assessment findings. Students participate in interactive classroom and internet site exercises with sample arrhythmia wave form strips, case study situations and arrhythmia simulations. Prerequisites: NURS 3351, 3362, and 3372.

NURS 4362 Critical Care Nursing Practicum

[2 Credits] Critical Care Nursing Practicum builds upon the basic sciences and principles of nursing established in previous level nursing courses. Theoretical foundations for this course focus on the physiological changes occurring in adults/aged adults with acute, complex health problems. This course provides the opportunity for clinical application and interfaces with the theory course Critical Care Nursing Theory. Practicum content is guided by standards of critical care nursing formulated by the American Association of Critical Care Nurses. In the practicum setting, students are expected to be able to apply the nursing process in the practice of nursing and in assisting the client and family to cope with an acute health crisis. Practicum learning experiences occur in an acute care setting. [90 hours practicum]. Prerequisites: NURS 3355, 3365, 3358, 3368, 3451, and 3370. Corequisites: NURS 4352 and 4372

NURS 4363 Perioperative Nursing

[2 Credits] Perioperative Nursing is an elective course that builds upon knowledge gained in the basic sciences, humanities, and previous nursing courses. The course provides the student an opportunity to develop an increased knowledge of both theoretical and clinical aspects of nursing care in the preoperative, intraoperative, and postoperative setting. Students learn the nurse's role as the provider of care in perioperative settings. Course content is based on the Association of perioperative Registered Nurses (AORN) *Standards, Recommended Practices, and Guidelines* as well as the Perioperative Nursing Data Set and the American Society of Peri Anesthesia Nurses (ASPAN) standards. Clinical experiences allow students to develop skills necessary for the perioperative nursing role. [45 hours practicum] Prerequisites: NURS 3351, 3362, 3372 or permission of the instructor.

NURS 4364 Principles of Emergency Nursing

[2 Credits] Principles of Emergency Nursing is a combination didactic and practicum course in which the student learns to apply all previous course work, theories, knowledge, and skills, in the delivery of nursing care to patients and families coping with episodic health issues in the emergency setting as part of an interdisciplinary team. Students apply the core values of caring, professionalism, respect, integrity, and diversity and demonstrate the skills of communication, critical thinking, collaboration, and coordination. Using the Emergency Nurses Association Standards and Core Curriculum as a guide, in the didactic section, students explore the application of the nursing process to physical and psychosocial problems, in a diverse population, in the emergency setting. The practicum section is primarily in the emergency department setting, with unique alternate experiences used when available, such as participation in disaster drills. Students apply theories, knowledge and technical skills in providing nursing care in this specialized setting. Prerequisites: NURS 3355, 3351, 3365, 3362, 3372, 4352, 4362, 4372, or permission of the instructor.

NURS 4365 Mental Health and the Movies

[2 Credit] Film both informs and mirrors society's view of mental illness. The stigmatization and marginalization of people with mental illness has been exacerbated by the images in the media. Film has often mirrored society's perception of mental illness as a condition of little hope and mental health policy is a reflection of that view. This course examines the reciprocal relationship between how mental illness has been portrayed in the media and mental health policy since 1950. The implications for patient care and nursing will be examined. Prerequisites: NURS 3356, 3366.

NURS 4366 Complementary and Alternative Therapies for Nurses

[1 Credit] This course offers an overview of complementary and alternative therapies; descriptions and demonstrations of ways complementary and alternative therapies can be used in clinical practice; and explores current scientific knowledge supporting the use of complementary and alternative therapies to promote healing and improve health. The course includes social differences as expressed in ways that cultural, racial, socioeconomic, religious and lifestyle variations may be integrated in the appreciation and utilization of diverse complementary and alternative therapies.

NURS 4367 Ethical and Legal Issues in Nursing

[2 Credit] Ethical Legal Issues in Nursing builds on knowledge from the first professional nursing development course. This course provides the student the opportunity to explore issues encountered in professional nursing practice relating to ethical and legal situations. Course content is based on standards of nursing practice from the American Nurses Association and legal tenets. Emphasis will be placed on the student's analysis of issues to increase the ability to creatively examine and apply ethical and legal principles in nursing practice. Prerequisites: NURS 3355, 3365, 3358, 3368 3451.

NURS 4368 Introduction to Forensic Nursing

[2 Credits] This course provides exploration and application of theories, concepts, knowledge and skills for comprehensive nursing care of patients and families interfacing with the judicial system. The nursing process is applied to assist the patient's and family's adaptation to stressors and explores the prevention of violence at intrapersonal, interpersonal, community and international levels. At the completion of this course the student will be able to use the nursing process to address issues of diversity while providing care for perpetrators and victims of violence in accordance with the nursing roles dictated by the standards of care outlined by the ANA and International Association of Forensic Nursing. Prerequisites: NURS 3351, 3362, 3372, 3356, 3366 or permission of the instructor.

NURS 4369 Nursing Management in the Health Care System Practicum

[4 Credits] Nursing Management in the Health Care System Practicum is a Capstone leadership course, which builds on knowledge gained in basic sciences, humanities, and all previous sophomores, junior and senior level nursing courses. Standards of professional nursing practice including those from American Nurses Association (ANA), Joint Commission for the Accreditation of Healthcare Organizations (JCAHO), Louisiana State Board of Nursing (LSBN), Sigma Theta Tau, American Organization of Nurse Executives (AONE), and other specialty organizations are incorporated into the course and plans of care.

This course provides the opportunity for clinical application and interfaces with the theory course, Nursing Management in the Health Care System Theory. In the practicum setting, students apply the core values of caring, professionalism, respect, integrity, diversity and excellence using the nursing process in the management of patient care. Students are provided an opportunity to apply and practice nursing management theories with a group of patients in the role of manager and coordinator of care, and in a one-to-one nurse preceptor learning situation. Students examine and apply their own nursing leadership skills distinguishing them from management skills. [180 hours practicum]. Prerequisites: NURS 4352, 4362, 4372, 4357, and 4358. Corequisites: NURS 4359, 4346, and 4371 or NURS 3375 for RN to BSN students

NURS 4371 Perspectives in Professional Nursing

[2 Credits] The focus of this capstone professional development course is to assist the senior level nursing student transition into the role of professional nursing through the development of personal leadership, professional accountability skills and role-socialization. Course activities are structured to examine the nine American Nurses Association (ANA) Standards of Professional Performance—quality of practice, education, professional practice evaluation, collegiality, collaboration, ethics, research, resource utilization, and leadership. Past, current and future health practice and nursing issues and trends are analyzed utilizing critical thinking skills. Contemporary nursing leaders are identified and their impact on nursing practice is discussed. Prerequisites: NURS 4352, 4362, 4372, 4357, and 4358. Corequisites: NURS 4359, 4369, and 4346.

NURS 4372 Critical Care Nursing Simulation/Lab

[1 Credit] Critical Care Nursing Simulation/Lab builds upon the basic sciences and principles of nursing established in previous level nursing courses. Theoretical foundations for this course focus on the physiological changes occurring in adults/aged adults with acute, complex health problems. This course provides the opportunity for clinical application and interfaces with the theory course Critical Care Nursing Theory, and the practicum course Critical Care Nursing Practicum. Simulation/Lab content is guided by standards of critical care nursing formulated by the American Association of Critical Care Nurses. In the simulation/lab setting, students are expected to be able to apply the nursing process in the practice of nursing and in assisting the client and family to cope with an acute health crisis. Simulation/Lab learning experiences occur in a simulated environment. [30 hours simulation /lab]. Prerequisites: NURS 3355, 3365, 3358, 3368, 3451, and 3370. Corequisites: NURS 4352 and 4362

NURS 4375 RN Mental/Community Health Nursing Theory

[5 Credits] Provides the registered nurse student with a holistic perspective of individuals, families, groups, and community dynamics experienced in population focused care. This course focuses on synthesizing nursing, mental health, public, and community health theory to promote and preserve the health of populations. Emphasis will be placed on preventive strategies targeting health of populations. Prerequisite: NURS 3375, Co-requisite: NURS 4376.

NURS 4376 RN Mental/Community Health Nursing Practicum

[3 Credits] Provide an intensive clinical study of mental/community health nursing as a nurse generalist. Students will practice a concentrated time in the mental health/community health nursing setting based on their individual learning needs. Development and refinement of their role as a baccalaureate prepared nurse generalist with specific knowledge and clinical experience in mental/community health nursing are the expected clinical outcomes. Prerequisite: NURS 3375, co-requisite: NURS 4375.

NURS 4379 Nursing Leadership in the Health Care System

[5 credits] A capstone leadership course, which builds on knowledge gained in basic sciences, humanities, and previous nursing courses. Standards of professional nursing practice including those from American Nurses Association (ANA), Joint Commission for the Accreditation of Healthcare Organizations (JCAHO), Louisiana State Board of Nursing

(LSBN), Sigma Theta Tau, American Organization of Nurse Executives (AONE), and other specialty organizations are incorporated into the course. This course provides the opportunity for clinical application of theory to expose registered nurses to leadership roles. In the practicum setting, students apply the core values of caring, professionalism, respect, integrity, diversity, and excellence while being involved with organizational leaders as preceptors. Students examine and apply their own nursing leadership skills, distinguishing them from management skills, and analyze their individual leadership potential.

NURS 6303 Research I: Design and Methodology

[3 Credits] This course provides an opportunity for the continued involvement in the conduct of nursing research. Course content focuses on research utilization. Prerequisite: BIOS 6100.

NURS 6304 Nursing Research II Design and Methodology

[2 Credits] Focuses on research utilization and provides opportunities for continued involvement in the conduct of nursing research. Prerequisite: NURS 6303.

NURS 6305 Foundations of Advanced Nursing Practice

[3 Credits] An introduction to advanced professional nursing roles with the expectation of enhancing the influence and opportunities of these selected roles in various health care delivery systems. Focus is centered on the evolution and trends of selected advanced nursing roles; the changing environments of health care and how this affects the advanced role; issues related to the advanced nursing role and identified advanced role competencies, which are expected to insure credible, safe, effective, and satisfying service.

NURS 6306 Healthcare Management

[3 Credits] Required for advanced practice students only. Focuses on the role of the advanced practice nurse in the ongoing changes in organizational designs and systems, financing of health care delivery, ethics, and health policy. Explores the formulation of health policy, how to effect this process, and its impact on clinical practice and health care delivery. Addresses health care systems, including managed care and integrated systems of delivery, in the continuum of health care. Health care population management focuses on leadership and organizational relationships (internal and external to the environment) and advanced practice nursing (consultation and negotiation).

NURS 6307 Transitions in Professional Nursing I

[5 Credits] Provides transformative educational experiences for the registered nurse student returning to school to complete studies for a Masters degree in nursing through in-depth study of nursing management, leadership and advanced nursing. The focus is on integration of prior academic credit with curriculum requirement for a Master of Nursing degree. Prerequisites: Completing of all required courses designated on the RN-MN plan of studies. Corequisites: NURS 6308

NURS 6308 Transitions in Professional Nursing II

[3 Credits] Focuses on critical thinking skills applies to clinical nursing practice and application of theory from Transitions in Professional Nursing I. Prerequisites: Completion of all required courses designated on the RN-MN plan of studies. Corequisite NURS 6307

NURS 6310 Adult Health Nursing I

[4 Credits] The Adult Health Nursing I course is the first in a series of courses preparing the student for the role of an Adult Health Clinical Nurse Specialist. The course explores topics related to the care of the adult such as development, cultural diversity, stages of wellness/illness, nursing assessment and diagnosis. The topics focus on assisting adult patients with health promotion and disease prevention. Content emphasizes theory, research, and interventions related to stress/coping/adaptation, health perception/health management, and roles and relationships. There is also an introduction to the role of an adult health clinical nurse specialist and professional standards governing advanced practice from the National Association of Clinical Nurse Specialists and the American Nurses Association. Emphasis is on the patient/client sphere and nurses and nursing practice sphere of influence. Clinical experiences occur in the acute care setting where students develop basic clinical expertise with a selected population of adult patients. [120 hours practicum] Prerequisites or Corequisites: NURS 6305 and BIOS 6100.

NURS 6311 Adult Health Nursing II

[4 Credits] Adult Health Nursing II is the second in a series of courses preparing the student for the role of an Adult Health Clinical Nurse Specialist. It builds upon prior coursework in advanced practice nursing theory and practice. The course explores the consultation and teaching roles of the adult health clinical nurse specialist in the acute care setting. Emphasis is on the patient/client sphere and nurses and nursing practice sphere of influence. Topics relevant to standards of care are utilized such as those from a variety of nursing specialty organizations, core measures, national guidelines, and various Institute of Medicine Reports. Emphasis is on theories, research, and interventions related to selected nursing diagnoses. There is development in the skills of clinical decision making, ethical practice, and interprofessional communication. Innovative evidence-based interventions are designed in consultation with unit based nurses and leadership to improve nursing practice and thus, patient outcomes. Clinical experiences occur in an acute care setting where the student displays increased clinical expertise with a selected population of adult patients and critically analyzes clinical practice for areas of improvement. [120 hour practicum] Prerequisite: NURS 6310. Prerequisites or Corequisites: HLSC 6410, NURS 6315. Corequisite: NURS 6303.

NURS 6312 Adult Health Nursing III

[3 Credits] Adult Health Clinical Nursing Specialist III is primarily a clinical course that allows for further development in the role as an Adult Health Clinical Nurse Specialist. It builds upon adult health clinical nurse specialist courses and core course work. This course emphasizes the roles of leadership, collaboration, and consultation in the acute care setting. Focus is on interprofessional collaboration and communication that facilitates change to improve patient outcomes. Ethical decision making, change theory, and outcome management methods are incorporated. Spheres of influence are the patient/client, nurses and nursing practice, and organization/system. Clinical experiences occur in the acute care setting as students analyze processes and outcomes at the aggregate and individual level. [150 hours practicum]. Prerequisite: NURS 6311.

NURS 6313 Adult Health Nursing IV

[4 Credits] Adult Health Nursing IV is the fourth in a series of courses preparing the student for the role of an Adult Health Clinical Nurse Specialist. This course synthesizes all prior

course work and provides an opportunity to showcase clinical expertise with a population of adult patients and the ability to improve practice and outcomes at the unit or system level. Emphasis is on the patient/client, nurses and nursing practice, and organizational/system spheres of influence. This course explores the research role of the adult health clinical nurse specialist in assisting the adult client and family along the continuum of chronic illness, home health, and long-term care. The course emphasizes theories, research and interventions related to a variety of topics relevant to care of the older adult with chronic illness. Ethical decision making is utilized as an evidence-based clinical project is implemented and evaluated. Technological advances and strategies for effective interventions are explored. Clinical experiences occur in acute care settings and/or community settings to provide clinical expertise in case management across the full continuum of care for the selected population of adult patients. [120 hours practicum] Prerequisites: NURS 6312.

NURS 6315 Advanced Health Assessment & Diagnostic Measurement

[4 Credits] Focuses on the skills of assessment necessary in advanced nursing practice with an emphasis on development of comprehensive and problem specific psychosocial, development, cultural and epidemiological client centered databases throughout the life span. The student will analyze data from these databases to determine client health status, identify health problems, and formulate nursing diagnoses. The determination of psychomotor, development, cultural, nutritional, mental, in addition, physical health status in a clinical setting will enable the student to learn under the guidance and supervision of a faculty facilitator. Includes classroom, 20 hours of lab, and 100 hours of a precepted practicum.

NURS 6320 Psychiatric Community Mental Health Nursing I

[4 Credits] This is the first in a series of courses that prepare students for the role of advanced practice psychiatric community health nursing within the scope of professional standards and the core values of Louisiana State University Health Sciences Center School of Nursing. The course examines historical influences, conceptual models and theories, and evidence-based research in the area of advanced practice psychiatric nursing as it relates to the advanced practice care of individual clients. Course content emphasizes psychotherapy, interviewing communication skills and competencies. The course includes classroom and field experiences. Prerequisite: NURS 6303 Corequisite: NURS 6327.

NURS 6321 Psychiatric Community Mental Health Nursing II

[4 Credits] This is the second in a series of courses that prepare students for the role of advanced practice psychiatric community health nursing within the scope of professional standards and the core values of Louisiana State University Health Sciences Center School of Nursing. The course examines societal and cultural influences, conceptual models and theories, and evidence-based research in the area of advanced practice psychiatric nursing as it relates to the care of families. Course content emphasizes family theory, family therapy, family development, behavior, and dynamics, and comprehensive psychosocial assessments of families. The course includes classroom and field experiences. Prerequisites: NURS 6320 and NURS 6327. Corequisite: NURS 6328.

NURS 6322 Psychiatric Community Mental Health Nursing III

[4 Credits] This is the third in a series of courses that prepare students for the role of advanced practice psychiatric community health nursing within the scope of professional standards and the core values of Louisiana State University Health Sciences Center School of Nursing. The course examines historical influences, conceptual models and theories, and evidence-based research in the area of advanced practice psychiatric nursing as it relates to the advanced practice care of groups. Course content emphasizes group psychotherapy, examines strategies, and research related to group therapy skills in advanced psychiatric and community mental health nursing. This course includes classroom and field experiences. Prerequisites: NURS 6321 and NURS 6328. Corequisite: NURS 6329.

NURS 6324 Introduction to Epidemiology

[3 Credits] Required for Advanced Public Health Students only. Basic introductory level course designed for students with little or no background in epidemiology. Lectures and discussion exercises will be used to aid the student in understanding what epidemiology is and how it serves as a basic science for public health and preventive medicine. Prerequisite: BIOS 6100.

NURS 6325 Environmental Health Nursing

[3 Credits] Focuses on: elements of the environment; principles of toxicology; contaminant exposure, risk and control; vulnerable populations and health/illness consequences; legislative and regulatory issues; and implications for environmental health nursing. Environmental justice, ethics, caring and the related role of nurse advocacy will be included. Local, national, and global ecological and environmental perspectives and social/human contributory will be included. Prerequisites or Corequisites: NURS 6340; PATH 210; BIOS 6100.

NURS 6326 Practicum: Advanced Public Health/Community Health Nursing

[3 Credits] This is the third in a sequence of four courses, which has both didactic and clinical [150 hours] components. It is based on Healthy People 2010 from the perspective of population focused, community oriented advanced public health/community health professional nursing practice. Didactic component introduces the student to the theory, structure and strategies required to develop an evaluation plan for a community health intervention program. An evaluation plan for monitoring the community health program developed in N6341 will be prepared, utilizing public health and nursing research. Issues related to maintaining community level change, and social and political implications are included. Practicum component enables the student to continue with the implementation of the program developed in N6341. Prerequisites NURS 6340; NURS 6341; PATH 210; BIOS 6100.

NURS 6327 Psychiatric Community Mental Health Nursing I: Clinical Practicum I

[3 Credits] This is the first in a series of courses preparing the student to practice in the role of advanced practice within the scope of professional standards of psychiatric-mental health nursing and the National Association of Clinical Nurse Specialists. The student will complete assignments that are designed to allow the student to develop and apply advanced nursing skills under the direction of an advanced practice preceptor. The course focuses on the application of psychotherapeutic skills needed to attain effectiveness in psychiatric and community mental health care of individuals. During this practicum course the student will complete a total of 180 hours in the clinical setting. Prerequisites or Corequisites: NURS 6303 and NURS 6320.

NURS 6328 Psychiatric Community Mental Health Nursing II: Clinical Practicum II

[3 Credits] This is the second in a series of courses preparing the student to practice in the role of advanced practice within the scope of professional standards of psychiatric-mental health nursing and the National Association of Clinical Nurse Specialists. The student will complete assignments that are designed to allow the student to develop and apply advanced nursing skills under the direction of an advanced practice preceptor. The course focuses on the application of psychotherapeutic skills needed to attain effectiveness in psychiatric and community mental health care of families. During this practicum course the student will complete a total of 180 hours in the clinical setting. Prerequisites: NURS 6320 and NURS 6327 Corequisite: NURS 6321

NURS 6329 Psychiatric Community Mental Health Nursing III: Clinical Practicum III

[3 Credits] This is the third in a series of courses preparing the student to practice in the role of advanced practice within the scope of professional standards of psychiatric-mental health nursing and the National Association of Clinical Nurse Specialists. The student will complete assignments that are designed to allow the student to develop and apply advanced nursing skills under the direction of an advanced practice preceptor. The course focuses on the application of psychotherapeutic skills needed to attain effectiveness in psychiatric and community mental health care of families. During this practicum course the student will complete a total of 180 hours in the clinical setting. Prerequisites: NURS 6321 and NURS 6328. Corequisite: NURS 6322.

NURS 6334 Advanced Neonatal Assessment

[3 credits] This course focuses on advanced assessment of the normal and high-risk neonate and development of expanded neonatal assessment skills to include history taking, physical and gestational age assessment, behavioral, cultural and genetics assessment. Under the guidance of course faculty and supervision by approved preceptors, students are assisted in recognizing minor variations in normal neonates as well as pathophysiological changes and develop a plan for advanced nursing management. Focus is on development of critical decision making skills as they relate to assessment of well and at risk neonates of varying gestational ages with recognition of situations requiring interdisciplinary consultation or referral. Co-requisite: NURS 6335, NURS 6336.

NURS 6335 Neonatal Physiology

[3 Credits] Examines newborn physiology and pathophysiology and the implications for advanced nursing practice. Includes topics such as genetic principles, basic embryology, physiology and pathophysiology of neonatal systems.

NURS 6336 Nursing Management of the Childbearing Family

[4 credits] Students utilize theory and research to assess the health needs and problems of the normal and high risk pregnant woman and fetus. Associated risk variables that influence maternal/newborn outcomes are examined; nursing management is provided to the woman/fetus prenatally, during labor and delivery, and immediate postpartum periods. Emphasis is placed on the role and responsibilities of the APRN in the perinatal-neonatal setting based on the current scope and standards of practice for neonatal nursing. Practicum focuses on development of beginning level clinical competency in the role and scope of advanced neonatal

nursing practice under the guidance of program faculty and direct supervision by approved preceptors. Includes classroom and field experiences. Prerequisite or Corequisite: NURS, 6303, NURS 6305, NURS 6334, NURS 6335 or permission of instructor.

NURS 6337 Nursing Management of the High Risk Neonate I

[5 Credits] This course builds upon theoretical and practical knowledge of neonatal physiology and advanced neonatal assessment. Students assess and utilize strategies to manage the high-risk neonate who is critically ill, including appraisal, resuscitation and stabilization. Management of the high-risk neonate with selected physiological problems, psychosocial and environmental needs of the neonate/family and the role of the advanced practice nurse. Practicum focuses on developing clinical competency in the role and scope of advanced neonatal nursing practice under the guidance of program faculty and direct supervision by approved preceptors. Includes classroom and field experiences. Prerequisites: NURS 6334, NURS 6335, NURS 6336.

NURS 6338 Nursing Management of the High Risk Neonate II

[5 Credits] This course builds upon theoretical and practical knowledge of neonatal physiology and pathophysiology in provision of advanced nursing care of the high risk neonate. Students address chronic and long-term problems and the psychosocial/environmental needs of the infant and family. Ethical principles and legal issues are addressed. Practicum focuses on continued development of clinical competency in the advanced practice nursing role under the guidance of program faculty and supervision by approved preceptors. Includes classroom and field experiences. Prerequisite: NURS 6337, NURS 6339.

NURS 6339 Nursing Care Management of the High Risk Neonate III

[5 Credits] This practicum course builds upon theoretical and practical knowledge needed to assess and manage the care of the sick neonate. Students are provided with opportunities to expand their skills in the case management of sick neonates and families. Under the guidance of program faculty and direct supervision by approved preceptors, students provide advanced nursing management of a caseload of high-risk neonates in a Level III neonatal intensive care unit. The course focuses on further development in the role of the advanced practice neonatal nurse through the application of knowledge and progressive building of clinical competence and advanced nursing skills. Includes field experiences. (Summer semesters only) Prerequisite: NURS 6337

NURS 6340 Advanced Public Health-Community Health Nursing I

[4 Credits] This is the first in a sequence of four courses, which has both didactic and clinical [150 hours] components. It is based on *Healthy People 2010* is the foundation, and the program is developed from the *Scope and Standards of Public Health Nursing*, and the *Public Health Nurse Competencies* (Quad Council of Public Health Nursing Organizations), with perspectives of population focused, community oriented advanced nursing practice. This course examines the history of public health nursing, the implications for today's practice, the roles, responsibilities and competencies expected of the advanced practice public health/community health nurse in diverse health settings. Theoretical frameworks and research of the public health discipline applied to evidence based

advanced public health/community health nursing practice and the implications for this practice are analyzed.

The focus is advanced assessment of a).community needs and b). of a family, its cultural and other developmental needs, and the professional skills required to complete these. Prerequisites or Corequisites: NURS 6305, PATH 210, BIOS 6100.

NURS 6341 Advanced Public Health-Community Health Nursing II

[4 Credits] This is the second in a sequence of four courses, which has both didactic and clinical [150 hours] components. It is based on *Healthy People 2010* is the foundation, and the program is developed from the *Scope and Standards of Public Health Nursing*, and the *Public Health Nurse Competencies* (Quad Council of Public Health Nursing Organizations), with the perspective of population focused, community oriented advanced public health/community health professional nursing practice.

This course builds on the advanced community assessment developed in N6340. The focus is leadership, and program planning, program design, and the interventions required to meet the health needs of an aggregate identified in N6340. This program is initiated in the clinical setting. The diverse needs of the population are respected in the design, which is based on research and evidence- based nursing practice. Prerequisite: NURS 6340.

NURS 6342 Advanced Public Health-Community Health Nursing III

[4 Credits] This is the fourth in a sequence of four courses, which has both didactic and clinical [150 hours] components. It is based on *Healthy People 2010* is the foundation, and the program is developed from the *Scope and Standards of Public Health Nursing*, and the *Public Health Nurse Competencies* (Quad Council of Public Health Nursing Organizations), with the perspective of population focused, community oriented advanced public health/community health professional nursing practice. In the didactic component students will develop further their knowledge of the structure and strategies of types of inquiry known as evaluation. Some of the social, political, legal and ethical forces that shape evaluation design, implementation, and utilization will be studied. The focus is from a theoretical and research basis. Health policy and health law and the implications for advanced public health/community health nursing are examined. Practicum: the student continues with the implementation of their community health program, evaluating its effectiveness and sustainability and how the evaluation plan needs amending. Prerequisites: NURS 6303, NURS 6341.

NURS 6350 Nursing Administration I

[4 Credits] This course is the first in a series of courses preparing the student for the role of nurse manager/executive in a healthcare setting. Topics related to the planning component of the nursing administration process are explored. Content emphasizes the elements of an organization and structure, including organizational mission, philosophy, goals and objectives, staffing and scheduling, decision-making, problem-solving, recruitment and retention, and the various types of planning that occurs in health care organizations. An introduction to the role of the nurse manager/executive and professional standards governing these roles from the American Nurses Association and the American Organization of Nurse Executives is explored. Emphasis is on the roles and functions of management and various management, nursing, and leadership theories and

styles. Course includes required classroom and practicum (120 hours). Prerequisite or corequisite: NURS 6305.

NURS 6351 Nursing Administration II

[4 Credits] This is the second in a series of courses preparing the student for the role of nurse manager/executive in a healthcare setting. It builds upon prior coursework in nursing, management, and leadership theories and practice. The course focuses on the organizing component of the nursing administration process, with emphasis on topics related to organizational behavior of individuals and groups in health care organizations focusing on topics such as teams, group dynamics, communication and change. Creating a culture of safety and quality is essential in organizing the delivery system for effective outcomes and is addressed in this course. The course also explores various elements relating to legal and regulatory issues and how these affect nursing and the health care delivery system. Course includes classroom and practicum (120 hours). Prerequisites: NURS 6303 and NURS 6350

NURS 6352 Nursing Administration III

[4 Credits] This is the third in a series of courses preparing the student for the role of nurse manager/executive in a healthcare setting. It builds upon prior coursework relating to planning and organizing in a health care delivery system. The course continues the examination of the administrative process, focusing on the control and evaluation components of the organization. Content on human resource management, performance evaluation, performance management, conflict and stress management, job satisfaction, and succession planning will be explored. Such factors as health policy, collective bargaining, and the political environment will be discussed as factors that exert control in various aspects of the health care delivery system. Requires development of a business plan. Includes classroom and practicum (120 hours). Prerequisites: NURS 6351. Prerequisite or corequisite: NURS 6304.

NURS 6353 Primary Care in Community and Diagnostic Measurement Health/Public Health Nursing I: Episodic Care

[5 Credits] Focuses on the study of episodic disorders managed in primary care practice. Emphasis is on health promotion, health protection, health maintenance, health restoration, and disease prevention with individuals and families. Students will apply nursing concepts, theories, diagnoses, therapies, skills, and techniques to provide care to individuals and families in various community health settings. Includes classroom and 120 hours practicum. Prerequisites: NURS 6315, Co-requisite: HLSC 6410, HLSC 6409, and NURS 6305.

NURS 6354 Primary Care in Community Health/Public Health Nursing II: Chronic Care

[5 Credits] Focuses on the study of chronic disorders seen in primary care practice with special attention to major community health public health concepts and therapies required in the development, implementation, and evaluation of primary health care. Clinical practice focuses on the application of nursing theory, pathophysiological and epidemiological concepts, and exploration of nursing therapies, skills, and techniques essential to the provision of primary health care to the public in various community settings. Health promotion, health protection, health maintenance, health restoration, and disease progression are key concepts emphasized. Includes classroom and 120 hours practicum. Prerequisites: NURS 6315, HLSC 6409, HLSC 6410, NURS 6353, NURS 6305.

NURS 6355 Primary Care in Community Health/Public Health Nursing III: Women's Health

[4 Credits] Builds on previous knowledge and practice of care of women and their families in selected community health settings. Focuses on the major medical and nursing concepts and therapies required in the primary health care of women and their families with minor, acute and chronic diseases. Health promotion, health protection, health maintenance, health restoration, and disease prevention for women and their families are emphasized. Pathophysiology, epidemiology, and medical and nursing interventions are the core content. Includes classroom and 120 hour practicum. Prerequisites: All support courses, HLSC 6409, HLSC 6410, NURS 6305, NURS 6306, and NURS 6354.

NURS 6356 Primary Care in Community Health/Public Health Nursing IV: Care of Children and Adolescents

[5 Credits] Focuses on assessment diagnosis, management, and education for common acute and chronic health problems of children and youth at various stages: infants, toddlers, preschool, school-age, and adolescent. Systematic appraisal of physical, social, development, family, and parenting skills are utilized in clinical management. Health promotion, nutrition, and education are emphasized. Evaluation strategies are employed to analyze ethical and legal situations. Clinical problems are analyzed and interpreted using an epidemiological approach to patient care management. Includes classroom and 120 hour practicum. Prerequisites: All support courses, BIOS 6100, NURS 6303, NURS 6355

NURS 6357 Primary Care in Community Health/Public Health Nursing V: Transitions to Advanced Nursing Practice

[5 Credits] Focuses on the successful development and implementation of exemplars of practice that will prepare the beginning advanced practice nurse to meet the health care agenda for a healthy society through practice, education, and research. Concentrated time will be spent in the clinical setting appropriate to provide intensive study of a desired clinical specialty. Refinement of clinical expertise, establishment of role identity as an advanced practitioner of nursing, and development of a business plan are expected outcomes. Includes classroom and 180 hours practicum. Prerequisites: All support courses, NURS 6304, NURS 6356.

NURS 6359 Determinants of Men's Health Across the Lifespan: Concepts of Advance Practice Nursing

[2 Credits] This course analyzes the determinants of men's health across the lifespan within a developmental and theoretical framework. The focus is on the effects of health policies on the relationship among men's developmental stages, aspects of health, and the determinants of health that may form the basis for research. The impact of these relationships on selected states of health, evidence based practice, and advanced nursing practice are included.

NURS 6360 Curriculum: Design and Development

[3 Credits] Provides an analysis and synthesis of theories and concepts related to curriculum development and evaluation in nursing. Emphasis is on institutional purposes, goals, curriculum design, program evaluation, and nursing research on both academic and practice settings. This course introduces curriculum development process and factors influencing curriculum development, implementation and evaluation. Prerequisite: NURS 6410.

NURS 6361 Advanced Role of the Nurse Educator (Practicum)

[2 Credits] Provides practical teaching experiences under the guidance of a preceptor within a specified clinical specialty. Includes 120 hours practicum. Co-Prerequisites: NURS 6360 and first practicum course. Pre-requisite: NURS 6471.

NURS 6366 Advanced Practice Role in Case Management I

[3 Credits] Focuses on nurse case management models for meeting the needs of vulnerable populations in a managed care environment. Nurse case management, i.e., developing, planning implementing cost-effective strategies and outcomes, as well as evaluation of outcomes are emphasized. Issues of design and implementation of nurse case management models in acute care, long-term care, and community-based settings are addressed. Case studies will be used to develop a case management plan. Legal and ethical issues are also explored.

NURS 6367 Advanced Practice Role in Case Management II

[3 Credits] Explores, tests and expands the nurse case management theories in organizational settings. Students will rotate through clinical areas and have first-hand experiences with case management. Course and field experiences include identifying outcomes through clinical practice experiences and partnership with patients and families over time and across settings, as well as through coordination of services, communication, and collaborative skills by using population-based guidelines.

NURS 6368 Advanced Nursing Administration Concepts I

[3 Credits] This course introduces the student to the budgeting process and financial management. The role of the nurse manager/executive in the healthcare organization relating to the budgeting process and financial management are explored. Major issues of healthcare finance will be addressed. Emphasis will be on topics such as Medicare, Medicaid, DRGs, managed care, capitation, workload measurement and productivity. Selected cost concepts will be explored including variance analysis, break-even analysis, and full-time equivalents. Includes classroom and practicum (60 hours). Prerequisite: NURS 6350

NURS 6369 Advanced Nursing Administration Concepts II

[3 Credits] This course examines major concepts in nursing administration including professional standards of practice, professional development and critical thinking. Various topics confronting the executive nurse such as integrated health care delivery system, a diverse workforce, ethics, technology, and professional practice models are explored. Prerequisite: NURS 6351, NURS 6368. Co-requisite: NURS 6352.

NURS 6370 Practice Issues in Advanced Nursing (Theory)

[1 Credits] Examines the practice issues of nurse educators in various settings. The emphasis is placed on teaching within the educator's clinical specialty. Prerequisite: NURS 6440.

NURS 6371 Practice Issues in Advanced Nursing (Practicum)

[2 Credits] Provides practical teaching experience under the guidance of a preceptor within a specified clinical specialty. (120 hours of practicum). Prerequisite: NURS 6361.

NURS 6374 Evidenced Based Nursing Research

[4 Credits] Examines evidence based practice from the nurse educator and clinical nursing role. The emphasis is on identifying, critiquing and utilizing evidenced based research to support practice

NURS 6381 Selected Topics in Nursing

[2-3 Credits] The content of the course may vary each semester. A total of three semester hours may be applied toward the degree. Prerequisite: Consent of faculty member and the Department Head.

NURS 6382 Ethical Issues in Nursing Practice

[3 Credits] A seminar course designed to enhance the student's ability to describe and analyze ethical concepts foundational to nursing practice and utilize a variety of ethical decision-making frameworks to analyze ethical dilemmas in practice. The historical development of these concepts in the professional ethic will be presented and theories of bio-ethics and nursing ethics will be analyzed. Specific attention will be given to the advanced nursing practice competency of ethical decision making skills, and to nursing participation in institutional ethics committees. Students will apply elements of these concepts and principles of ethics to nursing practice utilizing case studies.

NURS 6390 Thesis

[3 Credits] Continuous registration is required for thesis. Credit is assigned when the thesis is accepted (see academic policy for thesis advisement). Prerequisite: NURS 6304.

NURS 6392 Independent Study

[3 Credits] Provides in depth individualized learning experiences compatible with the student's former experiential learning and future career goals. Prerequisite: Completion of nine semester hours in the graduate program.

NURS 6410 Instructional Design and Teaching Strategies

[3 Credits] Provides a review of the philosophy of learning, teaching and design strategies. The emphasis is on exposure and implementation of current diverse educational teaching methods.

NURS 6420 Leadership Roles in Nursing Education

[3 Credits] Provides a review of leadership theories from education and nursing with application in practice. The emphasis is on the four domains of teaching, research scholarship, and service. The course expands to include the role of the nurse leader in education and practice as well as the role of change agent.

NURS 6430 Business and Legal Aspects of Nursing Education

[3 Credits] Provides an overview of the business and legal aspects relating to nursing education. The student will examine how to manage the business of education through fiscal responsibility, contracts, insurance, faculty appointment, strategic planning, faculty credentialing and governance. Legal aspects will be explored as it relates to nursing education to include such topics as liability, negligence, malpractice, faculty and student rights and responsibilities, discrimination, and corporate compliance.

NURS 6440 Advanced Role of the Nurse Educator (Theory)

[1 Credit] The course examines the role of nurse leader in education and practice as well as the role of change agent.

Pre-requisite: NURS 6470.

NURS 6450 Educational Technology in Nursing

[3 Credits] An introduction to the current educational technology utilized in nursing education. The emphasis is on traditional and online teaching learning methodologies. Nursing informatics in clinical settings will be introduced.

NURS 6460 Evaluation in Nursing Education

[3 Credits] Provides an overview of the evaluation process as it relates to teaching-learning experiences. Emphasis is placed on the development and evaluation of methods that facilitate improvement in teaching-learning outcomes. Evaluation of the learner is examined in the classroom and clinical settings. Pre-requisite: NURS 6360.

NURS 6470 Education Scholarship Seminar (Theory)

[2 Credits] Examines the role of nurse educators in an academic setting. Critical analysis of evidenced based research on selected topics in nursing education and staff development is included.

NURS 6471 Education Scholarship Seminar (Practicum)

[1 Credit] Provides practical teaching experience in an academic or clinical setting. The experience synthesizes the content explored in the masters of nursing education program. Under guidance from a mentor the student has the opportunity to design a practical experience that is consistent with their individual career goals. The practicum must show evidence of the students understanding of the educational process from curriculum development to evaluation. (60 hours of practicum).

NURS 7301 Development of Nursing Knowledge

[3 Credits] Examines the organization and structure of nursing knowledge and the relationship among science, theory, and nursing practice.

NURS 7303 Quantitative Research Design

[3 Credits] Focuses on quantitative design decisions related to nursing problems. Experimental, quasi-experimental, non-experimental and mixed methods designs are evaluated. Methodological and ethical implications of the quantitative research paradigm are examined. Prerequisite or Corequisite: BIOS 6102.

NURS 7304 Measurement of Nursing Phenomena

[3 Credits] Focuses on the measurement of variables related to clinical nursing problems. Includes the development, construction, and validation of qualitative and quantitative instruments for measuring nursing concepts/constructs. Prerequisite: NURS 7320, BIOS 6222

NURS 7305 Qualitative Research Design

[3 Credits] Explores the historical context of qualitative research and introduces students to the major methods of inquiry in qualitative research in nursing. Methodological and ethical implications of the qualitative research paradigm are examined. Mixed methods designs are evaluated. Pre/Co requisite: NURS 7301.

NURS 7306 Nursing and Health Policy

[3 Credits] Explores issues surrounding the development, impact, and analysis of health care policy and its relationship to nursing care and health care delivery systems. Focuses on national, state, and local health policy as well as policy affecting various populations throughout the life cycle. A special emphasis will be an examination of policy with its particular emphasis on political dynamics, application of ethical principles and health services research.

NURS 7307 Theory Development in Nursing

[3 Credits] An exploration of the uses of theory in developing knowledge in the discipline of nursing with an emphasis on the linkage among various levels of theory and research. Prerequisite: NURS 7301.

NURS 7320 Conceptual Basis for Nursing Investigation

[3 Credits] Determines the state of knowledge in chosen areas of clinical practice or administration and investigates nursing phenomena. Includes seminar and fieldwork. Prerequisites or Corequisites: NURS 7301, 7303, and 7305.

NURS 7321 Methodological Issues in Nursing Investigation

[3 Credits] Explores the investigation process focusing on validation of key concepts, analysis of methods of inquiry and related issues. Includes seminar and fieldwork. Prerequisite or Corequisites: NURS 7304.

NURS 7322 Proposal Development

[3 Credits] Explores the proposal development process for the study of nursing phenomena. Prerequisites or Corequisites: NURS 7307, NURS 7321.

NURS 7323 Qualitative Research Methods

[3 Credits] Focuses on the process and techniques used in qualitative data collection, analysis and interpretation in nursing; summarizing and reporting qualitative data, generating data displays, and qualitative proposal issues. Methodological and ethical implications of the qualitative research paradigm are examined. Mixed methods approaches to data collection, analysis and interpretation are analyzed. Prerequisite: NURS 7305.

NURS 7324 Quantitative Research Methods

[3 Credits] Focuses on the process and techniques used in quantitative data collection, analysis and interpretation; summarizing and reporting quantitative data, generating data displays, and quantitative proposal issues. Methodological and ethical implications of the quantitative data collection and analysis are examined. Mixed methods approaches to data collection, analysis and interpretation are analyzed. Prerequisites: NURS 7303.

NURS 7364 Clinician as Consultant I

[3 Credits] Focuses on theory based consultation, the consultation process, and the multifaceted role of the clinical nursing consultant. Prerequisite: NURS 7301.

NURS 7366 Clinician as Consultant II

[3 Credits] Focuses on the practice of clinical nursing consultation in a variety of settings, relevant research, and evaluation of consultation interventions. Prerequisite: NURS 7364.

NURS 7370 Graduate Nursing Education

[3 Credits] Examines the nature of graduate education and its implications for contemporary nursing education. Prerequisites: NURS 6360, 6361, NURS 7301 and consent of instructor.

NURS 7371 Role of Graduate Faculty in the Academic Community

[3 Credits] Explores various facets of the role of the nurse educator in graduate nursing education. Includes planned experiences in enacting roles of graduate faculty. Includes classroom and field experiences. Prerequisite: NURS 7370.

NURS 7381 Independent Research

[1-3 Credits] Independent research under the supervision of a designated nursing graduate faculty member.

NURS 7800 Doctoral Seminar

[3 credits] In-depth study of selected subject area or student special need/interest under the guidance of doctoral faculty.

NURS 8000 Dissertation

[3 Credits] A contribution to knowledge in nursing. Demonstrated independent critical thought and mastery of research techniques.

NURS 8301 Advanced Anatomy, Physiology, and Pathophysiology for Nurse Anesthesia I

[4 Credits] This course examines the anatomy and physiology of the cell, muscle, cardiovascular, and pulmonary systems. This serves as a basis for examining the pathophysiology and anesthesia implications of these systems. Mechanisms of the manifestations of selected disease states are explored. The course will facilitate acquiring a thorough knowledge and appreciation of the function and control of normal organs that will serve as a basis for your understanding of clinical anesthesia. E.A. Starling, the famous physiologist of the early 20th century, said "The physiology of today is the medicine of tomorrow." The faculty of the Physiology Department will make a serious effort to demonstrate the veracity of this statement. Co-requisite :NURS 8307.

NURS 8302 Advanced Anatomy, Physiology, and Pathophysiology for Nurse Anesthesia II

[3 Credits] The course develops and applies advanced practice nursing roles and practice skills related to nurse anesthesia. The course follows the professional practice standards of the American Association of Nurse Anesthetists, and reviews advanced study of the anatomy and physiology of the endocrine and excretory systems with particular reference to its application to anesthesia and acute care management. Pathophysiology of these systems will also be reviewed in relationship to the anesthetic patient management Prerequisite: NURS 8301

NURS 8303 Integrated Anatomy, Physiology, and Pathophysiology for Nurse Anesthesia III

[3 Credits] The course develops and applies advanced practice nursing roles and practice skills related to nurse anesthesia. The course follows the professional practice standards of the American Association of Nurse Anesthetists, and consists of advanced study of the anatomy and physiology of the respiratory, circulatory and nervous systems with particular reference to its application to anesthesia, cardiovascular and acute care management. Pathophysiology of these systems will be reviewed in relation to the anesthesia management of patients. Prerequisite: Integrated Anatomy, Physiology, and Pathophysiology for Nurse Anesthesia I.

NURS 8307 Advanced Pharmacology for the Nurse Anesthesia

[5 Credits] The course develops and applies advanced practice nursing roles and practice skills related to nurse anesthesia. The course follows the professional practice standards of the American Association of Nurse Anesthetists, and reviews pharmacokinetic, pharmacodynamics and pharmacogenetic principles of both anesthetic and non-anesthetic drugs. Pre-requisites: Advanced Pharmacology. Co-requisite: Basic Principles of Anesthesia.

NURS 8310 Basic Principles of Anesthesia

[4 Credits] The course develops and applies advanced practice nursing roles and practice skills related to nurse anesthesia. The course follows the professional practice standards of the American Association of Nurse Anesthetists, and reviews airway management, the anesthesia machine and workstation, and safe anesthesia practice. Co requisites include: Advanced Pharmacology for Nurse Anesthesia

NURS 8311 Advanced Principles of Anesthesia

[3 Credits] The course develops and applies advanced practice nursing roles and skills related to nurse anesthesia. The course follows the professional practice standards of the American Association of Nurse Anesthetists and reviews regional anesthesia, local anesthetics, pharmacology, equipment, relevant anatomy and acute and chronic pain management. Prerequisites include: Basic Principles of Anesthesia

NURS 8320 Nurse Anesthesia Clinical Practicum I

[4 Credits] The course develops and applies advanced practice nursing roles and practice skills related to nurse anesthesia. The course follows the professional practice standards of the American Association of Nurse Anesthetists with an emphasis on preparation of patients and equipment, pre- and postoperative patient evaluation, planning and implementing evidence-based individualized anesthesia care plans, and perioperative pain management. Non-invasive and invasive monitoring will be reviewed. An introduction to the professional aspects as well as the scope and standards of care of nurse anesthesia is included. Skills labs include: insertion of central lines, positioning, induction, preoperative interview, and charting. Human Patient Simulation labs will be conducted regarding inhalation induction as well as intravenous induction of general anesthesia. Pre-requisites: Advanced Pharmacology, Nursing Advanced Health Assessment. Co-requisites: Integrated Anatomy, Physiology, and Pathophysiology for Nurse Anesthetists I, Advanced Pharmacology for Nurse Anesthesia, Basic Principles of Anesthesia.

NURS 8321 Nurse Anesthesia Clinical Practicum II

[10 Credits] The course develops and applies advanced practice nursing roles and skills related to nurse anesthesia utilizing evidence-based practice for diverse populations. The course follows the professional practice standards of the American Association of Nurse Anesthetists with emphasis on anesthesia planning and management of patients for a variety of surgical procedures or pre-existing health disorders. Prerequisite: NURS 8320

NURS 8322 Nurse Anesthesia Clinical Practicum III

[11 Credits] The course develops and applies advanced practice nursing roles and skills related to nurse anesthesia utilizing evidence-based practice for a diverse pediatric

population. The course follows the professional practice standards of the American Association of Nurse Anesthetists with emphasis on planning and managing the anesthetic of neonates and pediatric patients undergoing a variety of surgical procedures or pre-existing health disorders utilizing evidence-based practice. Human patient simulation labs for inhalation induction and intravenous induction of general anesthesia will be conducted. Prerequisite: NURS 8321

NURS 8323 Nurse Anesthesia Clinical Practicum IV

[11 Credits] The course develops and applies advanced practice nursing roles and anesthesia utilizing evidence-based practice for a diverse population undergoing a variety of surgical and/or diagnostic procedures with an emphasis on Cardiovascular, Vascular, Neurosurgical, Hepatic, and Renal. Emphasis is on preparation of patients and equipment, pre- and postoperative patient evaluation, planning and implementing individualized anesthesia care plans Human patient simulation labs will be conducted regarding cardiac, vascular, and renal anesthesia. Prerequisite: NURS 8322

NURS 8324 Nurse Anesthesia Clinical Practicum V

[12 Credits] The course develops and applies advance practice nursing roles and practice skills related to nurse anesthesia. The course follows the professional practice standards of the American Association of Nurse Anesthetists with an emphasis on obstetrical procedures and non-obstetric procedures involving the pregnant patient. Preparation of patients and equipment, pre- and postoperative patient evaluations, planning and implementation of individualized patient care plans is emphasized. Human Patient Simulation labs will be conducted regarding the anesthetic management of obstetrical emergencies. Regional anesthesia, using landmark and ultrasound guidance, central line placement using landmark and ultrasound guidance and fiberoptic simulation labs will also be conducted. Prerequisites: NURS 8323

NURS 8325 Nurse Anesthesia Clinical Practicum VI

[12 Credits] The course develops and applies advance practice nursing roles and practice skills related to nurse anesthesia. The course follows the professional practice standards of the American Association of Nurse Anesthetists with an emphasis on thoracic procedures and unusual patient co morbidities. Human Patient Simulation includes anesthetic management of thoracic procedures. Simulation labs for central line placement, using landmark and ultrasound guidance and fiberoptic simulation are included in this course. Prerequisites: NURS 8324

NURS 8326 Nurse Anesthesia Clinical Practicum VII

[12 Credits] This course prepares students for advanced anesthesia skills and needed

Psychology

PSCH 3044 Introduction to Abnormal Psychology

[3 Credits] An introduction to personality maladjustment and mental disorder. 3 hours lecture. Prerequisites: General Psychology

PSCH 6101 Fundamentals for Applied Development Psych I

[3 Credits] This course is taught by the University of New Orleans as PSYC 6101.

PSCH 6400 Social Psychology

[3 Credits] This course is taught by the University of New Orleans as PSYC 6400.

PSCH 6801 Fundamentals of Applied Biopsychology I

[3 Credits] This course is taught by the University of New Orleans as PSYC 6801.

FACULTY ROSTER

EMERITI

DONLON, BARBARA, EdD, University of Southern Mississippi, 1993
Emeritus Professor of Nursing

HUMPHREY, ELIZABETH A., EdD, University of Southern Mississippi, 1977
Emeritus Professor of Nursing

LANE, PATRICIA L., University of Texas at Austin, 1986,
Emeritus Professor of Nursing

McKEVIT, MARGARET, MSN, University of Colorado, 1962
Emeritus Director of the Baccalaureate Program

SNOWDEN, MYRTIS, DrPH, Tulane University, 1974
Emeritus Professor of Nursing

AUTHEMENT, LISA, MN, LSU Health Sciences Center, 2007
Instructor

BADEAUX, JENNIFER, MN, LSU Health Sciences Center, 2004
Instructor

BARCELONA-deMENDOZA, VERONICA, MSN/MPH, Johns Hopkins University, 2000
Instructor

BARRIER, KENDRA, MSN, LSU Health Sciences Center, 2009
Instructor

BARRILLEAUX, COURTNEY MSN, LSU Health Sciences Center, 2010
Instructor

BENNETT, MARSHA, DNS, LSU Medical Center, 1997
Associate Professor

BERNARD, MARIROSE, MN, LSU Medical Center, 1982
Instructor

BEYER, ELLEN, MBA, University of New Orleans, 1984, MN, LSUHSC, 2007
Instructor

BONANNO, LAURA, DNP, University of Tennessee, Memphis, 2008
Assistant Professor

BUCCOLA, NANCY, MSN, Duke University, 1977
Assistant Professor of Clinical Nursing

CARTER, CELESTINE, DNS, LSU Health Sciences Center, 2000
Assistant Professor

CARTER, KATHERINE, MSN, University of South Alabama, 2006
Instructor

CASCIO, ANTOINETTE, MN, LSU Medical Center, 1984
Instructor

CEFALU, JEAN, MSN, LSU Health Sciences Center, 2009
Instructor

CHERAMIE, KIMBERLY, MSN, LSU Health Sciences Center, 2010
Instructor

COUVILLON, JENNIFER, PhD, Duquesne University, 2003
Assistant Professor

DANNA, DENISE, DNS, LSU Health Sciences Center, 1999
Associate Professor

DAVIS, LAUREN, MSN, University of Texas Health Science Center at San Antonio, 1984
Instructor

DEEVES, GRETCHEN, MS, University from South Alabama, 1996
Instructor

DOUGLAS, DIANNA, DNS, LSU Medical Center, 1993
Professor

FAVRET, JACQUELINE O., MPH, Tulane University, 1978
Assistant Professor of Clinical Nursing

FLOYD, LINDA, PhD, Louisiana State University, 1975
Clinical Assistant Professor of Nursing

FOWLER, LEANNE, MSN, University of Phoenix, 2006
Instructor

FRIEND, LOUANNE, MN, LSU Medical Center, 1984
Instructor

GARBEE, DEBORAH D., PhD, University of New Orleans, 2006
Assistant Professor for Clinical Nursing

GEISZ-EVERSON, MARJORIE, PhD, Virginia Commonwealth University, 2010

GENTRY, JUDITH A., MSN, University of Alabama at Birmingham, 1984
Assistant Professor of Clinical Nursing

GIARRATANO, GLORIA P., PhD, Georgia State University, 2000
Professor

HALL, STANLEY, MD, Louisiana State Medical Center, 1978
PhD, Louisiana State Medical Center, 1983
Assistant Professor of Clinical Nursing

HASAN, KHALEELAH, MN, LSU Health Sciences Center, 2007
Instructor

HASLAUER, MARIA, MSN, University of Texas at Austin, 1978
Clinical Assistant Professor of Nursing

HATTEN, LARUE, MN, William Carey College, 2005
Instructor

JEANFREAU, SCHARALDA, DNS, LSU Health Sciences Center, 2005
Assistant Professor

KALIL, DAVID, MS, Charity Hospital/Xavier University, 1997
Instructor

KAPPEL, SHARON, MN, LSU Medical Center, 1988
Instructor

KELLY, MARY, MSN, MHA, University of Phoenix, 2009
Instructor

KOZMENKO, LYUBOV, BSN, Lugansk Medical School, 1991
Instructor

KRAUS, MARJORIE B., MSN, Texas Women University, 1977
Assistant Professor of Clinical Nursing

KUDJI, CYNTHIA, MSN, Loyola University – New Orleans, 2006
Instructor

KUTZEN, HARLEE, MN, LSU Health Sciences Center, 1999
Instructor

LAMBERT, AMBER, MN, LSU Health Sciences Center, 2010
Instructor

LANDRY, GLENN, MSN, University of South Alabama, 1994
Instructor

LANGER, CHRISTINE, MS, University of Utah, 1978; MEd, Capella University, 2007; MSN South University, 2009
Instructor

LANGFORD, CYNTHIA, PhD, Peabody College, Vanderbilt University 1984
Associate Professor

LEE, OSCAR D., PhD, University of Southern Mississippi, 2005
Assistant Professor of Clinical Nursing

LOPEZ, CATHERINE, MEd, Loyola University-New Orleans, 1985
Instructor

MANNING, JENNIFER, MN LSU Health Sciences Center, 2007
Instructor

MATHEWS, PAMELA, MSN, LSU Health Sciences Center, 2010
Instructor

MCKNIGHT, CONNIE, MN, LSU Health Sciences Center, 1997
Instructor

NAVARRE, SUZANNE, DNS, LSU Health Sciences Center, 2004
Assistant Professor of Clinical Nursing

RECAPITULATION OF FACULTY

PROFESSOR: Douglas; Giarratano; Porche; Sterling; Sumner

ASSOCIATE PROFESSOR: Bennett; Danna; Langford; Rick

ASSISTANT PROFESSOR: Bonanno; Buccola; C. Carter; Couvillon; Danna; Favret; Floyd; Garbee; Gentry; Hall; Haslauer; Jeanfreau; Kraus; Langer, Lee, Navarre; Orlando; Pierce; St. Germain; Tarcza

INSTRUCTOR: Barcelona-deMendoza; Barrier; Barrilleaux; Bernard; Beyer; K. Carter; Cefalu; Cheramie; L. Davis; Fowler; Friend; Geisz-Everson; Hasan; Hatten; Kappel; Kelly; Kozmenko; Kudji; Kutzen; Lambert; Landry; C. Lopez; Manning; Mathews; McKnight; Nixon; Nolden; Oubre; Pretus-Hudson; Rosamond; Rice; Ruel; Schaubhut; Stewart-Woods; Tartavouille; Theriot; Thibodeaux; Tipton; Waguespack, F.; Waguespack, S.; Whitley

NIXON, ALMA, MN, LSU Medical Center, 1982
Instructor

NOLDEN, LESLIE, MN, LSU Health Sciences Center, 2007
Instructor of Nursing

ORLANDO, SUSAN, DNS, LSU Health Sciences Center, 2007
Assistant Professor of Clinical Nursing

OUBRE, MARY, MS, University of Southern Mississippi, 1983
Instructor

PIERCE, STEPHANIE, MN, LSU Health Sciences Center, 1999
Assistant Professor of Clinical Nursing

PITT, ANDREW, MS, Charity Hospital/Xavier University, 1992
Instructor

PORCHE, DEMETRIUS, DNS, LSU Medical Center, 1995, PhD,
Capella University, 2009
Professor

PRETUS-HUDSON, MELISSA, MN, LSU Health Sciences
Center, 2010
Instructor

RICE, KAREN, DNS, LSU Health Science Center, 2008
Instructor

RICK, SUSAN S., DNS, LSU Health Sciences Center, 1999
Associate Professor

ROSAMOND, RANDY, MPH, Tulane School of Public Health and
Tropical medicine, 1997; MSN, Loyola University, 2009
Instructor

RUEL, SALLY, PhD, University of Southern Mississippi, 2009
Instructor

SCHAUBHUT, ROSE, MPH, Tulane University, 1995
Instructor

STERLING, YVONNE M., PhD, Catholic University of America,
1985
Professor

STEWART-WOODS, GWENDOLYN, MSN, University of
Southern Mississippi, 1997
Instructor

ST. GERMAIN, DEBORAH, DNP, University of Tennessee,
Memphis, 2008
Assistant Professor of Clinical Nursing

SUMNER, JANE F, PhD, University of New Orleans, 2002
Professor

TARCZA, LAURA, MSN, Texas Woman's University, 1986
Assistant Professor of Clinical Nursing

TARTAVOUILLE, TODD, MN, LSU Health Sciences Center, 2007
Instructor

THERIOT, AMANDA, MN, LSU Health Sciences Center, 2010
Instructor

THIBODEAUX, BRENT, MSN, Loyola University, 2005
Instructor

TIPTON, JULIA, MSN, Georgia College, 1994
Instructor

WAGUESPACK, FRANCES, MSN, University of Phoenix, 2003
Instructor

WAGUESPACK, SANDRA, MSN, University of Southern
Mississippi, 1988
Instructor

WHITLEY, LOIS, MN, LSU Medical Center, 1975
Instructor



LSU Health Sciences Center at New Orleans School of Public Health

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LOUISIANA STATE UNIVERSITY HEALTH SCIENCES CENTER SCHOOL OF PUBLIC HEALTH



Elizabeth T.H. Fontham, MPH, DrPH, Dean

Appointed to the Deanship: May 1, 2004

Appointed to the Health Sciences Center Faculty: April 1, 1980

Faculty Academic Rank: Professor and Dean, School of Public Health and
Professor, School of Medicine Department of Pathology

Address: LSU Health Sciences Center at New Orleans
School of Public Health
1615 Poydras Street, Suite 1400
New Orleans, LA 70112

Telephone Number: (504) 568-5700

Website: <http://publichealth.lsuhsu.edu/>

Email Address: sph@lsuhsc.edu

Administration

ELIZABETH T.H. FONTHAM, MPH, DrPH
Dean

STEPHANIE TORTU, PhD
Associate Dean, Academic Affairs

EDWARD TRAPIDO, ScD, FACE
Associate Dean for Research

SCOTT A. DESSENS, CPA
Assistant Dean, Business Affairs

EDWARD S. PETERS, DMD, SM, SM, ScD
Academic Program Director
Epidemiology

JAMES H. DIAZ, MD, MHA, DrPH, MPH&TM
Academic Program Director
Environmental/Occupational Health

DONALD E. MERCANTE, PhD
Academic Program Director
Biostatistics

SARAH MOODY-THOMAS, PhD
Academic Program Director
Community and Behavioral Health Sciences

ALICE I. LeBLANC, MPH
Director of Admissions and Student Affairs

Administrative Council

ELIZABETH T.H. FONTHAM, MPH, DrPH
Ex officio, Dean

STEPHANIE TORTU, PhD
Ex officio, Associate Dean for Academic Affairs

EDWARD TRAPIDO, ScD, FACE
Ex officio, Associate Dean for Research

HILARY THOMPSON, PhD
Ex officio, Faculty Assembly President

SARAH MOODY-THOMAS, PhD
*Ex officio, Academic Program Director
Behavioral & Community Health Sciences*

DONALD E. MERCANTE, PhD
*Ex officio, Academic Program Director
Biostatistics*

JAMES H. DIAZ, MD, MHA, DrPH, MPH&TM
*Ex officio, Academic Program Director
Environmental & Occupational Health Sciences*

EDWARD S. PETERS, DMD, SM, SM, ScD
*Ex officio, Academic Program Director
Epidemiology*

ARIANE RUNG, MPH, PhD
Elected, Senior Faculty

DANIEL HARRINGTON, ScD
Elected, Junior Faculty

SCOTT A. DESSENS, CPA
Ex officio, Assistant Dean, Business Affairs

ALICE I. LeBLANC, MPH
*Ex officio, Director of Admissions & Student Affairs**
*Non Voting

HISTORY

In 1995, LSUHSC proposed a Master of Public Health (MPH) degree. Approved by the LSU Board of Regents, enrollment was initially limited to students concurrently pursuing graduate degrees in the Schools of Allied Health, Dentistry, Graduate Studies, Medicine and Nursing. During this period, the Department of Public Health and Preventive Medicine in the School of Medicine offered and administered the MPH degree.

By 2003, LSUHSC reorganized the Department of Public Health and Preventive Medicine to create the School of Public Health, the new home of the MPH degree. Since then, the school has grown and developed to offer MPH degrees within the following five concentrations: behavioral and community health sciences, biostatistics, environmental and occupational health sciences, epidemiology, and health policy and systems management.

Students may also opt to pursue a Master of Science (MS) in biostatistics, or a PhD in biostatistics, community health sciences, or epidemiology. The PhD in biostatistics was first offered in 2008, with the PhD in epidemiology beginning two years later in 2010. The PhD in community health sciences program is currently accepting applications for its inaugural class in fall 2011.

MISSION

To advance the public's health and well-being through education, research, and service.



CALENDAR 2011 – 2012

August 2011

Monday	16	Fall Student Orientation
Tuesday	17	Day for Fall Semester Registration
Wednesday	18	Fall Classes Begin

September 2011

Wednesday	1	Last Day to Add Classes
Wednesday	1	Last Day to Withdraw from Course or Term without "W" on Transcript
Wednesday	1	"I" Grades from Summer Semester Converted to "F"
Thursday	2	"W" on Transcript for All Course or Term Withdrawals
Monday	6	Last Day to Withdraw from Course or Term without "W" on Transcript

October 2011

Thursday	28	Last Day to Apply for Additional Federal Financial Aid for Spring Semester
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November 2011

Friday	5	Withdrawal from a Course or Term Results in a Graded "W"
Wednesday	17	Pre-Registration for Spring Semester Begins
Friday	19	Last Day to Withdraw from Course with a "WF" Grade
Thursday	25	Last Day to Complete Financial Aid Exit Interview for Graduating Students
Thursday	25	Thanksgiving Holidays
Friday	26	Thanksgiving Holidays

December 2011

Friday	3	Last Day of Semester
Monday	6	ALL GRADES DUE
Thursday	9	Degrees Conferred No Commencement Exercises

January 2012

Tuesday	11	Last Day for Spring Semester Registration
Wednesday	12	Spring Semester Classes Begin
Monday	17	Martin Luther King Holiday
Tuesday	25	Last Day to Add Classes
Tuesday	25	Last Day to Withdraw from Course or Term without "W" on Transcript
Wednesday	26	"W" on Transcript for All Course or Term Withdrawals
Wednesday	26	"I" Grades from Fall Semester Convert to "F"

CALENDAR 2011 – 2011

Con't

March 2012

Tuesday	8	Mardi Gras
Tuesday	15	Priority Deadline for Financial Aid for Summer
Wednesday	30	Pre-Registration for Summer Semester Begins

April 2012

Thursday	7	Supplemental Financial Aid Deadline
Friday	15	Withdrawal from a Course or Term Results in a Graded "W"
Tuesday	19	Last Day to Withdraw from Course with a "WF" Grade
Friday	22	Good Friday Holiday
Friday	29	Last Day to Complete Financial Aid Exit Interview for Graduating Students
Friday	29	Last Day to Withdraw from Course or Term; the Grade Will Be "WF"

May 2012

Friday	13	Last Day of Semester
Monday	16	ALL GRADES DUE
Saturday	21	Commencement
Tuesday	24	Last Day for Summer Semester Registration
Wednesday	25	Summer Semester Begins

June 2012

Wednesday	8	Last Day to Withdraw from Course or Term without "W" on Transcript
Thursday	9	"W" on Transcript for All Course or Term Withdrawals
Wednesday	15	Pre-registration for Fall Semester Begins
Thursday	30	Supplemental Financial Aid Deadline

July 2012

Monday	4	Independence Holiday
Friday	8	Withdrawal from a Course or Term Results in a Graded "W"
Friday	22	Last Day to Withdraw from Course with a "WF" Grade
Friday	22	Last Day to Complete Financial Aid Exit Interview for Graduating Students

August 2012

Friday	5	Last Day of Semester
Monday	8	ALL GRADES DUE
Saturday	13	Degrees Conferred No Commencement Exercises

ADMISSIONS

GENERAL ADMISSIONS POLICIES

Minimum requirements for admission in the LSUHSC School of Public Health are as follows.

1. A baccalaureate degree from a college or university approved by a regional accrediting agency.
2. Grade point average of 3.0 for undergraduate and graduate work on a 4-point scale and based on all work for which a grade is given.
3. A minimum combined score of 1000 on the Verbal and Quantitative components of the Graduate Record Examination (GRE).
4. Satisfactory standing at the most recent educational institution attended.

In addition, all foreign students must present a minimum score of 550 on the paper-based or 213 on the computer-based Test of English as a Foreign Language (TOEFL) or 79 on internet-based. Official GRE and TOEFL reports from the Educational Testing Service are required along with World Education Services (WES) or Educational Credential Evaluators (ECE) report. The WES and ECE convert educational credentials from any country in the world into their U.S. equivalents. It describes each certificate, diploma or degree that has been earned and states its academic equivalency in the United States.

Foreign Nationals must provide a copy of their passport and a signed letter (on bank letterhead) of adequate funding or a letter of sponsorship from a recognized sponsoring agency (on agency letterhead) in order to obtain a visa. Please note that the process of obtaining a visa may take 90 or more days. Therefore, early application is recommended.

Acceptance is contingent upon recommendation by one of the programs. Note that specific programs may establish requirements *that surpass* the minimum standards of the School of Public Health.

Graduate students in the School of Public Health who later apply for admission to the LSUHSC-School of Medicine, or any other LSUHSC professional school or training program, shall not be enrolled in the professional school or training program until they have completed the public health degree toward which they are working. However, students may apply to be in the School of Medicine and School of Public Health to pursue both degrees concurrently.

APPLICATIONS PROCEDURES

Checklist of Application Materials

- Application Form
- Application Fee
- **Official Report** of Graduate Record Examination Scores
- Transcripts from All Colleges and Universities Previously Attended
- **Original** Goal Statement or Statement of Purpose
- Resume or CV
- Recommendation Forms (3 required)
- Letters of Recommendation

In addition to the Checklist Materials, International Applicants must include official reports from the World Education Services (WES) or Educational Credential Evaluators (ECE) and Test of English as a Foreign Language (TOEFL). The TOEFL scores use the 1316 LSUHSC institution code and 50-department code for Public Health. Foreign Nationals must provide a copy of their passport and a signed letter (on bank letterhead) dated within in the calendar year of application documenting adequate funding or a letter of sponsorship from a recognized sponsoring agency (on letterhead) in order to obtain a visa. Please note that the process of obtaining a visa may take 90 or more days.

Applicants should download the application and recommendation forms at <http://publichealth.lsuhsoc.edu>. They are required to complete the application form and specify which program they wish to pursue and then send the signed original along with the application fee to the School of Public Health at the address noted below. Applicants must also specify whether they wish to be admitted as a full-time or part-time student.

The School of Public Health requires official reports of Graduate Record Exam (GRE) scores from the Educational Testing Service. The codes are 1316 for LSUHSC institution code and 0616/GRE for Public Health department code. It takes six weeks or longer for official GRE reports to reach the school. Applicants may submit a photocopy of a "Student Copy" of the scores; however, official reports are needed for admission.

Official transcripts are required from each college or university applicants have attended. Transcripts that show transfer credits from other colleges are not acceptable. The school requires that the transcripts be sent from the Registrar's Office of each university directly to the Office of Admissions. Transcripts issued to students are not considered official.

All programs require a goals statement of long-term and/or short-term goals in relation to the program of study. For MPH applicants the statement should be brief – not more than one page – but written in an applicant's own words. PhD applicants should refer to the program specific requirements. If using a phrase or longer text from other sources (such as the Internet or books), an applicant must credit the original source. Failure to do so constitutes plagiarism, which is immediate cause for rejection of an application.

A current resume or CV is also required, along with three recommendations. Applicants should use the "Admissions Recommendation" forms provided on the school's website. Additional recommendation forms and/or letters may be sent; however, only three forms or letters are required.

Send each of the items to
LSUHSC SPH Office of Admissions
1615 Poydras Street, Suite 1400
New Orleans, LA 70112

After submitting your application, check with the Office of Admissions and Student Affairs at (504) 568-5773 (sph@lsuhsc.edu) to track whether all materials have been received. Please do not assume that letters of recommendation or transcripts have arrived.

Deadlines

Applications for master's degrees for fall admission must be complete by May 31. Application for spring admission must be complete by October 1. Please note that only the ENHS and HPSM programs have spring admissions for fulltime students. BCHS has spring admissions with limited class options for students.

PhD application deadlines vary by program. Applications deadlines are as follows: Epidemiology, January 15; Biostatistics, February 1; and Community Health, March 1.

Deposits

A non-refundable fee of \$30 must be submitted for each graduate program to for which you have applied. For example, if you apply to two programs, you must submit \$60.

A matriculation fee of \$30 is required upon admission into a program.

Make checks or money orders payable to "LSU Health Sciences Center."

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. Dates for registration are listed in the school calendar. Late registration is permitted only under unusual circumstances.

It is sometimes necessary for a student to carry more than 15 hours of credit per semester. Permission to exceed the usual 15-hour credit limit may be granted by the Associate Dean for Academic Affairs.

Health Requirements

All students are required to comply with the general Health Sciences Center provisions governing registration as specified in the general information section of this publication. Students must satisfy the requirements of the Student Health Services Office at the Health Sciences Center as listed in the form distributed by the Office of Admissions and Student Affairs upon acceptance into a degree program. This completed form is submitted to the Student Health Services Offices, not the School of Public Health.

Reapplication

Students once registered in the School of Public Health who wish to resume studies after an absence of more than one semester will be required to submit an application for re-admission at least ten days before registration.

Supplementary transcripts must be submitted if any work has been taken at another institution during the interim. Exceptions to this requirement must be by successful petition to the Dean.

Multi-campus Registration Procedures

Students enrolled full-time in the LSU System (LSU BR, UNO, LSUHSC) may cross enroll. Students are required to complete an application for LSU System Multi-Campus Registration (available in Student Affairs Office). This form must be submitted to the Student Affairs office two weeks prior to registration. Students should first register with their home school. Documentation that fees have been paid at the home school, a course schedule form, and two copies of Multi-Campus Registration Form must be submitted at registration.

Auditing Courses

Courses may be audited only with the written permission of the course director or instructor. The same fees will be charged for audited courses as for those courses taken for credit. The student must note the intention to audit on the Schedule of Courses registration form.

STUDENT AID

A complete, detailed 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. (See General Instruction Section.)

STANDARDS

REHABILITATION & DISABILITIES STANDARDS

The School of Public Health is in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act by providing reasonable accommodations to students with documented disabilities. Students must register with the Office of Admissions and Student Affairs to request disability-related accommodations, and are responsible for providing acceptable documentation of a disability as described in the 2010-2011 LSUHSC School of Public Health Student Handbook. Technical standards are detailed in the Student Handbook.

ACADEMIC STANDARDS

To receive a graduate degree through the School of Public Health, a student must maintain at least a B average on all course work taken as a graduate student. If the Academic Program and the Associate Dean for Academic Affairs concur that the student is not qualified to continue, the individual will be terminated as a student.

Satisfactory Academic Progress

A student who is permitted continuous enrollment is considered making satisfactory progress. The Academic Program Directors and the Associate Dean for Academic Affairs review the qualitative and quantitative academic progress of each student. A student may be permitted to

remediate upon the recommendation of the student's Academic Program Director and concurrence by the Associate Dean for Academic Affairs. Such a student is considered to be making satisfactory academic progress.

GRADING SYSTEM

In the School of Public Health, a grade of A has the value of 4 quality points per semester hour. A grade of "B" has the value of 3 quality points per semester hour. "C" has the value of 2 quality points per semester hour and in some academic programs a course with a "C" grade or less may not be accepted for credit toward a degree. "D" has the value of 1 quality point, while "F" has the value of 0.

For certain courses, "Pass" and "Fail" will be used.

Evaluation of Performance

Criteria for academic performance evaluation are described at length in the School of Public Health Student Handbook, available at <http://publichealth.lsuhsu.edu>.

Incomplete Grades

Work, which is of passing quality but which, because of circumstances beyond the student's control, is not complete, may be marked "I" for incomplete. An "I" is given only upon approval by the instructor. If an explanation is not received, the faculty is to consider that the incomplete work is of failing quality and an "F" is to be given. It is the responsibility of the student to seek approval from the instructor. An "I" will be converted to an "F" unless it is removed prior to the deadline for adding courses for credit in the subsequent semester as published in the school calendar. The Associate Dean for Academic Affairs may authorize an extension of time for removing the grade.

Withdrawal Grades

Students should refer to the Academic Calendar on the school website, which lists dates upon which they may withdraw from courses.

Grade Appeals

If a student receives a grade which he or she feels is unwarranted, the student may appeal this grade. It is the intention of the school administration and faculty that grade appeals are resolved quickly and fairly at the lowest level of the process.

1. The student must first meet with the course director and discuss the basis for appealing the grade within three working days of receiving the grade.
2. If dissatisfied with the results of this meeting, the student may submit a formal written appeal of the grade no later than five working days of the discussion with the course director. This written appeal is sent to the course director and academic program director.
3. Within five working days from receiving the student's appeal, the course director and academic program director must examine the appeal, discuss it with the

student and respond with a written decision regarding the appeal. If dissatisfied with these results, the student may submit a final formal written appeal of the grade to the Associate Dean for Academic Affairs within five working days of the course director and academic program director's decision. The document must include the basis for appealing the grade.

4. Within ten working days of receiving the appeal, the Associate Dean for Academic Affairs will appoint an ad hoc committee of five including two students and three faculty members, none of which will be members of the academic program to evaluate the merits of the appeal. The committee must review the appeal and advise the Associate Dean for Academic Affairs of their recommendation in writing within five working days of the appointment of the committee.
5. Within five working days, the Associate Dean for Academic Affairs will review the findings of the committee and render a decision. The Associate Dean for Academic Affairs will forward the decision to the Dean as the final step of due process in the School.

STUDENT MISCONDUCT

The principles, definitions, policies, and procedures on student misconduct are specified in the LSUHSC School of Public Health Student Handbook. In summary, reports of student misconduct should be made to the Associate Dean for Academic Affairs. The case may be resolved at that level, or it may be referred to a hearing panel of students and faculty. All recommendations will be forwarded to the Dean for action. Sanctions range from censure for minor infractions to expulsion for infractions that are gross or egregious.

SPECIAL STUDENTS

Non-degree seeking students

Non-degree seeking students may apply for admission in a non-degree seeking status in order to register for courses at the LSUHSC School of Public Health. Upon completion of a maximum of 9 hours, those individuals will be required to apply for full admission into a specific academic program if they wish to apply earned credits toward the MPH degree.

DEGREES FOR FULL-TIME FACULTY AND STAFF

The School of Public Health will not award graduate degrees to full-time faculty of the Health Sciences Center above the rank of Instructor or to other employees without permission of the Program and the Dean.

LSUHSC Employees

LSUHSC employees who are admitted to one of the Programs may not register for more than six hours of credit per semester. No full time employee will be permitted to register without written approval of the employee's immediate supervisor, program director, and Dean.

The employee must deliver the letter to the Director of Admissions and Student Affairs of the School of Public Health at least two weeks before registration.

The employee must also complete a School of Public Health application form and pay the \$30 application fee. At registration, the employee will pay for the course according to the Health Sciences Center Fee Schedule. All employees must comply with LSUHSC Student Health requirements and also maintain health insurance. A Course Schedule Form must be completed, signed by employee's supervisor and submitted at registration.

GRADUATION

Eligible students may graduate at the end of summer, fall and spring semesters, though commencement occurs only in May. The LSUHSC School of Public Health Student Handbook provides graduating students with details for procedures.

Time Limit for Earning Degrees

The School of Public Health requires that all master degree programs be completed within seven years and eight years for the doctoral programs. This time limit applies for both part-time and full-time students. Requests for extension of this policy are subject to approval by the Associate Dean for Academic Affairs, based on recommendations from the student's Academic Program Director.



PROGRAM DESCRIPTIONS

PUBLIC HEALTH - MPH

The Master of Public Health (MPH) degree program is a 45-credit competency-based curriculum.

The MPH program is to prepare individuals to improve the health of the population through evidence-based practice and research. Coursework, practice experience and the culminating experience/capstone will provide students with a foundation in the basic disciplines of public health, while allowing them to pursue individual interests and build upon existing strengths and previous experiences. Students can develop the intellectual and analytical skills to define, evaluate and solve complex problems encountered in public health and health care systems.

Transfer of Credits from Other MPH Degree Programs

A maximum of nine credit hours of coursework may be transferred into the MPH degree. Core courses transferred from CEPH approved degree programs can be accepted without review. All other course transfers are subject to review by the relevant LSUHSC SPH Course Director. (See the Student Handbook for the procedure to transfer credits.)

Master of Public Health Curriculum

	Credits
BIOS 6100 Biostatistical Methods I	3
or	
BIOS 6200 Principles of Applied Statistics (BIOS majors) 3	
BIOS 6101 Biostatistical Methods I Lab.....	1
EPID 6210 Principles of Epidemiology	3
ENHS 6238 Principles of Environmental Health	3
BCHS 6212 Behavioral Science Theories in PH.....	3
HPSM 6268 Health Services Administration and Management	3
PUBH 6221 Foundations for Public Health Ethics	1
EPID 6216 Biologic Basis of Health*	3
PUBH 6800 Practice Experience	3
Concentration Specific Courses.....	22
Total Hours	45

**Required of all students without doctoral level clinical degrees.*

BCHS Concentration

	Credits
BCHS 6213 Community Analysis, Ecology & Health Disparities	3
BCHS 6214 Health Communication	3
BCHS 6215 Monitoring and Evaluation.....	3
BCHS 6216 Health Program Development & Planning	3
BCHS 6227 Research Methods in Health Sciences	3
BCHS 6600 Culminating Experience in Behavioral and Community Health Sciences	3
Electives.....	4

BIOS Concentration

	Credits
BIOS 6202 Applied Linear Models	3
BIOS 6204 Statistical Theory I	3
BIOS 6206 Statistical Theory II	3
BIOS 6210 Categorical Data Analysis	3
BIOS 6212 Survival Analysis	3
BIOS 6610 Biostatistical Consulting.....	2
BIOS 6700 Research Seminar in Biostatistics	2
BIOS 6600 Culminating Experience/Capstone in Biostatistics	3

ENHS Concentration

	Credits
ENHS 6239 Occupational Health & Medicine	3
ENHS 6241 Medical Toxicology	3
ENHS 6243 Air Quality, Air Pollution & Dispersion Modeling	3
ENHS 6245 Health Risk Assessment & Management Communication	3
ENHS 6246 Water Quality Management.....	3
ENHS 6600 Culminating Experience in Environmental and Occupational Health Sciences	3
Electives.....	5

EPID Concentration

	Credits
EPID 6211 Intermediate Epidemiology.....	3
EPID 6213 Epidemiology Seminar	1
EPID 6226 Epidemiologic Design and Analysis	3
BIOS 6102 Biostatistical Methods II	3
EPID 6600 Culminating Experience in Epidemiology	3
Content Elective	2-3
Methodology Elective	3
Other Electives.....	3-4

Content Electives

EPID 6214 Infectious Disease Epidemiology
EPID 6222 Cancer Epidemiology
EPID 6223 Chronic Disease Epidemiology
EPID 6224 Emergent Epidemiology
EPID 6220 Molecular Epidemiology
EPID 6301 Epidemiology of Sexually Transmitted Infections/Diseases
EPID 6352 Social Epidemiology

Methodology Electives

EPID 6217 Database Management
EPID 6218 Spatial Analysis
EPID 6219 Nutritional Epidemiology
EPID 6221 Qualitative and Quantitative Research Methods
EPID 6225 Health Outcomes Research
EPID 6351 Public Health Surveillance System Theory and Methods
BCHS 6215 Monitoring and Evaluation
BCHS 6221 Survey Design
PUBH 6201 Principles of Geographic Information Systems for Health

HPSM Concentration

	Credits
HPSM 6248 Organizational Behavior.....	3
HPSM 6269 Healthcare Economics and Economic Evaluation of Healthcare Services.....	3
HPSM 6270 Financial Management and Accounting In Healthcare Organizations	3
HPSM 6288 Health Policy and Law	3
HPSM 6600 Culminating Experience in Health Policy and Systems Management	3
Electives.....	7

Behavioral and Community Health Sciences

Sarah Moody Thomas, PhD
Academic Program Director

The Master of Public Health (MPH) program in Behavioral and Community Health Sciences (BCHS) prepares students for professional careers which focus on the development, implementation and evaluation of health promotion/disease prevention programs to improve the quality of life of individuals, families and communities. The BCHS program places a strong emphasis on students acquiring knowledge and skills needed to understand socio-cultural, system, and policy issues affecting health and applying behavioral theory to the conceptualization of effective public health interventions.

Biostatistics

Donald E. Mercante, PhD
Academic Program Director

The Master of Public Health (MPH) program in Biostatistics (BIOS) provides students with coursework in biostatistical methods including categorical data analysis, survival analysis, multivariate statistics, and the design and analysis of clinical trials. The Biostatistics Program also offers an MS degree and a PhD degree. PhD students without a prior degree in public health will be required to take course work in the fundamentals of public health.

Statistical Consulting Experience

Students in the MPH in Biostatistics Program are required to complete a two credit course in statistical consulting as part of their coursework. Students will apply what they have learned in their classroom experiences to real-world clinical research problems, while working under the supervision of a biostatistics faculty mentor. Practice experiences in local, regional, and national health care organizations will be available.

Admission Prerequisites

- Differential and integral calculus through Calculus III
- Introductory linear algebra
- Experience with computers

Students may take the calculus and/or linear algebra courses either during the summer prior to admittance or concurrently during their first year in the program with prior approval from the program director. The equivalent courses at the University of New Orleans (UNO) are MATH 2111, 2112, 2511. Students with limited or no computer background might consider taking CSCI 1060 at the University of New Orleans.

Environmental & Occupational Health Sciences

James H. Diaz, MD, MHA, DrPH, MPH&TM
Academic Program Director

The Master of Public Health (MPH) program in Environmental & Occupational Health Sciences (ENHS) is designed to provide students interested in careers in health risk assessment, regulatory toxicology, occupational safety and health, or industrial hygiene with a solid academic background. Program course material helps students prepare for appropriate certification examinations in industrial hygiene and safety after meeting the practice and experiential requirements as determined by the professional certifying boards.

Career Opportunities

Graduates from ENHS regularly find positions in the environmental and occupational fields in government, industry, academia, and consulting firms. Potential employment opportunities include positions with the U.S. Environmental Protection Agency (US EPA), the Occupational Safety and Health Administration (OSHA), the Centers for Disease Control and Prevention (CDC), state health departments, state departments of environmental quality or environmental protection, major manufacturing and petrochemical industries, and environmental and civil engineering consulting firms. Recent graduates have secured employment with the state health department, academia, and private industry.

The MPH will assist graduates in preparing for national certification examinations in public health, industrial hygiene or toxicology, as required for professional advancement.

Epidemiology

Edward S. Peters, DMD, SM, SM, ScD
Academic Program Director

The Master of Public Health (MPH) program in Epidemiology (EPID) is a two-year curriculum designed to provide students with a diverse set of skills essential to the practice of epidemiology. The foundation of public health, epidemiology focuses on the distribution and causes of disease in human populations and on developing and testing ways to prevent and control disease. The mission of the Epidemiology Program at LSUHSC School of Public Health is to evaluate and improve human health through research, education, and service. Students are prepared for a career as future researchers and practitioners in the fields of epidemiology and public health through the study and application of epidemiological principles and practices.

The Epidemiology Program includes practice experience, problem-based learning, seminars as well as classroom instruction.

Health Policy and Systems Management

Peter J. Fos, DDS, PhD, MPH
Academic Program Director

The Master of Public Health (MPH) program in Health Policy & Systems Management (HPSM) is concerned with personal and population health improvement through planning, implementation and operation of systemic, effective and community responsive programs and organizations. The HPSM program prepares students for managerial, consulting, and leadership roles in public health and health care organizations. Pre-professional and professional students are prepared for these roles through the study and application of the principles of health systems management with a special focus on the quality and cost effectiveness of the care they provide and on the information systems that support them. Program core courses also prepare students to pursue careers to develop and advocate for health policies to achieve cost-effective delivery of health services as well as to ensure desired health outcomes.

Career opportunities exist in hospitals and clinics and other health care institutions, state and federal health agencies, consulting firms, non-profit organizations, local health departments, and managed care organizations. A strong background in quality and cost effectiveness is a competitive advantage for a range of positions from mid-management to top executives. Healthcare systems throughout the country are actively seeking individuals prepared to make improvements in health systems management. Cost effectiveness has become the strategic focus of many of the provider organizations as well as for the organizations that pay for healthcare including the government, insurance companies, and managed care organizations.

BIostatISTICS– MS

Biostatistics

Donald E. Mercante, PhD
Professor and Director

The Master of Science in Biostatistics is a two-year, 30 credit degree program that begins with a core of basic biostatistical methods and statistical theory and continues with electives in biostatistical methods directly applicable in public health. Students graduating from this program have been placed in well-paid positions in industry, government and academia.

Entry Requirements are differential and integral calculus (through calculus III) and introductory linear algebra. In some cases, a student deficient in some of the entry requirements may be admitted provided a plan for remediation is developed and approved by the faculty. The MS is offered through the School of Graduate Studies, [click here](#) for information on applying to the MS Biostatistics program.

Applicants should have strong quantitative aptitude and skills and are reviewed on the basis of the following criteria.

- Strength of their previous coursework based on grades and coursework with particular emphasis given to courses in statistics, mathematics and computer science.
- Scores on the Graduate Record Exam (GRE) with emphasis placed on the quantitative component.
- Three letters of reference from individuals who can provide an assessment of your quantitative skills and potential for success in the MS program.
- Goal Letter written by applicant that describes short and long-term goals related to the PhD program and the biostatistics profession.

Fellowships

Graduate fellowships are offered when available and on an extremely competitive basis.

Biostatistics Curriculum

	Credits
BIOS 6200 Principles of Applied Statistics	3
BIOS 6202 Applied Linear Models	3
BIOS 6204 Statistical Theory I	3
BIOS 6206 Statistical Theory II	3
BIOS 6210 Categorical Data Analysis	3
BIOS 6212 Survival Analysis	3
BIOS 6610 Biostatistical Consulting.....	2
BIOS 6700 Research Seminar in Biostatistics	2
PUBH 6221 Foundations for Public Health Ethics	1
BIOS Electives.....	7
Total	30

DOCTOR OF PHILOSOPHY

The faculty of the School of Public Health offers rigorous doctoral training programs in biostatistics, epidemiology and community health that comprises both formal classroom instruction and guided research with faculty mentors trained at top school of public health programs nationally and internationally. The size of our school encourages students to develop in-depth working relationships with their mentors. The PhD degree is awarded jointly by the School of Public Health and the School of Graduate Studies.

ADMISSIONS

ADMISSION REQUIREMENTS

Admission is competitive. Applicants should have earned a master of public health or master of science degree or equivalent with a strong background in statistics, epidemiology or community health. A background in health or biological sciences is desirable.

Specific admissions requirements are dependent upon the individual public health PhD Program and these requirements are available in the individual program descriptions.

STIPENDS/FELLOWSHIPS

Students pursuing the PhD degree are usually provided tuition waivers, and contingent upon the availability of funds may be awarded either a research assistantship or graduate fellowship. Such awards are made on an annual basis. Students on research assistantships are expected to work up to 20 hours per week in active participation in research projects, and/or assisting faculty in teaching activities through grading and conducting recitation/lab sessions. Graduate fellowships do not carry a service obligation, freeing the student to devote more time to their studies. These are offered when available and on an extremely competitive basis.

REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY DEGREE

The Doctor of Philosophy degree is the highest degree offered by universities. It is conferred only for work of distinction in which the student displays original scholarship.

Enrollment – For full-time students three years (9 semesters) of enrollment is required. One year (three consecutive semesters) must be taken at the Health Sciences Center following completion of the preliminary examination. Exceptions may be made by petition to the School of Public Health Dean. Credit may be transferred from other institutions if approved by the Major Professor and Program Head. Written notification clearly listing the courses to be transferred must be sent to the Dean who will notify the Registrar.

Transfer Credit – Students entering with a master's degree in biostatistics, epidemiology, community health or a related field who seek to transfer graduate credit may do so only at the discretion of the program director and in accordance with

School of Public Health policy. For transfer credit to count towards the credit hours required for the PhD, it must be in excess of the master's degree requirements and it must be course work normally taken by doctoral students.

Course Requirements – Specific course requirements are dependent upon individual Program policy. However, in general, a minimum of 60 credit hours is required. The minimum courses required by each Program are listed in the Course Descriptions in this catalog. Some credit may be earned in minor fields. Students are encouraged to develop a minor field, individual programs may have specific requirements. No more than fifteen credits may be counted for research and dissertation and no more than four credits for seminar, even though both may be carried throughout the program. Programs may have additional requirements for students to participate in teaching in the public health, graduate, medical, dental, nursing, allied health, and undergraduate courses.

Foreign Languages – There is no School of Public Health requirement for foreign languages, but individual Programs may require one or more.

Qualifying Process – Each Program will be responsible for the qualifying process and will develop appropriate policies, which will be on file in the Dean's Office. Complete details can be found in the School of Public Health Student Handbook.

Qualifying Examinations – All PhD students will be required to pass a comprehensive written examination before registering for research credit and embarking upon their dissertation work. These exams confirm that students have a command of discipline specific concepts and reasoning sufficient to undertake doctoral research. All course work listed should be completed with a grade of B or better.

The written examination will be a comprehensive exam written and graded by the program faculty. The examination is taken after completion of all PhD core courses.

The oral qualifying examination will be given by the student's Doctoral Committee and will assess the student's research prospectus. The student's PhD advisor will be the Chair of the Committee.



The oral qualifying examination should be scheduled to take place after completion of the core course sequence and major electives specified by the student and their Committee Chair. If a student fails either the written or oral exam, the Doctoral Advisory Committee determines the conditions to be met before another examination may be given.

The oral examination committee will ordinarily consist of the student's major professor and at least four other faculty members representing major and minor (if applicable) disciplines. At least one member must be from another Program/Department, one member from the LSUHSC School of Graduate Studies, and one member may be from outside the Health Sciences Center. The Dean may make substitution or addition of committee members after consultation with the major professor and Program Head, but continuity of membership is sought to provide consistent guidance of the student through the program. This examination is the most thorough in the doctorate program. It should require the candidate to demonstrate competence in a broad segment of the major and minor (if applicable) fields. If there is no more than one negative ballot out of a minimum of five, the student becomes a "candidate" after the Dean has been notified by the student's major professor and Program Head of successful completion of the preliminary examination. Examination and defense request forms are available from the Office of Admissions and Student Affairs. To access fillable PDF forms; use the "Forms" link on the School of Public Health website.



Dissertation – The dissertation must be a significant contribution to the field, suitable for publication in a peer reviewed journal of international repute. The format of the dissertation is specified in the student handbook for each doctoral program. For the planned graduation date, the student should check the school calendar for the final date for submission of the dissertation to the School of Public Health.

Dissertation Defense –Permission to hold the final examination will be granted by the dean of the School of Public Health only after all the foregoing conditions are satisfied and one academic year has elapsed since the student passed the prospectus. "One academic year" in this case is the interval between the prospectus held early in one semester and a final examination held toward the close of the following semester. The Defense may be preceded by an open seminar of the student's dissertation research. The student must petition the Dean for permission to take the

examination. The examining committee is made up of no less than five graduate faculty members, one of whom must be from a Program other than the student's Program, nominated by the major professor, Head of the Program and appointed by the Dean and one of whom must be from outside the School of Public Health and a member of the faculty of the School of Graduate Studies. The Dean may serve as a member or may appoint members to the Committee. Traditionally, this examination is a test of the student's intimate knowledge of the area of the field in which the student is working. However, at the discretion of the Committee or the Dean, the examination may include questions from the major or minor fields in general. Voting is by secret ballot, and to pass the examination there may be no more than one negative vote.

Certification – If not more than one member of the examining committee dissents and if the dissertation is accepted, the candidate will be certified to the School of Public Health Faculty, Graduate Faculty and Chancellor as having met all requirements for the degree of doctor of philosophy.

Time Limit – The School of Public Health requires that all work towards a PhD degree be completed in not more than eight calendar years. Any requests for extension of this policy are subject to approval by the student's Public Health Graduate Research Committee and the Dean.

GRADUATION FEES

Fees for graduation are normally assessed at registration for the semester in which the student intends to graduate.

BIostatISTICS – PhD

Donald E. Mercante, PhD
Professor and Director

The PhD in Biostatistics is an advanced, research-oriented degree program requiring in-depth study and research in a particular area of emphasis within biostatistics. The core curriculum includes coursework in advanced statistical methods and statistical theory. Additional coursework will include multivariate methods, linear and generalized linear models, statistical computing, design and analysis of clinical trials, and other advanced statistical methods. PhD students will also receive training in research ethics, hands-on experience in statistical consulting, and gain teaching experience through a formal teaching practicum. Students will have the opportunity to take elective courses in epidemiology and other core disciplines in public health. Advanced coursework in bioinformatics is available through the Bioinformatics Track, in which students learn how to apply and develop advanced statistical methods for the analysis of micro-array, genomic, and proteomic data.

Entry Requirements – Requirements include differential and integral calculus (through calculus III) and introductory linear algebra. In some cases, a student deficient in some of the entry requirements may be admitted provided a plan for remediation is developed and approved by the faculty. Generally, only students who have successfully completed a master’s degree in statistics, biostatistics or related field will be considered for acceptance. A limited number of stipends are available to qualified students on a competitive basis.

Applicants should have strong quantitative aptitude and skills and are reviewed on the basis of the following criteria.

- Strength of their previous coursework based on grades and coursework with particular emphasis given to courses in statistics, mathematics and computer science.
- Scores on the Graduate Record Exam (GRE) with emphasis placed on the Quantitative component.
- Three letters of reference from individuals who can provide an assessment of your quantitative skills and potential for success in the PhD program.
- Goal Letter written by applicant that describes short and long-term goals related to the PhD program and the Biostatistics profession.

In addition to requirements listed in tables below, all PhD students are required to take courses in consulting, ethics, research seminar, and teaching practicum. PhD students are required to successfully complete a minimum of 60 semester credit hours beyond the Master of Science (MS) for graduation.

Biostatistics Curriculum

The following is the typical sequence of courses during first year in PhD program for students entering with a master’s degree in biostatistics.

Fall Semester

	Credits
BIOS 7200 Theory of Linear Models	3
BIOS 7204 Advanced Statistical Theory I.....	3
EPID 6210 Principles of Epidemiology	3

Spring Semester

	Credits
BIOS 6212 Survival Analysis	3
BIOS 7202 Generalized Linear Models	3
BIOS 7205 Advanced Statistical Theory II.....	3

The minimum core requirements for the PhD Program in Biostatistics for all students are as follows. Additional requirements are specified in detail in the biostatistics student handbook.

Core Requirements

	Credits
BIOS 6212 Survival Analysis	3
BIOS 7200 Theory of Linear Models	3
BIOS 7202 Generalized Linear Models	3
BIOS 7204 Advanced Statistical Theory I.....	3
BIOS 7205 Advanced Statistical Theory II.....	3

* Note: PhD Qualifying Examinations are based on material from the core courses and are usually offered in the summer following completion of these courses.

Elective Courses

Students will choose elective credit hours from the following three lists:

Group A: Theoretical Emphasis

	Credits
At least one course from this group:	
BIOS 6300 Statistical Computing	3
BIOS 6316 Stochastic Processes	3
BIOS 6308 Multivariate Methods.....	3
BIOS 7302 Mixed Models	3

Group B: Applied Emphasis

	Credits
At least two courses from this group:	
BIOS 6302 Applied Longitudinal Analysis	3
BIOS 6304 Design and Analysis of Experiments.....	3
BIOS 6310 Applied Bayesian Analysis.....	3
BIOS 6312 Sampling Methods	3
BIOS 6314 Clinical Trials Methodology.....	3

Group C: Bioinformatics Emphasis

	Credits
BIOS 6450 Design and Analysis of Expression Studies	3
EPID 6220 Molecular Epidemiology	3

Bioinformatics Track: BIOS 6450 and EPID 6220 may be substituted for other electives with the approval of the graduate advisor.

COMMUNITY HEALTH SCIENCES – PhD

Sarah Moody-Thomas, PhD
Professor and Program Director

The Doctor of Philosophy in Community Health Sciences is an advanced program of study designed primarily for those who intend to pursue careers involving research, teaching, and professional practice to promote health, prevent disease and improve the quality of life. The program advocates an ecological approach to understanding determinants of health. The diverse education and cultural backgrounds of the faculty are linked by their collective reliance on this approach.

This program will train students to: 1) conduct original research to identify and examine individual and social determinants of health, illness, and disease; 2) design, implement and evaluate multi-level interventions to promote health, prevent disease and reduce health disparities; and 3) translate knowledge derived from research into public health practice. The curriculum includes coursework, research and practical instruction in community health promotion, health education, systems thinking, research and intervention design including traditional (experimental) and applied (community-based participatory) approaches, as well as statistical methods and data analysis and interpretation. Doctoral students also gain expertise through participation in a formal teaching practicum. Each student will be required to complete a dissertation based on independent empirical research that generates knowledge and promotes innovation in the field of Public Health.

Community Health Sciences Curriculum

	Credits
BCHS 7201 Ecological Approaches to Community Health Sciences	3
BCHS 7202 Health Behavior Change	3
BIOS 6210 Categorical Data Analysis	3
BCHS 7700 Community Health Sciences Seminar II	1
BIOS 6102 Biostatistical Methods II	3
PUBH 6221 Foundations of Public Health Ethics.....	1
BCHS 7401 Teaching Practicum	2
EPID 7202 Grantsmanship and Proposal Development for Epidemiologic Research	3

Electives

Group A: Content Courses
 (At least two of the following)

	Credits
BCHS 7352 Mental Health Promotion in Community Health	3
BCHS 7351 Race/Ethnicity, Gender, and Health	3
BCHS 6218 Principles of Rural Health	3
BCHS 6220 Issues in Maternal, Child, and Adolescent Health	3
BCHS 6222 Chronic Disease Prevention and Management	3
BCHS 6223 Public Health Implications of an Aging Society	3
BCHS 6224 Health Related Physical Activity	2
BCHS 6225 Infectious Disease: A Public Health Response	3

Group B: Methods Courses
 (At least two of the following)

	Credits
BCHS 7350 Translational Research.....	3
BCHS 6221 Survey Design	3
EPID 6217 Database Management	3
PUBH 6201 Principles of Geographic Information Systems in Public Health.....	3
EPID 6225 Health Outcomes Research.....	3

Group C: Biostatistics Courses
 (At least two of the following)

	Credits
BIOS 6202 Applied Linear Models	3
BIOS 6308 Multivariate Methods.....	3
BIOS 6314 Clinical Trials Methodology.....	3

Other School of Public Health electives as approved by advisor

EPIDEMIOLOGY — PhD

Edward S. Peters, DMD, SM, ScD
Professor and Program Director

The School of Public Health offers an educational program in Epidemiology leading to the PhD degree. The doctoral program is research-intensive, where students work closely with faculty members in developing skills necessary to be future leaders in epidemiologic research and teaching. The School of Public Health offers a rigorous doctoral training program in epidemiology that comprises both formal classroom instruction and guided research with faculty mentors trained at top School of Public Health programs nationally and internationally. The size of our school encourages students to develop in-depth working relationships with their mentors.

Students complete at least 60 credits beyond the master's degree (83 without). It is expected that at least half of these courses be from the epidemiology and biostatistics course offerings at the School of Public Health. The core curriculum includes a required suite of coursework in epidemiologic methods and theory. Additional coursework is available focusing on specific content areas as well as topics in biostatistics such as categorical analysis, survival analysis, and the design and analysis of clinical trials. PhD students will gain teaching experience through a formal teaching practicum. Students will also have the opportunity to take elective courses in the other core disciplines in the School of Public Health and Graduate Studies. Such classes might include genetics or molecular biology. Each student will be required to write and defend a dissertation that is publishable in the epidemiologic literature.

Admission is competitive. Applicants should have earned a Master of Public Health degree or its equivalent with a strong background in epidemiology and statistics. Students entering with a master's degree in epidemiology or a related field may transfer up to 18 hours of credit at the discretion of the program director and in accordance with graduate school policy. For transfer credit to count towards the 60 credit hours required for the PhD, it must be in excess of the master's degree requirements and it must be course work normally taken by doctoral students. Students should have a solid quantitative background, and while college algebra and calculus are not required for the epidemiology degrees, they are highly recommended. A background in health or biological sciences is also desirable. Tuition waivers and a limited number of stipends are available for qualified full-time doctoral students.

Epidemiology Curriculum

	Credits
EPID 6210 Principles of Epidemiology	3
EPID 6211 Intermediate Epidemiology.....	3
EPID 7700 Epidemiology Seminar II.....	1
EPID 6226 Epidemiologic Design and Analysis	3
EPID 7200 Advanced Epidemiology	2
EPID 7202 Grantsmanship and Proposal Development for Epidemiologic Research.....	3
EPID 7410 Teaching Practicum	2
EPID 7900 Dissertation Research	9
BIOS 6100 Biostatistical Methods I	3
BIOS 6101 Biostatistical Methods I Lab.....	1
BIOS 6102 Biostatistical Methods II	3
PUBH 6221 Foundations of Public Health Ethics	3
BIOS 6103 Biostatistical Methods II Lab... ..	1
BIOS 6210 Categorical Data Analysis	3
Content Electives.....	6
Methods Electives	6
BIOS Electives.....	6
Electives.....	12
Total	83

Content Electives

- EPID 6214 Infectious Disease Epidemiology
- EPID 6220 Molecular Epidemiology
- EPID 6222 Cancer Epidemiology
- EPID 6223 Chronic Disease Epidemiology
- EPID 6224 Emergent Epidemiology
- EPID 6301 Epidemiology of Sexually Transmitted
Infections/HIV
- EPID 6352 Social Epidemiology

Methods Electives

- BCHS 6215 Monitoring and Evaluation
- EPID 6217 Database Management
- EPID 6218 Spatial Analysis
- EPID 6219 Nutritional Epidemiology
- EPID 6221 Qualitative & Quantitative Research Methods
- EPID 6225 Health Outcomes Research
- EPID 6351 Public Health Surveillance System Theory
and Methods
- EPID 7350 Evolution of Epidemiologic Theory and Methods
- EPID 7351 Sampling and Survey Methods

Biostatistics Electives

- BIOS 6267 Applied General Linear Models
- BIOS 6226 Survival Analysis
- BIOS 6264 Clinical Trials
- BIOS 6260 Longitudinal Data Analysis

COURSE DESCRIPTIONS

Behavior and Community Health Sciences

BCHS 6212 Behavioral Science Theories in Public Health Practice

[3 Credits] This course is designed to expose students to the origin and use of behavioral and psychosocial theories in public health research and practice. Specifically, this course will explore how theoretical concepts, constructs, frameworks and models are utilized in developing, implementing and evaluating public health interventions.

BCHS 6213 Community Analysis, Ecology, and Health Disparities

[3 Credits] The purpose of this course is to identify and understand how multiple social determinants of health contribute to health disparities at the community level. This course examines the use of quantitative and qualitative research methods to track health disparities and monitor progress of public health interventions designed to reduce or eliminate health disparities at the community level. Prerequisites: First year Core Courses.

BCHS 6214 Health Communication

[3 Credits] Providing a foundation in the science, theory, and practice of effective health communication, this course also prepares the student to develop, deliver, and evaluate health communication campaigns and disseminate information to a wide variety of potential audiences. Prerequisites: BCHS 6212.

BCHS 6215 Monitoring and Evaluation

[3 Credits] The purpose of this course is to introduce the student to the concepts of monitoring and evaluation of community, health promotion, and other public health programs. This course presents models, techniques, and practices of designing and implementing program evaluation plans. Prerequisite: EPID 6210.

BCHS 6216 Health Program Development and Planning

[3 Credits] This course provides the student with a review of the basic principles and methods for planning, executing, monitoring, and evaluating health promotion and health education intervention programs. Prerequisites: BCHS 6212.

BCHS 6217 Community Based Participatory Programming

[3 Credits] This course introduces the student to the concepts of community-based participatory research and interventional programming in public health. This course presents concepts, models, techniques, and practices useful in developing a collaborative program. Prerequisites: EPID 6210 and BCHS 6212.

BCHS 6218 Principles of Rural Health

[3 Credits] The purpose of this course is to provide the student with an overview of healthcare and access issues involved in rural areas of the US.

BCHS 6219 Behavior Theory Applications

[3 Credits] The purpose of this course is to expand the student's knowledge of the analytic and research methods applied in the behavioral and health sciences. This course presents an overview of how these are used to inform the design, implementation, and evaluation of research and interventions within the context of established behavioral theories and models. Prerequisites: BCHS 6212.

BCHS 6220 Issues in Maternal, Child and Adolescent Health

[3 Credits] This course examines the history, organization, and financing of Maternal and Child Health (MCH) services in the U.S and to provide an overview of the health, social, economic, and policy issues currently affecting reproductive age women, infants, children and adolescents. This course presents practices of assessing MCH related data and retrieving evidence-based interventions and translating data/evidence into policy recommendations. Prerequisites: BCHS 6212.

BCHS 6221 Survey Design

[3 Credits] The purpose of this course is to gain the knowledge necessary to develop and execute a survey and analyze the collected data. Students will gain knowledge essential to design, create, and conduct a survey project. Utilizing knowledge gained from prerequisites, students will be able to analyze the survey data and determine its quality. Prerequisites: BIOS 6100

BCHS 6222 Chronic Disease Prevention and Management

[3 Credits] This course introduces the public health student to current issues in chronic disease management, including challenges in disease prevention and management, the population-based perspective of chronic disease, integrating clinical preventive services into chronic care, and issues of public policy that impact the burden of chronic illness. Prerequisites: BCHS 6212.

BCHS 6223 Public Health Implications of an Aging Society

[3 Credits] This course prepares the public health student to address health promotion, chronic disease self-management and other behavioral and quality of life issues of health care for an aging society. Prerequisites: EPID 6210 and BCHS 6212.

BCHS 6224 Health Related Physical Activity

[3 Credits] This course introduces the student to the role physical activity and nutrition contribute to creating and maintaining optimum health.

BCHS 6225 Infectious Disease: A Public Health Response

[3 Credits] This course provides the student with an overview of the impact of infectious diseases on the populations' health. This course will focus on the public health burden of infectious diseases and public health measures to prevent and control infectious diseases.

BCHS 6227 Research Methods in the Health Sciences

[3 Credits] The purpose of this course is to provide students with a practical introduction to conducting research and preparing reports using quantitative methods in a structured environment. This course presents an overview of how theory is used to inform the design, implementation, and evaluation of research and interventions. Students will conduct guided research projects using secondary data analysis. Prerequisites: EPID 6210 and BIOS 6100.

BCHS 6400 Independent Study

[1-3 Credits] This course provides the student an opportunity to study a topic in depth while under the guidance of a faculty member. The focus of the course will be a specific aspect of a public health discipline which is not the primary focus of existing public health courses. The course will involve directed readings and may require completion of a paper or study project that provides evidence of comprehension and professional proficiency in the area studied. Independent Study may only be taken for a maximum of 3 credit hours toward the MPH Degree.

BCHS 6600 Culminating Experience/Capstone in Behavioral and Community Health Sciences

[3 Credits] All professional degree programs identified in the instructional matrix shall assure that each student demonstrates skills and integration of knowledge through a culminating experience. A culminating experience is one that requires a student to synthesize and integrate knowledge acquired in coursework and other learning experiences and to apply theory and principles in a situation that approximates some aspect of professional practice. Prerequisites: BIOS 6100 Biostatistical Methods I, BIOS lab or BIOS 6200 Principles of Applied Statistics; EPID 6210 Principles of Epidemiology; ENHS 6238 Principles of Environmental Health; BCHS 6212 Behavioral Science Theories in Public Health; and HPSM 6268 Health Services Administration and Management.

BCHS 7201 Ecological Approaches to Community Health Sciences

[3 Credits] This course introduces students to the concept that health-related outcomes involve the interaction of the individual with the environment at multiple levels. The ecological approach addresses how both individual-level risk factors, as well as beliefs, attitudes, and perceptions, may be moderated and/or mediated by environmental and social factors, such as norms, social networks, and cultural values, to affect health outcomes. Mirroring the complexity of contemporary public health problems, the major variables in social ecological models are multi-level and their influence is bi-directional. Students will learn to use this approach to address several major public health issues, including health disparity, smoking, obesity, and addiction. Class activities will include lecture, group projects, films, and discussion.

BCHS 7202 Health Behavior Change

[3 Credits] This is an advanced course on theoretical and practical aspects of health behavior change. The course is designed to provide an understanding of theoretical issues and current methodologies influencing health behavior change. Several models of health behavior changes will be studied in detail. The strengths and shortcomings of these models for the development and evaluation of interventions at individual, community and system levels will be critically assessed. Students will be expected to translate their knowledge into practical interventions for health behavior change.

BCHS 7350 Translational Research

[3 Credits] This course will focus on multidisciplinary research skills needed to carry out bench to bedside to community health and population translational research. The primary objective of the program is to train individuals to interpret basic and clinical science research and apply this knowledge to the development of community health and population research projects. Students will gain expertise in research study design, statistical methodology, translational research technologies, grant and scientific writing skills, evaluation and dissemination strategies.

BCHS 7351 Race/Ethnicity, Gender and Health

[3 Credits] This course will explore the interconnection between race/ethnicity, gender and health by examining theoretical and research paradigms from sociology, anthropology, policy studies and public health. The course will explore how race/ethnicity and gender are shaped by political, social, economic, geographical and organizational factors and contribute to variations in health outcomes according to social class, geographical location, and social economic position. Class activities include: 1) class discussion with regard to how race/ethnicity and gender translate into unequal distribution of power that simultaneously operate at both the macro (societal) and micro (individual) levels of society; 2) data collection approaches and analytical methods to identify and understand links between race/ethnicity, gender and health; and 3) discussions concerning the role of public health in identifying ways to utilize emerging research regarding race/ethnicity, gender and health to advance public health research and practice.

BCHS 7352 Mental Health Promotion in Community Health Sciences

[3 Credits] This course exposes students to the emerging field of mental health promotion; its history, principles, theories; and its differences and linkages to mental illness prevention. The course objectives are to impart knowledge of the basic principles of mental health promotion; teach the many factors causal to mental illness and the maintenance of mental health; and afford students an understanding of the complexity and multiplicity of disciplines involved in the practice of mental health promotion. In this course, students will review trends (vital statistics and epidemiology) in mental health among different populations as well as the risk and protective factors associated with mental health. Students will explore the sociocultural definitions and impact of mental health, mental illness, and stigma. The course describes a conceptual paradigm for mental health promotion from both policy and practice frameworks, including assessment, consultation, education, and training.

BCHS 7700 Community Health Sciences Seminar II

[1 Credit] This seminar series provides exposure to current research and special topics of interest in the community health sciences.

Biostatistics**BIOS 6100 Biostatistical Methods I**

[3 Credits] Three hours of lecture per week. General introduction to descriptive and inferential statistics: The role of biostatistics in the health sciences, techniques and principles for summarizing data, estimation, hypothesis testing and decision-making. Examples and problems from the health sciences are used. Non-Biostatistics majors only. Co-requisite: BIOS 6101.

BIOS 6101 Biostatistical Methods I Lab

[1 Credit] Two hours of statistical laboratory per week. This course will instruct students on the proper use of statistical software to manage, manipulate, and analyze data and to prepare summary reports and graphical displays. Laboratory sessions will be held in the SoPH computing lab and are designed to closely follow the lecture material presented in BIOS 6100.

BIOS 6102 Biostatistical Methods II

[3 Credits] Three hours of lecture per week. Continuation of BIOS 6100. Additional coverage of biostatistical techniques in the health sciences: Hypothesis testing and interval estimation, including analysis of variance, correlation analysis, and multiple linear and logistic regression techniques. Examples and problems from the health sciences are used. Prerequisite: BIOS 6100, 6101. Co-requisite: BIOS 6103. Non-Biostatistics majors only.

BIOS 6103 Biostatistical Methods II Lab

[1 Credit] Two hours of statistical laboratory per week. This course will provide more advanced instruction to students on the proper use of statistical software to analyze data arising from multiple linear and logistic regression models and multi-way ANOVA models. Laboratory sessions will closely follow the lecture material presented in BIOS 6102.

BIOS 6200 Principles of Applied Statistics

[3 Credits] Three hours lecture per week. Broad coverage of methods of applied statistics, designed for students who want to take advantage of their good math backgrounds for better understanding. Data description; elementary probability, random variables, distributions; principles of statistical inference; methods for one-, two-, and multi-sample settings, including ANOVA and multiple regression; methods for categorical responses. Use of SAS and other software for analysis, simulations, graphics, and report writing. Some cases will use large national databases, such as NHANES and CPS. Prerequisites: multi-variable calculus and linear algebra.

BIOS 6202 Applied Linear Models

[3 Credits] Three hours of lecture per week. This is a practical course on the use of general linear models. Topics include a review of relevant matrix algebra; general linear models including multiple regression, analysis of variance, analysis of covariance, multivariate response, and logistic regression models; methods for estimation, hypothesis testing and diagnostics; model specification for designed experiments and for observational studies; applications are in the health sciences. Prerequisites: BIOS 6100 or BIOS 6200.

BIOS 6204 Statistical Theory I

[3 Credits] Three hours of lecture per week. Elementary concepts of probability; conditional probability, Bayes' theorem; random variables and probability distributions, transformations of random variables; moments and moment generating functions; discrete and continuous random variables, common families of distributions; essential inequalities and identities; multivariate distributions, joint, conditional and marginal distributions; covariance and correlation, conditional expectation; basic concepts of random samples; convergence concepts, convergence in probability and in distribution, the law of large numbers, and the central limit theorem. Prerequisites: multivariate calculus and linear algebra.

BIOS 6206 Statistical Theory II

[3 Credits] Three hours of lecture per week. Principles of data reduction, sufficiency and completeness, minimal

sufficient statistics; the likelihood principle; point estimation, method of moments, maximum likelihood estimation; methods of evaluating estimators, unbiased estimation, Fisher information, hypotheses testing, likelihood ratio tests, methods of evaluating tests. methods of evaluating interval estimators Prerequisite: BIOS 6204.

BIOS 6210 Categorical Data Analysis

[3 Credits] Three hours of lecture per week. Model formulation, parameter estimation, and hypothesis testing for categorical data from different types of experimental and survey research situations: Characterization of interaction in multidimensional contingency tables, stepwise regression procedures for proportions, and exact inference. Prerequisite: BIOS 6102 or BIOS 6202.

BIOS 6212 Survival Analysis

[3 Credits] Three hours of lecture per week. This course provides students with statistical methodology for the analysis of time-to-event data and trains students in the appropriate analysis of survival data, by both parametric and nonparametric methods. Emphasis will be placed on methods and models most useful in clinical research with attention to proper interpretation of statistical packages output. Prerequisite: BIOS 6102 or BIOS 6202.

BIOS 6300 Statistical Computing

[3 Credits] Three hours of lecture per week, summer semester. An introductory programming course oriented toward statistical applications using SAS (including IML) and the R programming languages. Topics include data types, assignment statements, operators, sequential control, conditional control, iteration, subprograms, arrays, character manipulation, manipulating and processing SAS output from SAS procedures, Gibbs sampler, and Markov Chain Monte-Carlo methods. Prerequisite: BIOS 6202 or permission of the instructor.

BIOS 6302 Longitudinal Data Analysis

[3 Credits] Three hours of lecture per week. This course will emphasize analysis and interpretation of data obtained from subjects measured repeatedly over time. Coverage will begin with traditional approaches to analysis of longitudinal data such as multivariate repeated measures and the univariate analysis of repeated measures as a split-plot model and will quickly lead into models for mean response such as the analysis of response profiles and parametric curve fitting including linear splines. Models for the covariance matrix will be then be considered. Linear mixed models and generalized estimation equations will be covered in detail.

Other topics will be covered as time allows. Examples from the health and biomedical sciences will be presented to motivate the material. Prerequisites: BIOS 6102 or BIOS 6202.

BIOS 6304 Design and Analysis of Experiments

[3 Credits] Three hours of lecture per week. Principles of experimentation. Completely randomized designs, randomized complete block designs, factorial designs, Latin squares, crossover designs, blocking, response surface designs. Applications in the health sciences. Prerequisite: BIOS 6100 or BIOS 6200, or permission of the instructor.

BIOS 6308 Multivariate Methods

[3 Credits] Three hours of lecture per week. Review of matrix algebra, multivariate normal distribution, multivariate general linear model, principal components, factor analysis, cluster analysis, discriminant analysis. Applications to the health sciences. Prerequisites: BIOS 6202, BIOS 6206.

BIOS 6310 Applied Bayesian Analysis

[3 Credits] Three hours of lecture per week. Introduction to Bayesian approach to statistical inference. Application orientated, but such theory as is necessary for a proper understanding of the Bayesian methodology will be covered. Topics covered include Bayesian Inference – prior determination, point and interval estimation, hypothesis testing, prediction, model assessment and model choice; Bayesian Computation – Markov Chain Monte Carlo (MCMC) methods. Gibbs Sampling and extensions; and Bayesian applications on real data sets from the biological or medical fields. Prerequisites: BIOS 6102 (or BIOS 6202), BIOS 6206, BIOS 6300, or permission of the instructor.

BIOS 6312 Sampling Methods

[3 Credits] Three hours of lecture per week. Methods for conducting sample surveys in the health sciences: Biases and non-sampling errors, probability and non-probability samples, simple random sampling, stratification, varying probabilities of selection, multi-stage sampling, systematic sampling, cluster sampling, double sampling, and ratio estimation. Prerequisite: Permission of the instructor.

BIOS 6314 Clinical Trials Methodology

[3 Credits] Three hours of lecture per week. Introduction to the conduct of clinical trials and clinical trials methodology. Topics covered include selection of primary and secondary research questions and hypotheses, use of surrogate variables, defining study population, generalizability of results, basic study design, randomization process, blinding, sample size estimation, using baseline assessments, recruitment of study participants, data collection and quality control, assessing and reporting adverse events, assessing quality of life, participant adherence, survival analysis techniques and issues, monitoring response variables, data analysis issues, study closeout, and reporting and interpreting results. Prerequisite: BIOS 6102 or BIOS 6202.

BIOS 6316 Stochastic Processes

[3 Credits] Three hours of lecture per week. Markov chains; birth-death processes; random walks; renewal theory; Poisson processes; Brownian motion; branching processes; martingales; with applications. Prerequisites: BIOS 6206.

BIOS 6400 Independent Study

[1-3 Credits] This course provides the student an opportunity to study a topic in depth while under the guidance of a faculty member. The focus of the course will be a specific area within biostatistics which is not the primary focus of an existing biostatistics course. The course will involve directed readings and may require completion of a paper or study project that provides evidence of comprehension and proficiency in the area studied. Independent Study may only be taken for a maximum of 3 credit hours toward the MPH Degree.

BIOS 6450 Design and Analysis of Expression Studies

[3 Credits] Three hours of lecture per week. Introduction to DNA, RNA, protein and gene expression; statistical methods; microarray technology; data visualization and quality control; variability in microarray data; specific and non-specific hybridization—background correction; normalization and transformation; gene expression summarization; missing value problems; detection of differentially expressed genes; design of microarray experiments. Prerequisites: BIOS 6202.

BIOS 6500 Special Topics in Biostatistics

[1-4 Credits] This course is designed depending upon student's interest and faculty availability, to cover advanced topics such as time series analysis, machine learning, bioinformatics, robust statistics, etc. The hours and credits will be arranged depending on the particular topic.

BIOS 6600 Culminating Experience/Capstone in Biostatistics

[3 Credits] All professional degree programs identified in the instructional matrix shall assure that each student demonstrates skills and integration of knowledge through a culminating experience. A culminating experience is one that requires a student to synthesize and integrate knowledge acquired in coursework and other learning experiences and to apply theory and principles in a situation that approximates some aspect of professional practice. Prerequisite: BIOS 6200 Principles of Applied Statistics; EPID 6210 Principles of Epidemiology ; ENHS 6238 Principles of Environmental Health; BCHS 6212 Behavioral Science Theories in Public Health; and HPSM 6268 Health Services Administration and Management. MPH students only.

BIOS 6610 Biostatistical Consulting

[2 Credits] A practical course designed to expose students to real-life consulting situations and the statistical problems that arise in the health sciences. The student will work on a consulting project under the supervision of a faculty member and will present a progress report each week. Prerequisite: BIOS 6202.

BIOS 6700 Research Seminar in Biostatistics

[1 Credit] Reports on research progress in current literature. Students attend colloquium and give an oral presentation in their second year.

BIOS 6900 Thesis Research

[1-6 Credits] Registration by permission of the program. Amount of credit must be stated at time of registration.

BIOS 7200 Theory of Linear Models

[3 Credits] Three hours of lecture per week. This course presents the essentials of statistical inference theory for general linear models. Topics include a review of relevant matrix algebra; distributions of quadratic forms; theoretical aspects of estimation, hypothesis testing and diagnostics. Prerequisites: BIOS 6202, BIOS 6206, or permission of the instructor.

BIOS 7202 Generalized Linear Models

[3 Credits] Three hours of lecture per week. Study of parametric models in the exponential family of distributions including the normal, binomial, Poisson, and gamma. Parameter estimation with iterative re-weighted least squares and quasi-likelihood methods. Modeling of correlated data or data with non-constant variance via mixed models (e.g., GLIMMIX). In-depth coverage of generalized estimating equations (GEE1 and GEE2) and quadratic estimating equations (QEE). Applications with be presented from a variety of settings such as the basic sciences, medicine, dental, and public health. Prerequisites: BIOS 6202, BIOS 6206, or permission of the instructor.

BIOS 7204 Advanced Statistical Theory I

[3 Credits] Three hours of lecture per week. A mathematical study of the classical theory of statistical inference. Moment generating functions and characteristic functions, distributions of order statistics, exponential family of distributions, models of convergence, the Cramer-Rao inequality, efficiency, best

unbiased estimation, completeness, minimal sufficiency, maximum likelihood estimators; monotone likelihood ratio, unbiased and invariant hypothesis tests, generalized likelihood ratio tests, Bayes' and minimax procedures. Prerequisite: BIOS 6206.

BIOS 7205 Advanced Statistical Theory II

[3 Credits] Three hours of lecture per week. A mathematically rigorous survey of selected topics in the theory of statistical inference such as: Bayesian inference, decision theory, information theory, large sample theory, multivariate distributions, nonparametric inference, sequential analysis, stochastic processes, time series, components of variance. Prerequisite: BIOS 7204.

BIOS 7302 Mixed Models

[3 Credits] Three hours of lecture per week. Rigorous course on the theory of mixed models. Essentials of relevant matrix algebra; distribution of quadratic forms; models with variance-covariance components; one-way, two-way random and mixed models with fixed effects; methods of estimation of variance components; ML, REML, ANOVA; estimation of fixed effects; testing hypotheses about fixed effects; repeated measures design methods; choices of covariance structures; generalized linear mixed models. Prerequisite: BIOS 7200.

BIOS 7410 Teaching Practicum in Biostatistics

[1-3 Credits] Advanced PhD students in Biostatistics working under the supervision of a faculty member will have the opportunity to gain valuable in-class teaching experience. Students will be intensively involved in all aspects of course teaching and administration. Working closely with a faculty member, the student will prepare a syllabus, lectures, handouts, quizzes, and exams. The student will also be responsible for all grading of homework, quizzes and exams. The faculty member will evaluate each of the lectures, providing direction, advice and feedback to the student. A written evaluation detailing the student's performance will be provided as feedback to the student and will be the basis for the (Pass/Fail) grade. Each PhD student in Biostatistics is required to successfully complete at least 3 hours of supervised teaching before graduation. Prerequisite: Successful completion of the qualifying exam at the PhD level.

BIOS 7900 Dissertation Research

[1-8 Credits] Registration by permission of the program. Amount of credit must be stated at time of registration.

Environmental & Occupational Health Sciences**ENHS 6220 Clinical Preventive Medicine**

[3 Credits] The purpose of this ENHS curriculum core curriculum course is (1) to provide future public health and preventive medicine practitioners and administrators with an overview of clinical preventive medicine and related medical issues. (2) to inculcate a proactive, prospective approach not only to the management of individual patients but also to the management of maintenance panels and even larger populations of patients. (3) to fulfill the Clinical Preventive Medicine course requirements, and (4) ultimately, to meet the physician requirements for future board eligibility in General Preventive Medicine and Public Health and/or Medical Management by the American Board of Preventive Medicine.

ENHS 6238 Principles of Environmental Health

[3 Credits] This course explores the relationships between man and the natural environment by examining the impact of human activities on air, water, soil, and food quality, and by analyzing the outcomes of encounters between humans and natural events, venomous animals, and toxic plants and fungi.

ENHS 6239 Principles of Occupational Health

[3 Credits] The purpose of this ENHS curriculum core curriculum course is (1) to provide public health practitioners and managers with an overview of occupational health and related medical issues, (2) to link occupational hazards and exposures with the pathophysiologic development of occupationally-related illnesses, and (3) to fulfill the Occupational Health and Medicine course requirements.

ENHS 6240 Traveler's Health and Tropical Medicine

[3 Credits] The purpose of this course is (1) to provide an overview of traveler's health and related travel and tropical medical issues, and (2) to link foreign travel and tropical and other environmental exposures with the pathophysiologic development of travel and environmentally related illnesses. This course is not a laboratory course and does not duplicate the didactic and laboratory material presented in Medical Microbiology, Immunology, and Parasitology (MIP). This course emphasizes the etiologic agents, clinical manifestations, medical and surgical management, and primary and secondary prevention of travel-acquired and tropical diseases.

ENHS 6241 Medical Toxicology

[3 Credits] The purpose of this course is (1) to provide public health, medical, and health sciences graduate students with an introduction to medical toxicology and related medical issues; (2) to link illicit, prescribed, and OTC pharmaceutical poisonings with the pathophysiologic development of drug-induced illnesses, (3) to link occupational, environmental, and wilderness hazards and exposures with the pathophysiologic development of organic toxin-induced illnesses; (4) to develop methodologies for the primary prevention, diagnosis and treatment of common poisonings in children and adults; and (5) to prepare medical students for the USMLE Parts 2 and 3, specifically to prepare for questions regarding common poisonings and envenomations in children and adults.

ENHS 6242 Analytical and Forensic Toxicology

[3 Credits] The purpose of the course is to provide public health professionals with an understanding of the application of Analytical Chemistry in Forensic Toxicology. Forensic Toxicology (analytical, clinical, environmental, etc.) is the science of toxicology used in a legal setting.

ENHS 6243 Air Quality, Air Pollution, and Dispersion Modeling

[3 Credits] This course will consider the common biological, chemical, and physiochemical contaminants of indoor and outdoor air in relationship to national air quality standards and recommended maximum exposure levels. In addition, this course will introduce the application of computer modeling in predicting the directions, configurations, maximum contaminant levels, and human health effects of intentional and unintentional vapor plume releases. Designs for gaseous pollutant and particulate control are discussed.

ENHS 6245 Health Risk Assessment and Management Communication

[3 Credits] This course provides students with the knowledge and methodology to determine whether current or future

chemical exposures will pose health risk to certain population or ecosystems. The objectives of this course are (1) to provide the concept of environmental health risk assessment, (2) to understand the basic components of risk assessment, (3) to understand the methods for risk analysis and management, (4) to familiarize with different toxicological databases and resources, (5) to familiarize with the regulatory aspect of risk assessment (6) to provide the skills of effective risk communication.

ENHS 6246 Water Quality Management

[3 Credits] The purpose of this course is (1) to provide an overview of principle of water quality management, (2) to familiarize with water quality law and regulation, (3) to familiarize with water sources/usage and water quality characteristics, (4) to identify water pollution parameters, (5) to examine the available treatments, (6) and to understand the importance of water quality monitoring and protection.

ENHS 6247 Prevention and Management of Food Borne Diseases

[3 Credits] The purpose of this course is to provide an overview of (1) food borne diseases and their etiologies, (2) factors that favor and deter microbial growth in foods, (3) characteristics of food borne disease outbreaks, (4) emerging pathogens related to food borne disease, and (5) federal and state responsibilities in control of food borne disease.

ENHS 6248 Medical Entomology

[3 Credits] The purpose of this ENHS curriculum core curriculum course is (1) to provide an overview of medical entomology and arthropod-borne diseases, (2) to link arthropod envenomings or infestations with the development of infectious diseases, allergic reactions, or toxic poisonings, and (3) to serve as an elective course for other ENHS majors (Occupational Health, Disaster Management and Emergency Response) other MPH degree-seeking students, medical students, or veterinary medicine students.

ENHS 6249 Occupational Lung Diseases

[3 Credits] The purpose of this course is to provide public health professionals with a solid understanding of: (1) How occupational and environmental exposures can cause pulmonary disease; (2) How respiratory protection can be employed to prevent occupational pulmonary disease; (3) How physicians assess a worker for possible lung disease; (4) Clinical presentation, diagnosis, and prognosis of common occupational pulmonary diseases.

ENHS 6251 Radiological Health and Radiation Safety

[3 Credits] This course provides a basic review of nuclear physics and considers the common environmental sources of natural and manmade ionizing radiation and the human health impact of ionizing radiation. Radiation protection of workers and the general public are discussed.

ENHS 6252 Industrial Hygiene and Environmental Safety

[3 Credits] This course considers the principles of industrial hygiene including skin and lung absorption, dermal and inhalation toxicology, biohazards, ergonomics, chemical agents, and indoor heating/cooling and ventilation systems. In addition, this course teaches the principles of industrial plant safety including job safety analysis, job re-design, hazard identification, biomarker monitoring, emergency operations, and the socio-behavioral aspects of safety compliance.

ENHS 6253 Geospatial Health and the Environment

[3 Credits] The purpose of the ENHS public health course entitled Geospatial Health and Environment is (1) to provide public health, medical, and health sciences graduate students with an introduction to medical applications of the geospatial sciences and related environmental issues; (2) to link new tools in Geographic Information Systems and Remote Sensing (GIS/RS) to environmental and geospatial risk factors that determine the spatial distribution and prevalence of disease, (3) understand the fundamental concepts of landscape epidemiology and the basis for ecological niche modeling of disease agents, (4) develop technical skills needed for application of GIS/RS decision support systems in prevention, control and health education programs, and (5) integrate course concepts and skills by development and presentation of a class project that applying GIS/RS to a disease issue of public health importance.

ENHS 6400 Independent Study

[1-3 credits] This course provides the student an opportunity to study a topic in depth while under the guidance of a faculty member. The focus of the course will be a specific aspect of a public health discipline, which is not the primary focus of exiting public health courses. The course will involve directed readings and may require completion of a paper or study project that provides evidence of comprehension and professional proficiency in the area studied. Independent Study may only be taken for a maximum of 3 credit hours toward the MPH Degree.

ENHS 6600 Culminating Experience/Capstone in Environmental Health

[3 Credits] All professional degree programs identified in the instructional matrix shall assure that each student demonstrates skills and integration of knowledge through a culminating experience. A culminating experience is one that requires a student to synthesize and integrate knowledge acquired in coursework and other learning experiences and to apply theory and principles in a situation that approximates some aspect of professional practice. Prerequisites: BIOS 6100 Biostatistical Methods I, BIOS lab or BIOS 6200 Principles of Applied Statistics; EPID 6210 Principles of Epidemiology; ENHS 6238 Principles of Environmental Health; BCHS 6212 Behavioral Science Theories in Public Health; and HPSM 6268 Health Services Administration and Management.

Epidemiology**EPID 6210 Principles of Epidemiology**

[3 Credits] This course provides an introduction to epidemiology as a basic science for public health and clinical medicine. It will address the principles of the quantitative approach to public health and clinical problems. The course will discuss measures of frequency and association, introduce the design and validity of epidemiologic research, and give an overview of data analysis. This course is an introduction to the skills needed by public health professionals to interpret critically the epidemiologic literature. It will provide students with the principles and practical experience needed to initiate the development of these skills. Lectures are complemented by seminars devoted to case studies, exercises, or critique of current examples of epidemiologic studies.

EPID 6211 Intermediate Epidemiology

[3 Credits] This course provides an integrated coverage of the principles of epidemiologic design, analysis, and interpretation at an intermediate level, suitable for epidemiologists and other public health professionals

interested in a more thorough understanding of these concepts. Prerequisite: EPID 6210, BIOS 6100 and Pre- or Co-requisite: BIOS 6102 or equivalent.

EPID 6213 Epidemiology Seminar

[1 Credit] This seminar series provides exposure to current research and special topics of interest in epidemiology. Prerequisite: EPID 6210.

EPID 6214 Infectious Disease Epidemiology

[3 Credits] This introductory course provides an overview of infectious disease epidemiology. It is a companion course to Chronic Disease Epidemiology (EPID 6223). The course addresses the most important groups of infectious diseases, including respiratory and enteric infections, Tuberculosis, Hepatitis and Sexually Transmitted Diseases. It focuses on the biological basis, incidence, prevalence, morbidity and mortality of infectious diseases. EPID 6210.

EPID 6216 Biological Basis of Health

[3 Credits] This course is designed to provide a background in the biologic basis of health and disease for MPH students who do not have a background in health sciences. The course will focus on the most salient public health topics and diseases.

EPID 6217 Database Management

[3 Credits] This course provides students with the basic skills to design good relational databases, hands-on experience in creating and managing databases using Microsoft Access, and sources of information for the construction of databases in public health. Prerequisites: EPID 6210 and BIOS 6100.

EPID 6218 Spatial Analysis

[3 Credits] This course introduces students to a range of geospatial analytic methods. Students will apply problem solving abilities, critical thinking skills, and creative thinking to diverse examples of medical geography and spatial epidemiology. Content will focus on teaching methods and interpretation of spatial analysis. Non-content objectives are for students to develop a critical and creative approach to questions which can benefit from spatial epidemiology. Prerequisites: EPID 6210 and BIOS 6100.

EPID 6219 Nutritional Epidemiology

[3 Credits] This course is an introduction to the methodological issues related to the design, conduct, analysis, and interpretation of studies investigating the relationship between nutritional status, diet, and disease. An emphasis will be placed on the types of dietary and nutritional status assessment methods and their advantages and disadvantages in epidemiologic research. Students will gain practical experience in the actual collection, analysis, and interpretation of dietary intake. The interpretation of studies in nutritional epidemiology given the dietary instrument used and the study design will be considered. Issues such as intra- and inter-individual variation, measurement error, misclassification, homogeneity of intake within populations, and correlations among nutrients, micronutrients, and food groups will be discussed. Prerequisite: EPID 6210, and BIOS 6100.

EPID 6220 Molecular Epidemiology

[3 Credits] This course covers the theoretical concepts and practical issues involved in conducting research involving molecular biomarkers in human populations. Class topics include the theoretical advantages of biomarkers, criteria for evaluating potential markers, sample collection and storage, laboratory quality control considerations, issues in epidemiologic study design and analysis, ethical/legal

concerns, and discussion of specific examples of research involving molecular markers of internal dose, susceptibility, early pathological alteration, and prognosis. The course will emphasize examples from the cancer research literature. Prerequisites: EPID 6210 and BIOS 6100.

EPID 6221 Qualitative & Quantitative Research Methods

[3 Credits] The purpose of this course is to provide students concentrating in Epidemiology a practical introduction to conducting research and preparing reports using qualitative and quantitative methods in a structured environment. Students will conduct specifically tailored projects as a class that illustrates some of the key skills necessary in basic epidemiological research. Qualitative research methods will be illustrated through the use of a focus group study conducted as a class project, and quantitative methods will be illustrated through the use of secondary survey data. Prerequisite: EPID 6210, EPID 6212, and BIOS 6100.

EPID 6222 Cancer Epidemiology

[2 Credits] This course provides students with an understanding of the theory of carcinogenesis and major etiologic factors for cancer, including tobacco, diet and nutrition, alcohol, viruses and bacteria, drugs, occupation, and radiation. The epidemiology of major cancer sites i.e. lung, breast, prostate, colon and rectum, cervix and uterine corpus, and selected cancers of specific interest to the class will also be presented. Study design and methodology used in cancer research are discussed throughout the course. Prerequisites: EPID 6210 and BIOS 6100.

EPID 6223 Chronic Disease Epidemiology

[2 Credits] This introductory course provides an overview of chronic disease epidemiology and prevention strategies. It is a companion course to Infectious Disease Epidemiology (EPID 6214). The course addresses the most important groups of chronic diseases, including heart disease, stroke, hypertension, cancer, diabetes, lung diseases and, neurologic diseases. It focuses on the biological basis, incidence, prevalence, morbidity and mortality of chronic diseases as well as etiologic factors accounting for differences in incidence and mortality. Students will learn how to apply epidemiologic methods in studies of chronic disease prevention and control and to understand the importance of surveillance and applied research as a basis for public health interventions. Prerequisite: EPID 6210.

EPID 6224 Emergent Epidemiology

[2 Credits] This is an advanced epidemiology course for students interested in new developments in epidemiology. The course is focused on epidemiologic techniques used to address emerging diseases and public health issues of concerns such as bioterrorism, disasters, pandemics, detection of opportunistic pathogens, environmental concerns, and increasing institutionalized populations. It does not address management of disasters, environmental health issues, or disease control in institutions. Students will learn to apply and adapt traditional and new epidemiologic methods to detect and evaluate progress in response to emerging diseases. Pre-requisite: EPID 6210.

EPID 6225 Health Outcomes Research

[3 Credits] The purpose of this course is to help students understand outcomes research and to provide background on the basic tools used in outcomes studies. It will also enable students to critically review and use outcomes data for clinical decision-making as well as health care program planning and evaluation.

EPID 6226 Epidemiologic Design and Analysis

[3 Credits] The course is designed to integrate and apply concepts learned in previous biostatistics and epidemiologic methods courses as they relate to epidemiologic studies. The conceptual basis for the design, conduct, and analysis of observational and experimental studies will be covered, focusing on providing students with data analysis, interpretation, and presentation skills. Students will gain hands-on experience in designing and analyzing studies through classroom sessions and homework assignments. Prerequisites: EPID 6210, EPID 6211, BIOS 6100, and BIOS 6102.

EPID 6301 Epidemiology of Sexually Transmitted Infections/Diseases

[3 Credits] Designed for doctoral and master's degree students, this course covers the theories and methodologies related to the epidemiology of HIV/AIDS and other sexually transmitted infections (STIs). Students will gain an understanding of important issues in the epidemiology of HIV and STIs in the US and internationally, and will increase their understanding of the strengths and weaknesses of various epidemiologic study designs and the interpretation of data. Also addressed will be implications for transmission, prevention, and the psychosocial, behavioral, and economic aspects of STIs, particularly HIV. Prerequisites: EPID 6210 and BIOS 6100.

EPID 6351 Public Health Surveillance System Theory & Methods

[3 Credits] The goal of this course is to make the students aware of all aspects that must be considered when designing or working with a Public Health Surveillance System (PHSS). The lectures will concentrate on the different types of PHSS, database structures, practical design elements, data gathering strategies, quality control and evaluation considerations and the role of PHSS within the public health community. Additionally, students will be given the opportunity to utilize their analytical skills and demonstrate their mastery of statistical software packages by performing preliminary analysis of a real PHSS data set. Prerequisite: EPID 6210.

EPID 6352 Social Epidemiology

[3 Credits] This course will provide students with a systematic and selective overview of the conceptual approaches necessary to investigate the impact of social context on the health of populations. Among the social processes to be examined are social inequalities (including social class differences as well as the effects of income inequality per se), social capital and social cohesion, social networks and neighborhood characteristics. The course will include discussion of methods related to the study of social factors across multiple levels. The course will be taught as a seminar. Some analytic writing will be required. Previous exposure to social science methods and theory is advised, but not required. Prerequisite: EPID 6211.

EPID 6400 Independent Study

[1-3 Credits] This course provides the student an opportunity to study a topic in depth while under the guidance of a faculty member. The focus of the course will be a specific aspect of a public health discipline, which is not the primary focus of existing public health courses. The course will involve directed readings and may require completion of a paper or study project that provides evidence of comprehension and professional proficiency in the area studied. Independent Study may only be taken for a maximum of 3 credit hours toward the MPH Degree.

EPID 6600 Culminating Experience/Capstone in Epidemiology

[3 Credits] All professional degree programs identified in the instructional matrix shall assure that each student demonstrates skills and integration of knowledge through a culminating experience. A culminating experience is one that requires a student to synthesize and integrate knowledge acquired in coursework and other learning experiences and to apply theory and principles in a situation that approximates some aspect of professional practice. Prerequisite: BIOS 6200 Principles of Applied Statistics; EPID 6210 Principles of Epidemiology; ENHS 6238 Principles of Environmental Health; BCHS 6212 Behavioral Science Theories in Public Health; and HPSM 6268 Health Services Administration and Management.

EPID 7200 Advanced Epidemiologic Methods

[2 Credits] Students will explore methodological issues in epidemiology like measurement error, missing data, intermediate variables, complex study designs, meta-analysis, splines, propensity scores, simulation. Exercises with provided data sets and the student's own data will be included. Prerequisites: EPID 6226, BIOS 6210.

EPID 7202 Grantsmanship and Proposal Development for Epidemiologic Research

[3 Credits] This course covers the fundamental knowledge and skills necessary for effective proposal development and grant writing. Included are sources of grant opportunities and funding and how to find them as well as identification of appropriate study questions and approaches for a given grant or funding target. Development and articulation of effective background documentation, rationale, research design, budgeting and budget justification and IRB process will be covered in the context of the mechanics of the grant submission process, including the key elements that reviewers use in evaluating a grant. As part of the course, students will develop a research question and prepare a grant application and budget, addressing the selected topic including the relevant IRB and HIPAA documents.

EPID 7350 Evolution of Epidemiologic Theory and Methods

[3 Credits] This course will examine the development of modern epidemiological concepts from the 19th to the 21st century. The course will utilize weekly readings and discussions of original key papers. Emphasis will be placed on exploring the links between epidemiological methods, concepts of disease and public health practice. Prerequisites: EPID 6226, BIOS 6102.

EPID 7351 Sampling and Survey Methods

[2 Credits] Designed for doctoral degree students, this course will focus on sampling and survey methodology. First, sampling will be covered with emphasis on the practical problems of sample design, which will provide students with an understanding of principles and practice in skills required to select subjects and analyze sample data. Topics covered include stratified, clustered, systematic, and multi-stage sample designs, unequal probabilities and probabilities proportional to size, area and telephone sampling, sampling errors, and practical designs and procedures (e.g., non-response, coverage). The second phase of the course will focus on data collection, including the design of questions and questionnaires used in survey research as well as various survey techniques. Topics include techniques for measuring past, current, and future behaviors and events, the effects of question wording and cognitive guidelines for question construction, response formats and question sequence on responses, an introduction to the psychometric perspectives in multi-item scale design, strategies for obtaining sensitive

or personal information, issues in translating questionnaires, and an introduction to techniques for testing survey questions. Methods and modes (e.g., face-to-face, telephone, mail, web-based) of data collection will be covered and compared, including self-completion versus interview surveys, alternative methods such as diaries, administrative records, and direct observation, and current advances in computer-assisted survey data collection (e.g., CAPI, CATI).

EPID 7410 Teaching Practicum

[0-3 Credits] This course will provide doctoral students in epidemiology with supervised teaching experience to develop their teaching skills. This experience will come primarily from serving in the role of teaching assistants for epidemiology courses. Developmental workshops and materials offered by the LSU Health Sciences Center's Academy for the Advancement of Educational Scholarship and other resources will be incorporated as part of the training experience. Prerequisites: EPID 6226.

EPID 7700 Epidemiology Seminar II - Doctoral

[1-2 Credits] This seminar series provides exposure to current research and special topics of interest in epidemiology. Doctoral students participating for credit will be expected to lead at least one session. Prerequisite: EPID 6210.

EPID 7900 Dissertation Research

[1-9 Credits] For PhD candidates who are conducting research for their dissertation. Prerequisite: Successful completion of the oral qualifying examination.

Health Policy & Systems Management**HPSM 6248 Organizational Behavior**

[3 Credits] This focus of this course is upon individual and small group behavior and communication among employers, employees, hospitals, clinics, academic medical centers, insurance companies, HMOs and PPOs. The topics addressed in classes pertain to issues of management within the changing health care market.

HPSM 6258 Healthcare Law and Ethics

[3 Credits] This comprehensive course addresses the principles and practice of health law and the relationship of health law and regulations to medical ethics. Subject matter encompasses federal and state laws and regulations that relate to the health professions and to provider organizations including professional liability, informed consent, rationing of health care, referral relationships, genetic testing, end of life issues and others. Emphasis will be placed on application of these principles, laws, and regulations to evolving systems of providing and financing health care in the United States.

HPSM 6268 Health Services Administration and Management

[3 Credits] This course is designed to provide public health and health professional students with an introduction to the skills needed to manage and lead health care and public health programs, organizations and systems with an emphasis on planning and execution. The key activities (planning, deciding, communicating, controlling), competencies (conceptual, technical, interpersonal, political and entrepreneurial), roles (interpersonal, informational, decisional) and obligations (to individuals, the public, third parties, employers and profession) and the disciplines of resource management (human, organizational, financial) and

quality and cost management will provide a theoretical and practical framework for the analysis of cases from the public and private sectors. The course is focused on what public health and health professionals need to know in all areas of practice today and includes overview of the topics, case presentations, and study questions.

HPSM 6269 Healthcare Economics and Economic Evaluation of Healthcare Services

[3 Credits] The purpose of this course is to give students an overview of the major economic considerations in the health care industry and to demonstrate how economic ideas are crucial to an understanding of the functioning of the health care system from both policy (external) and health care management (internal) points of view. There will be a strong emphasis both on economic theory and on empirical studies of the various topics and on economic evaluation of health care programs including cost effectiveness, benefit and utility analysis. Prerequisite: HPSM 6268.

HPSM 6270 Financial Management and Accounting in Healthcare Organizations

[3 Credits] This course introduces the most-used tools and techniques of health care financial management, including health care accounting and financial statements; managing cash, billings and collections; making major capital investments; determining cost and using cost information in decision-making; budgeting and performance measurement; and pricing.

HPSM 6271 Principles of Healthcare Quality

[3 Credits] This course will serve as a survey of the major concepts of quality in healthcare and the basic techniques used in planning, controlling and improving quality in healthcare in order to equip students to understand the multiple dynamics at work in quality issues.

HPSM 6272 Methods in Healthcare Quality

[3 Credits] This course is an in-depth presentation of methods and techniques for evaluating, monitoring, and improving the quality of healthcare. General approaches to the measurement of healthcare quality will be presented first. Report cards and provider profiles will then be discussed. After discussion of visual display of information, topics in statistical process control will be discussed in detail. Specific issues in healthcare measurement will then follow. A session will be devoted to patient satisfaction surveys. Additional sessions will concentrate on functional status measurement. Prerequisite: BIOS 6100.

HPSM 6273 Information Systems in Healthcare

[3 Credits] This course examines the rapidly evolving discipline of health informatics in the complex and diverse world of healthcare. The course will review the history, current applications, and the potential future of information, information management and information technology, including data acquisition, storage and processing; information systems (clinical and administrative); standards; security; decision support; and an understanding of medical/health informatics methods and principles.

HPSM 6274 Marketing in Healthcare

[3 Credits] This course provides an introduction to nature of healthcare markets, healthcare consumers and consumer behavior, marketing strategies and techniques, market research, sources of market data and the future of healthcare marketing.

HPSM 6275 Human Resources Management in Healthcare

[2 Credits] This course is designed to provide students with a basic understanding of human resources management in a wide array of health care organizations at the corporate, departmental, team and individual level and to gain an appreciation for the distinct roles that managers and human resource professionals play in resolving conflicts and dealing with other human resources issues.

HPSM 6276 Organizational Leadership

[3 Credits] This course studies collaborative leadership and the personalities and traits of effective leaders. Effective leaders work across boundaries in today's world. Leaders in public health recognize that collaboration among organizations and people from diverse backgrounds is necessary to achieve successful health outcomes on the individual, community and national levels. The course explores how leaders achieve this and analyzes the differences between leadership and authority, the personality traits of successful leaders and the characteristics of the organizations they lead. The course uses the case study method where real situations are presented in which the leader must make decisions. The case studies, the supporting literature and personal experiences provide the material for learning.

HPSM 6277 Health Advocacy and Community Based Activism

[2 Credits] The purpose of this course is to consider public health issues that have social, political, and economic determinants and to examine how health professionals can promote change through advocacy and activism. The course consists of 3 parts, which are intertwined. The first part covers social epidemiology, a history of the U.S. health system and the role of government in health care, and the principles of organizing for social change. The second part builds on this foundation taking up the most important issues of the day. Perspectives are provided by visiting faculty who have played leadership roles in solving problems on the front lines. The third part is like the second but is based on readings with discussions led by students.

HPSM 6288 Health Policy and Law

[3 Credits] This course explores the formation, implementation, and evaluation of health policy, and the impact on the delivery of health services. The purpose of the course is to enable the student to more effectively participate in health related policy and political deliberations.

HPSM 6289 The Role of Government in Health and Health Care

[3 Credits] This course examines the role of government in improving access to healthcare, controlling the costs, and improving the quality and safety of healthcare. The impact of recent developments in the private and public sectors including changes in the provider and payer systems and the experience of other countries with different systems for organizing and financing will be examined. Special topics will include prescription drugs, mental health services, long-term care and HIV. Prerequisite: HPSM 6288

HPSM 6290 Public Health Law, Ethics, and Human Rights

[2 Credits] This course examines the legal powers and duties of the state that exist to assure the conditions for people to be healthy and the limits on that power to constrain the autonomy, privacy, liberty, proprietary, or other legally protected interests of individuals for protection or promotion

of community health. Consideration is given to the role of the state from legal and ethical perspectives, to the application of ethical principles to populations as well as individuals and to the inherent rights that exist for all humans to a healthy life.

HPSM 6292 Health Policy Analysis

[3 Credits] This course focuses on key issues, concepts, arenas and actors in decision making for health policy. Decision models will be used to describe, explain, and predict behavior and health outcomes. The policy analysis methods include: forecasting, case method, technology, political feasibility, and economic viability assessments. Whether descriptive or analytical, the objective of any policy analysis is better understanding of information through research and actions taken by key stakeholders in the health arena. This course will teach students about government intervention to correct market failures and regulation of the health sector. For example, the US political-economy pressures government officials to respond to demands for federal entitlement programs, private-sector health benefit programs, alternative health policy approaches, and regulation of health services. Regulatory mechanisms governing healthcare industries are explored.

HPSM 6400 Independent Study

[1-3 Credits] This course provides the student an opportunity to study a topic in depth while under the guidance of a faculty member. The focus of the course will be a specific aspect of a public health discipline, which is not the primary focus of exiting public health courses. The course will involve directed readings and may require completion of a paper or study project that provides evidence of comprehension and professional proficiency in the area studied. Independent Study may only be taken for a maximum of 3 credit hours toward the MPH Degree.

HPSM 6600 Culminating Experience/Capstone in Health Policy and Systems Management

[3 Credits] All professional degree programs identified in the instructional matrix shall assure that each student demonstrates skills and integration of knowledge through a culminating experience. A culminating experience is one that requires a student to synthesize and integrate knowledge acquired in coursework and other learning experiences and to apply theory and principles in a situation that approximates some aspect of professional practice. Prerequisite: BIOS 6100 Biostatistical Methods I, (BIOS lab) OR BIOS 6200 Principles of Applied Statistics; EPID 6210 Principles of Epidemiology; ENHS 6238 Principles of Environmental Health; BCHS 6212 Behavioral Science Theories in Public Health; and HPSM 6268 Health Services Administration and Management.

Interdisciplinary Courses**PUBH 6201 Geographic Information Systems for Health**

[3 Credits] This course provides a solid foundation in Geographic Information Systems (GIS), explaining basic concepts and demonstrating how to implement core data analysis techniques. In this course, students will learn what GIS are; why GIS should be used in public health, and how GIS can be used to map and analyze the geographical distributions of populations at risk, health outcomes, and risk factors, to explore associations between risk factors and health outcomes.

PUBH 6221 Foundations of Public Health Ethics

[1 Credit] This course will examine public health issues in light of scientific, moral and political considerations including autonomy, individual rights, coercion, justice, community, the common good, the norms of research, and multi-cultural values. The student will obtain a working knowledge ethics of the skills in public health ethics to explain and apply them in the professional life of the public health practitioner including consent, privacy, responsibility to the community, the operations of an internal review board, the rights of the individual. The application of ethics over a range of public health issues will be delivered from an historical perspective from ancient Greece to present day.

PUBH 6500 Special Topics

[1-3 Credits] Public health topic taught and credit assigned by public health teaching faculty member.

PUBH 6800 Practice Experience

[3 Credits] The Practice Experience is a fieldwork project or activity that immerses the student in one or more aspects of public health operations under the guidance of a preceptor. The fieldwork is to be taken in its entirety within one semester. Required for all MPH students. Prerequisites: Students must complete at least 12 public health credits (including the EPID and BIOS core courses and the core course from the students' home program) satisfactorily before a student may begin his/her practice experience.

FACULTY ROSTER

- AIKEN, JAMES, MD, MHA, LSU, 1979
Joint Assistant Professor
- ANDREWS, PATRICIA, MPH, Tulane University School of Public Health & Tropical Medicine, 1992
Instructor
- BALSAMO, GARY, DVM, LSU SVM, 1981
Adjunct Assistant Professor
- BAUMGARTNER, ERIC, MD, LSU School of Medicine, 1981
Adjunct Assistant Professor
- BLOUIN, DAVID C., PhD, LSUBR, 1977
Adjunct Professor
- BONIS, MARC, PhD, University of New Orleans, 1977
Adjunct Assistant Professor
- BOWERS-STEPHENS, CHERYL, MD, MBA, LSU School of Medicine, New Orleans, 1988; University of New Orleans, New Orleans, 1998
Joint Assistant Professor
- BRENNAN, CHRISTINE, PhD, University of Southern Mississippi, Hattiesburg, 2007
Assistant Professor
- BREWER, ERIN, MD, MPH, University of North Carolina, Chapel Hill, and Tulane University, 1993 & 2002
Adjunct Assistant Professor
- BROWN, CHARLES, MD, Tulane University Medical School, 1953
Professor
- BROYLES, STEPHANIE T., PhD, Tulane University Graduate School, 2003
Adjunct Assistant Professor
- BULTMAN, ELLIS JOHANN, MBA, Tulane University, 1981
Adjunct Instructor
- BUTLER, MICHAEL, MD, MHA, Tulane University School of Medicine and School of Public Health & Tropical Medicine, 1980 & 1990
Assistant Professor
- CHAUVIN, SHEILA, PhD, Louisiana State University, 1992
Joint Professor
- CHEN, LI-WEI, PhD, Johns Hopkins University, 2008
Assistant Professor
- CHEN, VIVIEN W., MPH, PhD, University of Oklahoma School of Public Health, 1978
Professor
- CHIU, YU-WEN, MPH, DrPH, Tulane University School of Public Health & Tropical Medicine, 1996 & 2002
Assistant Professor
- COHEN, DEBORAH, MD, MPH, University of Pennsylvania, 1981
Adjunct Professor
- CROW, STEPHEN, PhD, North Texas State University, 1989
Adjunct Professor
- DEPRATO, DEBRA K. MD, LSU School of Medicine, 1984
Associate Professor
- DIAZ, JAMES, MD, MHA, DRPH, MPH&TM, Tulane University Schools of Medicine and Public Health & Tropical Medicine, 1975, 1990, 1995 & 2001
Professor
- ESCOBAR, LUIS A., PhD, Iowa State University, 1981
Adjunct Professor
- ESTRADA, JOHN, MD, University of Antioquia Medical School, 1981
Joint Associate Professor
- FANG, ZHIDE, PhD, University of Alberta, Canada, 1999
Associate Professor
- FANTACI, ELLEN, MPA, JD, Tulane University and Loyola University, New Orleans, 1978 & 1994
Adjunct Assistant Professor

LSU Health Sciences Center at New Orleans School of Public Health

- FONTHAM, ELIZABETH, MPH, DrPH, Tulane University School of Public Health & Tropical Medicine, 1978 & 1983
Professor and Dean
- FRADY, PHILLIP, MSW, Tulane University, 1976
Adjunct Instructor
- FRONTINI, MARIA, DrPH, Tulane University School of Public Health & Tropical Medicine, 1998
Joint Assistant Professor
- GEAGHAN, JAMES P., PhD, North Carolina State University, 1980
Adjunct Professor
- GEE, REBEKAH E. MS, MD, MS, Columbia University, 1998; Cornell University, 2002; University of Pennsylvania, 2009
Assistant Professor
- GROVES, MICHAEL, DVM, PhD, Texas A&M University and Catholic University of America, 1964 & 1975
Adjunct Professor
- GRUBER, DEANN, PhD, Tulane University Graduate School, 2003
Assistant Professor
- HAGAN, JOSEPH, MSPH, University of Louisville, 2003
Instructor
- HARRINGTON, DANIEL, SCD, Tulane University School of Public Health & Tropical Medicine, 2004
Assistant Professor
- HARRIS, RONALD, PhD, Washington University, St. Louis, 1996
Associate Professor
- HELM, EDWARD G., MD, Chicago Medical School, 1976
Joint Professor
- HICKS, WILLIAM JOSEPH, MD, MPH, University of Michigan, Ann Arbor, 1985; LSUHSC, 2008
Adjunct Assistant Professor
- HORSWELL, RONALD, PhD, Louisiana State University, Baton Rouge, 1990
Adjunct Assistant Professor
- HSIEH, MEI CHIN, MSPH, Tulane University School of Public Health & Tropical Medicine, 1998
Instructor
- HU, CHIH-YANG, MS, SCD, Tulane University School of Public Health & Tropical Medicine, 1996 & 2001
Assistant Professor
- HUGH-JONES, MARTIN, DVM, PhD, Cambridge University, 1979
Adjunct Professor
- JACK, LEONARD, JR., PhD, Pennsylvania State University, 1990
Adjunct Professor
- JAZWINSKI, MICHAL, PhD, Stanford University, 1975
Adjunct Professor
- KENDRICK, RHONDA, MD, University of Illinois at Chicago, College of Medicine, 1988
Joint Assistant Professor
- KIMBRELL, JOSEPH, MS, Tulane University, 1967
Adjunct Assistant Professor
- KRONENBERG, FRANNIE, MD, MS, University of Connecticut and Harvard University, 1990 & 2006
Adjunct Assistant Professor
- LAMOTTE, LYNN R., PhD, Texas A&M University, 1969
Professor
- LANE, WALTER, PhD, University of California, San Diego, 1978
Adjunct Professor
- LEBLANC, ALICE, MPH, Tulane University School of Public Health & Tropical Medicine, 1996
Instructor
- LEE, KEUNBAIK, PhD, University of Florida, 2007
Assistant Professor
- LEVITAN, MARC, PhD, Texas Tech University, 1993
Adjunct Associate Professor
- LIRETTE, DAVID K., PhD, LSUHSC, 2004
Adjunct Assistant Professor
- LOONEY, STEPHEN, PhD, University of Georgia, 1980
Adjunct Professor
- MALONE, JOHN, DVM, PhD, University of California at Davis, 1967 & 1974
Adjunct Professor
- MARIER, ROBERT, MD, MHA, Yale University School of Medicine, 1969
Professor Emeritus
- MARX, BRIAN D., PhD, Virginia Polytechnical Institute & State University, 1988
Adjunct Professor
- MASON, KAREN E., MSPH, Massachusetts University, 1980
Adjunct Instructor
- MERCANTE, DONALD, PhD, Virginia Polytechnical Institute & State University, 1990
Professor
- MONLEZUN, CHARLES J., PhD, Tulane University, 1972
Adjunct Associate Professor
- MOODY-THOMAS, SARAH, PhD, University of Georgia, 1978
Professor
- MORES, CHRISTOPHER, ScD, Harvard University, 2002
Adjunct Assistant Professor
- NUSS, HENRY, PhD, University of Texas at Austin, 2008
Assistant Professor
- ORAL, EVRIM, PhD, Hacettepe University, Ankara, Turkey, 2002
Assistant Professor
- PATOUT, CHARLES, MD, LSU Medical School, 1970
Joint Assistant Professor
- PETERS, EDWARD S., DMD, SCD, University of Connecticut Health Center and Harvard University, 1990 & 1999
Associate Professor
- PHILLIPPI, STEPHEN, JR., PhD, Tulane University, 2007
Assistant Professor
- PORCHE, DEMETRIUS JAMES, DNS, LSU Medical Center, 1995
Joint Professor
- RAGAN, AVERY F., JR., PhD, University of Alabama, 1978
Joint Associate Professor
- RATARD, RAOULT, MD, Paris School of Medicine, 1968
Adjunct Associate Professor
- RICHARDS, KIMBERLY, EdD, University of Pittsburgh, 1995
Adjunct Assistant Professor
- RIGAMER, ELMORE, MD, MPA, LSU School of Medicine, 1966
Assistant Professor, Part-time
- ROBERTS, ELLIOTT C., SR., MBA/HA, George Washington University, 1963
Professor Part-time
- ROBINSON, WILLIAM PhD, Tulane University, 2001
Assistant Professor
- RUNG, ARIANE, PhD, Tulane University Graduate School, 1999
Associate Professor
- SCRIBNER, RICHARD, MD, MPH, University of Southern California, University of California, Los Angeles, 1984 & 1987
Professor
- SHELLITO, JUDD, MD, Tulane University School of Medicine, 1974
Joint Professor
- SIMONSEN, NEAL, PhD, University of North Carolina-Chapel Hill, 1993
Assistant Professor

SOTHERN, MELINDA, PhD, University of New Orleans, 1997
Professor

STRAIF-BOURGEOIS, SUZANNE, PhD, University of Bonn,
Germany, 1994
Adjunct Associate Professor

SWIFT, DOUGLAS, MD, MSPH, LSU School of Medicine and
Tulane University School of Public Health & Tropical
Medicine, 1976 & 1984
Adjunct Assistant Professor

THEALL, KATHERINE, MPH, PhD, Emory University and Tulane
University School of Public Health & Tropical Medicine,
2000 & 2005
Adjunct Associate Professor

THOMAS, DWAYNE, MD, LSU Medical Center, 1984, MMM,
Tulane University, 2006
Joint Associate Professor

THOMPSON, HILARY, PhD, Louisiana State University, Baton
Rouge, 1986
Professor

THOMSON, JESSICA, PhD, University of Louisiana at
Lafayette, 2002
Adjunct Assistant Professor

TORTU, STEPHANIE, PhD, University of Pittsburgh, 1984
Professor and Associate Dean

TRAPIDO, EDWARD, ScD, Harvard University, 1981
Professor and Associate Dean

TSENG, TUNG-SUNG, DrPH, Tulane University, 2005
Assistant Professor

VALLIERE, JEAN, MSW, University of Michigan, 1976
Assistant Professor

VELASCO-GONZALEZ, CRUZ, PhD, Tulane University Graduate
School, 2000
Assistant Professor

VOLAUFOVA, JULIA G., PhD, Comenius University, Bratislava,
1984
Professor

WIGHTKIN, JOAN G., DrPH, Tulane University School of Public
Health & Tropical Medicine, 2002
Adjunct Assistant Professor

WILBRIGHT, WAYNE, MD, MS, Tulane University School of
Medicine, 1988
Adjunct Associate Professor

WILCOX, RONALD DEAN, MD, University of Kansas Medical
School, 1992
Joint Assistant Professor

WILLIAMS, CLAYTON, MPH, Tulane University School of Public
Health & Tropical Medicine, 1999
Adjunct Instructor

WILLIAMS, DONNA, MPH, DrPH Tulane University School of
Public Health & Tropical Medicine, 2009
Assistant Professor

WU, XIAO CHENG, MD, MPH, Xian Medical University, 1986
Associate Professor

XIAO, KE, PhD, Louisiana State University, Baton Rouge,
2002
Assistant Professor

YU, QINGZHAO, PhD, Ohio State University, 2006
Assistant Professor

RECAPITULATION OF FACULTY

Below are the names of faculty members of the School of Public Health listed by academic rank and in alphabetical order.

PROFESSOR: Blouin, Brown, Chauvin, Chen, Cohen, Crow, Diaz, DePrato, Escobar, Fontham, Geaghan, Groves, Helm, Hugh-Jones, Jack, Jazwinski, LaMotte, Lane, Looney, Malone, Marier, Marx, Mercante, Moody-Thomas, Porche, Roberts, Scribner, Shellito, Sothern, Thompson, Tortu, Trapido, Volaufova.

ASSOCIATE PROFESSOR: Estrada, Fang, Harris, Levitan, Monlezun, Peters, Ragan, Ratard, Rayford, Rung, Straif-Bourgeois, Theall, Thomas, Wilbright, Wu

ASSISTANT PROFESSOR: Aiken, Balsamo, Baumgartner, Bonis, Bowers-Stephens, Brennan, Brewer, Broyles, Butler, Chen, Chiu, Frontini, Gee, Gruber, Harrington, Hicks, Horswell, Hu, Kendrick, Kimbrell, Kronenberg, Lee, Lirette, Mores, Nuss, Oral, Patout, Phillippi, Richards, Rigamer, Robinson, Simonsen, Swift, Thomson, Tseng, Valliere, Velasco-Gonzalez, Wightkin, Wilcox, Williams, Xiao, Yu

INSTRUCTOR: Andrews, Bultman, Frady, Hagan, Hsieh, LeBlanc, Mason, Williams