

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



**CATALOG / BULLETIN
2006 – 2007**

JULY 1, 2006

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.

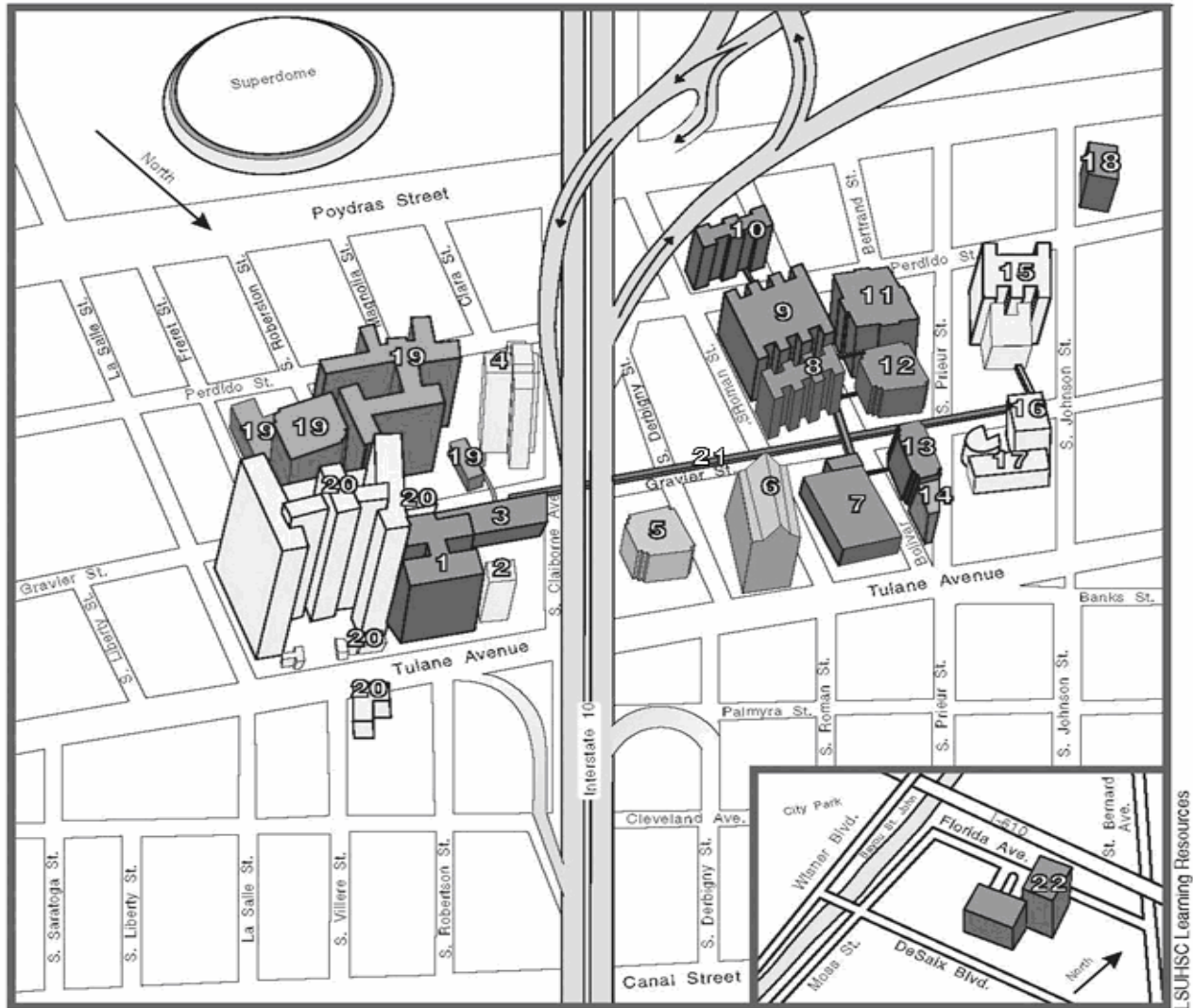
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MAP OF LSUHSC-NO BUILDING LOCATIONS



- | | | | |
|-------|---|------|---|
| [1] | LSU Clinical Education Building | [12] | LSU – Lions Clinic |
| [2] | L&M Building | [13] | LSU Resource Center |
| [3] | Entergy Parking Garage | [14] | LSU Foundation |
| [4] | Stanislaus Hall | [15] | University Hospital Office Parking Garage |
| [5] | LA Cancer Research Center (to be built) | [16] | University Hospital Office Building |
| [6] | St. Joseph's Church | [17] | Medical Center of Louisiana (University) |
| [7] | Roman Street Parking Garage | [18] | OB/GYN Clinic |
| [8] | LSU Schools of Nursing & Allied Health | [19] | VA Medical Center |
| [9] | LSU Medical Education Building | [20] | Medical Center of Louisiana (Charity) |
| [10] | LSU Student Residence Hall | [21] | Walk to Wellness |
| [11] | LSU Clinical Sciences Research Building | [22] | School of Dentistry |

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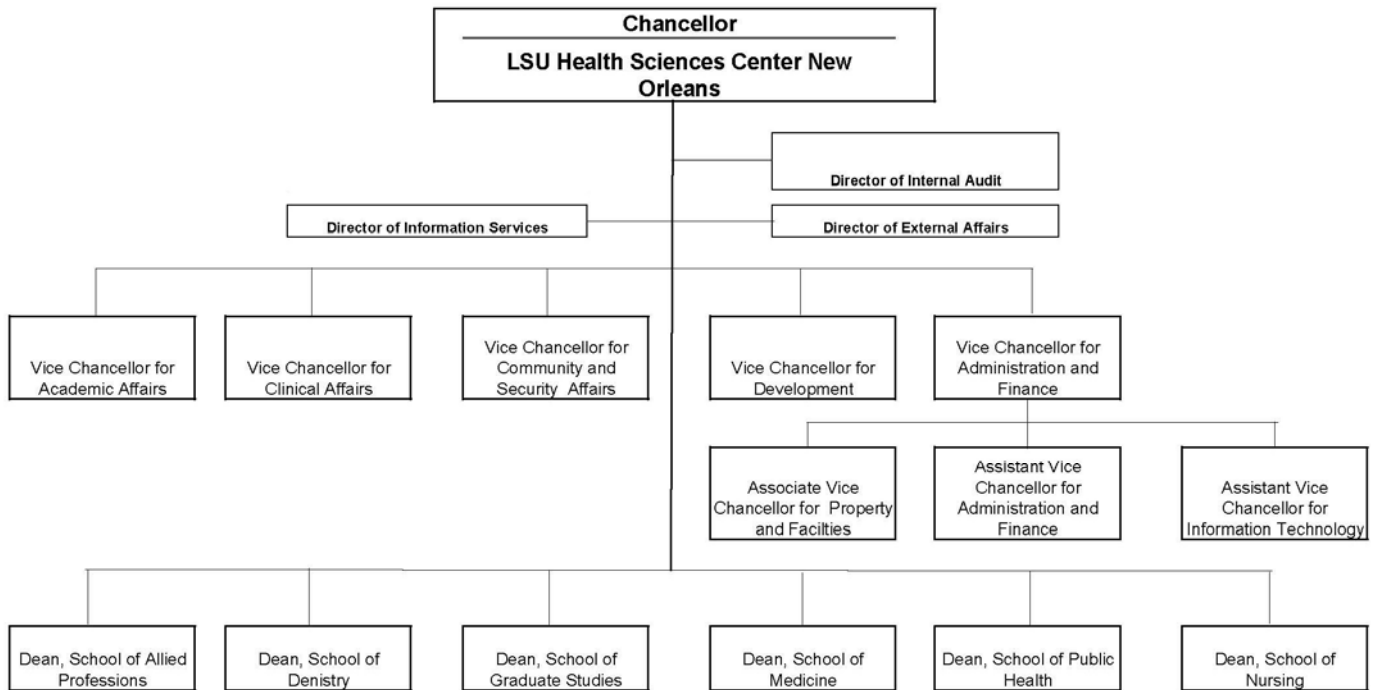
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ORGANIZATIONAL CHART



STUDENT RESPONSIBILITY

It is the responsibility of each student to read, understand, and apprise themselves of all the terms conditions, and regulations set forth in the current LSU Health Sciences Center in 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.

NOTICE

Individual copies of this *Catalog/Bulletin* may be purchased for \$20.00 through LSU Health Sciences Center Bookstore, Office of the Registrar, or directly from the schools. The bookstore is located in New Orleans at 433 Bolivar Street. Requests for copies by mail should be accompanied by a check or money order in the amount of \$20.00, made payable to LSU Health Sciences Center in New Orleans. Mail requests should be addressed to

Office of the Registrar
 LSU Health Sciences Center in New Orleans
 433 Bolivar Street, Room 401C
 New Orleans, La 70112-2223

ADMINISTRATION OF THE LOUISIANA STATE UNIVERSITY SYSTEM



**WILLIAM L. JENKINS, MMEDVET, PHD
PRESIDENT**

Dr. William L. Jenkins is President of the Louisiana State University System, which includes ten institutions on 10 campuses in five cities as well as 10 public hospitals in 10 cities.

A native of South Africa, Dr. Jenkins received his professional veterinary medicine degree in 1958 and specialist credentials in 1968 from the University of Pretoria. In 1970 he received a Ph.D. degree from the University of Missouri in Columbia. After practicing veterinary medicine for four years, Dr. Jenkins joined the faculty at the University of Pretoria, advancing through the ranks to become professor and head of the Department of Veterinary Physiology, Pharmacology and Toxicology in 1971.

In 1978 Dr. Jenkins moved to the United States and joined the faculty in the Department of Veterinary Physiology and Pharmacology at Texas A&M University. In 1988 he was appointed dean of the LSU School of Veterinary Medicine, was named LSU's provost and vice chancellor for academic affairs in 1993, Chancellor of LSU in 1996, and President of the LSU System in 1999.

Dr. Jenkins has taught extensively at both the professional and graduate levels. He also has been active in continuing education and has delivered more than 200 lectures and addresses to diverse groups in both the United States and abroad. He has published more than 60 scientific articles and has contributed 15 chapters to various textbooks. He is co-author of a textbook on veterinary pharmacology.

Over the years President Jenkins has received numerous teaching and service awards and recognitions. He also has served on many boards and commissions at the local, regional, state, and national levels.

WILLIAM L. JENKINS, MMEDVET, PhD
President

WILLIAM L. SILVIA, JR., MPA
Executive Vice President

CAROLYN HARGRAVE, PhD
Vice President for Academic Affairs and Technology Transfer

SHERYL S. RAMIREZ
Executive Assistant to the President

ROBERT H. RASMUSSEN, EdD
Assistant Vice President for System Relations

FOREST BENEDICT
Vice President for Human Resources and Risk Management

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 as well as eight public hospitals throughout Louisiana.

Dr. Hollier is a native of Crowley, La. and a LSU School of Medicine graduate. He has served as Dean of the LSU School of Medicine since January 2004 and was recently named Vice Chancellor for Clinical Affairs. Before being named Dean, Dr. Hollier was President of the Mount Sinai Hospital in New York and Professor of Surgery and Chairman of the Department of Surgery at the Mount Sinai School of Medicine for seven 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, Vice Chancellor for Clinical Affairs. and Dean of the School of Medicine

CAPO, LESLIE L., BA
Director of Information Services

VIDRINE, CHRISTOPHER, MBA
Director of External Relations

DOTTER, DAVID H., MBA
Director of Internal Audit

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

RIGBY, PERRY G., MD
Assistant Vice Chancellor for Strategic Planning

CHATELAIN, ROSE D.
Director of International Services

FAUST, WILLIAM BRYANT, IV, MAST
Acting Registrar

GONZALES, REYNALDO R., DVM
Director of Animal Care

GORMAN, PATRICK, BS
Director of Financial Aid

HUNT, DEBORAH A., MEd
Director of Planning and Institutional Research

KRATZ, KENNETH, PhD
Director Office of Research Services

SWEARINGEN, WILBA, MA, MLS
Director of Libraries

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

SMITHBURG, DONALD R., MPA
Vice Chancellor and CEO of the LSUHSC-NO Health Care Services Division

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

BALL, JOHN
Associate Vice Chancellor for Property and Facilities

GEORGE TROXLER, BS
Director of Environmental Health and Safety

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

TROENDLE, DAVID A., MS
Assistant Vice Chancellor for Information Technology

PONZE, BART, MS
Executive Director of Computer Services

LANDRY, PATRICK, BBA
Comptroller and Director of Accounting Services

CLAY, ROY, III, BS
Compliance Officer

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

NEVILLE JR., MAYNARD "SONNY," MA
Director of Auxiliary Enterprises

TISKUS, PETER A., BS
Director of Sponsored Projects

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

HOVLAND, ERIC J., DDS, MEd, MBA
Dean of the School of Dentistry

HUMPHREY, ELIZABETH A., EdD
Dean of the School of Nursing

GOVERNING BOARDS

THE BOARD OF SUPERVISORS LOUISIANA STATE UNIVERSITY SYSTEM

LOCATION: 104B System Bldg. 3810 W. Lakeshore Dr.
Baton Rouge, LA
PHONE: (225) 578-2154
FAX: (225) 578-5524
WEB: <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. Rod West, New Orleans

Chairman-Elect

Mr. Jerry E. Shea, Jr.; New Iberia

Board Members

Dr. Jack A. Andonie, Metairie
Mr. Marty J. Chabert, Chauvin
Ms. Connie R. Cooper, Alexandria
Dr. John George, Shreveport
Mr. Francis M. "Hank" Gowen, Jr., Shreveport
Mr. Hal H. Hinchliffe, Monroe
Mr. Stanley J. Jacobs, New Orleans
Mr. Alvin Kimble, Baton Rouge
Mr. Louis J. Lambert, Prairieville
Mrs. Laura A. Leach, Lake Charles
Mr. Ben W. Mount, Lake Charles
Ms. Dorothy "Dottie" Reese, New Orleans
Mr. James P. Roy, Lafayette
Mr. Charles S. Weems, III, Alexandria

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
WEB: <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.)

Commissioner of Higher Education

E. Joseph Savoie, EdD

Board of Regents 2005

Chairman

Pat A. Strong, Franklin

Vice Chairman

Scott O. Brame, Alexandria

Secretary

Artis L. Terell, Jr., Shreveport

Board Members

William "Billy" Blake; Lake Charles
Richard E. D'Aquin; Lafayette
Francis T. Henry; Baton Rouge
Ingrid T. Labat; New Orleans
Robert W. Levy; Ruston
W. Clinton "Bubba" Raspberry, Jr.; Shreveport
Mary Ellen Roy, New Orleans
William Clifford Smith; Houma
Harold M. Stokes; Metairie
Roland M. Toups, Baton Rouge
Terry Landry, Baton Rouge (student)

GENERAL INFORMATION

INSTITUTIONAL PROFILE

The Louisiana State University Health Sciences Center has teaching, research and health care functions state-wide, through its 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 comprise 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 in 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 in 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 electronic version of the *Catalog/Bulletin* is available on the Internet at <http://www.lsuhscc.edu/no/catalog>.

ROLE, SCOPE, AND MISSION

The mission of the Louisiana State University Health Sciences Center in 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 3,900 appointees, including physicians, dentists, nurses, research scientists, and other allied health professionals, nearly 1,600 of whom are involved in full-time teaching and research activities of its professional schools. They are augmented by more than 2,300 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).

A total of eight Boyd Professorships have been awarded to LSU Health Sciences Center faculty, as follows.

- Nicolas G. Bazan, MD, Boyd Professor of Biochemistry and Molecular Biology, Neurology and Ophthalmology
- 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;
- Pelayo Correa, MD, Boyd Professor of Pathology;
- D. Neil Granger, PhD, Boyd Professor of Physiology and Biophysics;

ACCREDITATIONS

Regional Accreditation

LSU Health Sciences Center is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone number 404-679-4501. Web site www.sacs.org) to award Postsecondary awards, certificates, or diplomas of less than one academic year (less than 900 contact or clock hours); Postsecondary award, certificate, or diploma of at least one but less than two academic years (at least 900 but less than 1800 contact or clock hours); Associate Degrees; Postsecondary awards, certificates or diplomas of at least two but less than four academic years (at least 1800 but less than 3800 contact or clock hours); Bachelors Degrees; Post-baccalaureate Certificates; Masters Degrees; Post-Masters Certificates; Doctoral Degrees; First-Professional Degrees; First-Professional Certificates (Post-Degree)

In addition, all academic certificate or degree program offerings of the professional schools of the Health Sciences Center are either fully accredited or are eligible for accreditation according to criteria of and review by the appropriate national or other accrediting agency concerned.

National, Institutional, and Specialized Accrediting Bodies

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

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

Cardiovascular Technology

Commission on Accreditation of Allied Health Education Programs, Joint Commission on Allied Health Personnel in Ophthalmology

Ophthalmic Medical Technology

National Accrediting Agency for Clinical Laboratory Sciences
Medical Technology

Council on Rehabilitation Counseling

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

American Speech-Language-Hearing Association, Council on Academic Accreditation in Audiology and Speech-Language Pathology

Audiology

Speech-Language Pathology

Commission on Collegiate Nursing Education

Nursing

Council on Accreditation of Nurse Anesthesia Educational Programs

Nurse Anesthesia

Committee on Accreditation of Respiratory Care

Respiratory Therapy

Council on Education for Public Health

Public Health

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>

Academic Credit

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

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 2007 is as follows.

- Saturday, May 19, 2007, 10:00 am
- Saturday, May 17, 2008, 10:00 am
- Saturday, May 16, 2009, 10:00 am
- Saturday, May 15, 2010, 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 third Saturday in August and the second Thursday in December.

- Thursday, December 7, 2006
- Saturday, August 18, 2007
- Thursday, December 13, 2007
- Saturday, August 16, 2008

Degrees Conferred

Through May 2005, a total of 28,981 LSU System degrees and certificates in the health sciences have been conferred on students completing academic programs in now 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.

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 be mailed from the Office of the Registrar within 24 hours of receipt of the request.

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.

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, acylase, persons who are married to a U.S. citizen, "temporary" or amnesty aliens, 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
- I Foreign information media representative
- K Fiancée, children of U.S. citizen
- L Intra-company transferee/foreign employer

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 Visa Category A - Government officials will be immediately eligible for an exemption of the non-resident fees while holding such a visa.

Students holding the following visa classifications

- B Visitor for business/pleasure
- C In transit
- D Crewman
- F Academic student
- H Temporary worker
- J Exchange visitor
- M Vocational/non-academic student

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. 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.

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 2,200 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.

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 in New Orleans, Medicine in Shreveport and Nursing. A non-refundable application fee of \$30 must accompany each application for admission to the School of Graduate Studies. 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.

Late Registration Fee

Students registering past the date designated as their school's official registration date will be assessed a special fee in addition to their regular tuition and fees. A fee of \$50 will be assessed up to one week after the official registration, and \$75, thereafter. A letter from the dean of their school to the Registrar authorizing registration is required with the \$75 special registration fee.

Adding and Dropping of Courses

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

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 are not issued to students; official transcripts are mailed directly to other institutions.

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 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

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.

For undergraduates and students enrolled in the School of Nursing, a full-time load is 8 hours in the Fall Semester and Spring Semester and 4 hours in the Summer Semester, with the exception of students enrolled in the C.A.R.E. Program.

Fulltime enrollment is required in the following programs.

- Dentistry
- Medicine
- Master of Nursing - Nursing 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 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, 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 the University Fee and the Non-resident Tuition 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 2006-2007

**ALLIED HEALTH PROFESSIONS
Full Time Students**

Undergraduate	FALL	SUMMER
	SPRING (Cost per semester)	
University Fee (Tuition)	\$1,634.00	\$829.50
Other Fees	\$380.00	\$177.50
Total Student Fees Resident	\$2,014.00	\$1,007.00
Non-Resident Fee	\$1,250.00	\$625.00
Total Student Fees Non-Resident	\$3,264.00	\$1,632.00

Graduate	FALL	SUMMER
	SPRING (Cost per semester)	
University Fee (Tuition)	\$1,950.00	\$987.50
Other Fees	\$393.00	\$183.50
Total Student Fees Resident	\$2,343.00	\$1,171.00
Non-Resident Fee	\$1,250.00	\$625.00
Total Student Fees Non-Resident	\$3,593.00	\$1,796.00

**GRADUATE STUDIES
Full-Time Students**

Graduate	FALL	SUMMER
	SPRING (Cost per semester)	
University Fee (Tuition)	\$1,965.00	\$1,054.50
Other Fees	\$348.00	\$187.50
Total Student Fees Resident	\$2,313.00	\$1,242.00
Non-Resident Fee	\$1,250.00	\$625.00
Total Student Fees Non-Resident	\$3,563.00	\$1,867.00

**DENTISTRY
Full-Time Students**

D.D.S.	TOTAL
University Fee (Tuition)	\$9,758.00
Other Fees	\$1128.00
Total Student Fees Resident	\$10,886.00
Non-Resident Fee	\$12,374.00
Total Student Fees Non-Resident	\$23,260.00

Dental Hygiene	FALL
	SPRING (Cost per semester)
University Fee (Tuition)	\$1,140.25
Other Fees	\$363.75
Total Student Fees Resident	\$1,504.00
Non-Resident Fee	\$700.00
Total Student Fees Non-Resident	\$2,204.00

Dental Lab Tech	FALL
	SPRING (Cost per semester)
University Fee (Tuition)	\$1,019.25
Other Fees	\$359.75
Total Student Fees Resident	\$1,379.00
Non-Resident Student Fees (Baccalaureate)	\$700.00
Non-Resident Student Fees (Associate)	\$650.00
Total Student Fees (Baccalaureate) Non-Resident	\$2,079.00
Total Student Fees (Associate) Non-Resident	\$2,029.00

Advanced Dental Education	SUMMER	FALL	SPRING
	University Fee (Tuition)	\$721.00	\$1,206.75
Other Fees	209.00	\$346.25	\$346.25
Total Student Fees Resident	\$930.00	\$1,553.00	\$1,553.00
Non-Resident Fee	\$625.000	\$1,250.00	\$1,250.00
Total Student Fees Non-Resident	\$1,555.00	\$2,803.00	\$2,803.00

**NURSING
Full Time Students**

Undergraduate Except C.A.R.E.	FALL	SUMMER
	SPRING (Cost per semester)	
University Fee (Tuition)	\$1,162.00	\$590.50
Other Fees	\$362.00	\$168.50
Total Student Fees Resident	\$1,524.00	\$759.00
Non-Resident Fee	\$850.00	\$425.00
Total Student Fees Non-Resident	\$2,374.00	\$1,184.00

Undergraduate C.A.R.E.	FALL	SUMMER
	SPRING (Cost per semester)	
University Fee (Tuition)	\$1,162.00	
Other Fees	\$362.00	
Total Student Fees Resident	\$1,524.00	
Non-Resident Fee	\$850.00	
Total Student Fees Non-Resident	\$2,374.00	

Graduate Except Nurse Anesthesia	FALL	SUMMER
	SPRING (Cost per semester)	
University Fee (Tuition)	\$1,473.00	\$807.50
Other Fees	\$329.00	\$175.50
Total Student Fees Resident Student Fees	\$1,802.00	\$983.00
Non-Resident Fee	\$1,250.00	\$625.00
Total Student Fees Non-Resident	\$3,052.00	\$1,608.00

Master of Nursing Nurse Anesthesia	TOTAL
University Fee (Tuition)	\$8,325.50
Other Fees	\$1066.50
Total Student Fees Resident	\$9,392.00
Non-Resident Fee	\$3,125.00
Total Student Fees Non-Resident	\$12,517.00

**MEDICINE
Full-Time Students**

M.D. Students	TOTAL
University Fee (Tuition)	\$11,533.50
Other Fees	\$1,191.50
Total Student Fees Resident	\$12,725.00
Non-Resident Fee	\$14,148.00
Total Student Fees Non-Resident	\$26,873.00

**PUBLIC HEALTH
Full-Time Students**

Graduate	FALL	SUMMER
	SPRING (Cost per semester)	
University Fee (Tuition)	\$1,855.00	\$921.50
Other Fees	\$354.00	\$173.50
Total Student Fees Resident	\$2,209.00	\$1,095.00
Non-Resident Fee	\$450.00	\$225.00
Total Student Fees Non-Resident	\$2,659.00	\$1,320.00

STUDENT FINANCIAL AID

LOCATION: Resource Center Building, Suite 215
 PHONE: (504) 568-4820
 FAX: (504) 599-1390
<http://www.lsuhscc.edu/no/students/financialaid/finaid@lsuhsc.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 15th, and final date is 60 days before the end of the academic year.

Spring Enrollment

Priority date is November 15th, and final date is 60 days before the end of the academic year.

Summer Enrollment

Priority date is April 15th, and final date is 60 days before the end of the academic year.

General Eligibility

To be eligible for federal aid, a student must: be accepted for enrollment and be in good standing, making satisfactory progress; be a citizen or eligible non-citizen; meet federal requirements regarding selective service registration and prior drug convictions; not be in default or beyond applicable aggregate limits on any federal student loan; and, 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 has established and administers policies on the satisfactory academic progress of its students. These policies include a delineation of the minimum grades, which must be achieved to meet the criteria for satisfactory academic progress; a full description of the application of these policies in regard to the various categories of students; a specific definition of the effects of course incompletes, withdrawals, and repetitions on satisfactory academic progress; and 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.

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. All application materials are available from the Financial Aid Office 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. 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.

Leveraging Educational Assistance Partnership (LEAP) provides state and federal grant funding for needy undergraduate students who have not yet received a baccalaureate degree.

Tuition 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.

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).

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).

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 offers assistance to students through various long-term loan programs. Repayment of these loans is deferred as long as the borrower is enrolled for at least a half-time course load of study. 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.

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 undergraduate (BSN candidates) and graduate 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 Stafford Loan Program: These government guaranteed loans feature a subsidized need based component and an unsubsidized non-need based component. The government pays interest on the subsidized component during qualifying in-school, grace and deferment periods. Interest rate is variable with an 8.25% cap.

Federal Parent Loan for Undergraduate Students (PLUS): Parents of undergraduate dependent students can apply for PLUS loans. These loans are non-need based and feature a variable interest rate capped at 9%. Repayment generally begins when the loan is disbursed unless the parent borrower qualifies for deferment. PLUS lenders are required to perform a credit check and may deny the loan based on adverse parent credit history.

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.

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 Veterans Administration officer for the Health Sciences Center is the Registrar who certifies enrollment and academic load of veterans. 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 emergency situations relating 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 within seven days before or after beginning of classes for the term or billing period. Second (Spring) loan disbursements for medical, dental, and nurse anesthesia students are initiated the latter of the calendar midpoint of the academic year or the date the student successfully completed half of the course work for the academic year.

All funds are disbursed by the Health Sciences Center Business Office.

How to Apply

1. Submit an application for admission.
2. Complete Free Application for Federal Student Aid (FAFSA), and designate LSUHSC as a data recipient.
3. If accepted for admission, complete the Fact Sheet and send to the Office.
4. If selected for verification, complete and submit a verification worksheet along with relevant IRS forms.
5. Promptly submit relevant loan application forms and any documents requested by the Financial Aid Office.
6. After the applicant has been formally accepted for admission and the financial aid file is complete, the Office will process the application for aid.
7. 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. The funds have not arrived;
3. Obtain statement from financial aid to the above (This statement is available on the registration line.); or
4. 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 second 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); and, 7. Other applicable Title IV Aid.

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, lab assignment, or academic advisement appointment) 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 percent 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.

Academic Common Market

LSU Health Sciences Center is a participant in the Southern Regional Education Board's Academic Common Market; students interested in pursuing any of the programs offered through the ACM, may contact the Office of Student Financial Aid.

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 & Records

LOCATION: Lions-LSU Clinics Building, 7th Floor
PHONE: (504) 412-1503
AFTER HOURS: (504) 412-1100
<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 and Poliomyelitis. 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: (504) 568-4933

CRISIS LINE: (504) 568-8888 or (888) 616-6642

<http://www.lsuhscc.edu/no/organizations/CampusHealth/>

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 (568-3931 or 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
- Trained professional specialists in individual, marital, and family counseling, social work, substance abuse, and psychiatry with medical back-up

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

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 IDENTIFICATION CARDS

Each year, student identification cards are either issued or validated. Students must present their cards for validation annually in order to avail themselves of certain services and privileges, for identification to authorized University authorities, and for building access. 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 \$5 will be charged for replacement.

STUDENT PUBLICATIONS

The student body of the Health Sciences Center annually produces "The Murmur," the yearbook of LSU Health Sciences Center in New Orleans.

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.

STUDENT HOUSING

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

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

LSU Health Sciences Center has two residence facilities.

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. A Wellness Center located in Stanislaus Hall offers the following.

- Cardiovascular equipment: treadmills, bikes (upright and recumbent), ellipticals, rowers, and stair climbers
- Selectorized weight equipment: Nautilus Nitro
- Plate loaded/free weights
- A multipurpose room for group exercise activities
- Spacious locker rooms with shower facilities

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.

The Residence Hall is a reinforced concrete building featuring two residence towers situated atop a recreational area on the second floor and a parking garage on the ground level. Each tower is served by an elevator. There are 132 living units in the building, which contains approximately 110,000 square feet of floor space. The units include 20 one-student dormitory rooms and 2 two-student dormitory rooms for single women; 43 unfurnished one bedroom apartments; 59 unfurnished two bedroom apartments; and 8 unfurnished three bedroom apartments, reserved for married students with children.

FEDERAL REGULATIONS

Campus Security

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:

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 Privacy and Portability Act

LSU Health Sciences Center in 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 "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.

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 in 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 overloading 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 in 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 in 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 in 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.

LIBRARY FACILITIES

LOCATION: Resource Center Building, 3rd Floor
PHONE (504) 568-6130
WEB: <http://www.lsuhscc.edu/no/library/>
EMAIL: library@lsuhscc.edu

The Division of Libraries of the LSU Health Sciences Center in New Orleans includes the John P. Isché Library, the major biomedical collection, the Dental School Library at the William Pitcher Plaza Dental Campus, and the Clinical Document Delivery Room located in the Clinical Education Building. The Isché Library occupies 3 floors of the Resource Center Building, approximately 48,980 square feet with a seating capacity of 614. The Dental Library occupies the third floor of the Dental Administration Building, approximately 15,000 square feet with a seating capacity of about 200.

The New Orleans collection includes over 232,617 bound volumes, 3,215 audiovisual titles, and approximately 1,514 current print journal subscriptions with electronic links to over 2,359 in-scope serials and an additional 10,818 serials online through the LOUIS consortia. There are approximately 394 electronic monographs. A web-based integrated library system, networked databases, search systems, and full-text databases provide patrons access to a variety of resources. The Ovid search system includes: MEDLINE, Old MEDLINE, PreMEDLINE, Daily Updates, CINAHL, HAPI, and Mental Measurements Yearbook. Other online resources include: the Web of Science group (Science Citation Index, Social Sciences Citation Index, Current Contents for the Life Sciences, Clinical Medicine, Social and Behavioral Sciences, and Journal Citation Reports); Micromedex; MDConsult; the Cochrane Library; Dissertation Abstracts; STAT!Ref; PIER; Gideon; InfoPOEMS; EBSCOhost (PsycInfo, Biological Abstracts, ERIC); ScienceDirect; Synergy; BMJ Group; Nature Group; American Psychiatric Publishing; site license to the AMA online journals; New England Journal of Medicine, Thieme Medical journals, American Chemical Society archives, American Society for Microbiology journals, Mary Ann Liebert journals, Quintessence journals and Lippincott Williams and Wilkins journals. Remote access to online resources is available through WAM (Web Access Management) through the integrated online catalog, Innopac.

Reference Librarians provide mediated searches with access to over 400 other databases. A fully-equipped, state-of-the-art electronic classroom is available for bibliographic instruction, and state-of-the-art computer labs with multimedia programs, internet access, and assorted software programs for faculty and student use are located at both Isché Library and the Dental Library. The Reference librarians teach courses, seminars, and regularly scheduled 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 104 hours per week with extended hours during exam periods, and the Dental Library is open 84 hours per week. In addition, 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.

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.lsuhscc.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."

AUXILIARY ENTERPRISES

LOCATION: Medical Education Building
PHONE: (504) 568-4454
WEB: <http://www.auxent.lsuhscc.edu>

The Board of Supervisors authorizes auxiliary operations as being necessary and supportive of but outside the primary missions of the institution. All operations are self-supporting and receive no state appropriations for operation. Auxiliary operations at the institution are not expected to generate additional funding over and above the self-supporting requirement. Among some component programs there is considerable overlap in their missions of support and their designation is a function of operational and administrative control. Auxiliary operations under assignment of the Executive Director of Auxiliary Enterprises are grouped under five general classifications: Administrative Office, Auxiliary Business Office, Faculty Support Program, General Support Program, and Student Support Program.

Bookstores

Both of our 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
WEB: <http://www.auxent.lsuhscc.edu/hsb/>
EMAIL: aebsb@lsuhscc.edu

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.

Duplicating and Printing

LOCATION: Residence Hall, 2nd Floor
PHONE (504) 568-4455
FAX: (504) 568-4556
WEB: <http://www.auxent.lsuhscc.edu/dp/>

LSUHSC duplicating and printing 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. Printing and Duplicating offers a wide variety of copy, printing, laminating and bindery services at very attractive pricing.

LSUHSC Duplicating and Printing 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

The Tiger Den Café in MEB and Tiger Café at the Dental School provide 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 on the downtown campus the MEB We Proudly Brew Starbucks coffee kiosk has Tigerchinos as well as many specialty coffee drinks.

Microsystems Sales and Service

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

Microsystems Sales and Services is an authorized Dell, Gateway and Apple source for all models of desktop and laptop computers as well as peripherals and related electronic equipment. In addition, Microsystems offers savings on a wide variety of off-the-shelf software through educational and volume discounts. Available products include scanners, HP and other printers, digital cameras, projectors, keyboards, mice, speakers, PDA's, flash memory, cables, additional memory, etc. Software includes the latest products from Microsoft, Norton, Adobe, Macromedia and many other software packages.

In addition to selling equipment, Microsystems is a Dell and Gateway authorized on-campus service center. They are able to perform warranty repairs, install additional hardware and software, and otherwise trouble-shoot computer problems ranging from virus attacks to upgrades.

Microsystems offers free consultation, system design, and estimates for all services.

Pay Paw

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

The academic Health Sciences Center in 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 will be available for use with vending machines, many updated copy machines, a new printing system in the student labs and libraries, all food service and coffee kiosk operations, the bookstores, and 1542 C Store.

Account setup information and applications, as well as badge encoding will be available at both bookstores, as will be temporary/visitor badges. In addition, temporary/visitor badges will be available in the main library and in the Nursing/MEB atrium. Funds may be added to both temporary and Pay Paw accounts at these locations, at the bookstores, or online via credit card at the secure web site by clicking the ONLINE CARD OFFICE. Please visit the web site for further details.

THE FOUNDATION FOR THE LSU HEALTH SCIENCES CENTER IN NEW ORLEANS

LOCATION: 2020 Gravier Street, Room 729
PHONE: (504) 568-3712
FAX: (504) 568-3460
WEB: <http://www.foundation.lsuohsc.edu/>

The Foundation for LSUHSC 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 in 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.

The Finance Staff of the Foundation manages \$70 million in funds and maintains accountability for all reporting required by the IRS and the State of Louisiana for LSUHSC. The Research and Development Services staff maintains a database of alumni and donors for all LSUHSC schools, centers and programs. An annual report and thrice-yearly newsletter are published and distributed by the Foundation to over 35,000 alumni, faculty and staff, donors, community leaders and government officials. A bi-monthly e-newsletter was recently launched.

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.

The Foundation is located at the corner of Bolivar and Tulane Avenue. To find out more information on any of LSUHSC's giving programs or the history of the Foundation, please contact us.

TECHNOLOGY DEVELOPMENT

LOCATION: Resource Center Building Suite 827
PHONE: (504) 568-8303
FAX: (504) 568-5588
WEB: [HTTP://WWW.LSUHSC.EDU/NO/ADMINISTRATION/OTD/](http://www.lsuohsc.edu/no/administration/otd/)
EMAIL: OTD@LSUHSC.EDU

The Office of Technology Development at Louisiana State University Health Sciences Center 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 are disclosure of inventions; evaluation and marketing; federal reporting of inventions; patent prosecution; finding a licensee, negotiation of license agreements; and management of active licenses. The Tech Transfer process begins when inventors submit a technology disclosure summary to the Office of Technology Development. Employees of LSUHSC-NO have an obligation to disclose their inventions to the university.

The LSUHSC-NO Technology Transfer Committee, composed of leading researchers and faculty members from the LSUHSC schools, evaluates technologies based upon scientific merit, patentability, and marketability.

If technologies are successfully protected and 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 ("Technology Transfer") and Permanent Memoranda 64 ("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, including 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 public benefits for public dollars. We encourage inventors and industry to contact us regarding opportunities for LSUHSC 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

Dr. Jan Jeter
1900 Gravier Street
New Orleans, LA 70112
(504) 568-4246
jjeter@lsuhsc.edu
<http://alliedhealth.lsuhscc.edu/Alumni/>

LSU School of Dentistry Alumni Association

Traci Hamann
1100 Florida Avenue
New Orleans, LA 70119
(504) 619-8597
http://lsusd.lsuhscc.edu/alumni/alumni_association.htm

Nursing Alumni Association of LSU Health Sciences Center

Arlene Rome
1900 Gravier Street
New Orleans, LA 70112
(985) 727-1983 or (504) 568-4107
<http://nursing.lsuhscc.edu/NursingAlumniAssociation/Alumni.html>

LSU Health Sciences Center Medical Alumni Affairs

Dr. Russell C. Klein
533 Bolivar, Room 301
New Orleans, LA 70112
(504) 568-4009
roar@lsuhsc.edu
http://www.medschool.lsuhscc.edu/alumni_affairs/

UNIVERSITY POLICE DEPARTMENT

LOCATON: Resource Center Building, 1st Floor
PHONE: (504) 568-8999
WEB: <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.

CENTERS OF EXCELLENCE

Alcohol and Drug Abuse Center

(Approved by the Board of Regents, 1991)

Steve Nelson, MD, 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 and students, 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. Research opportunities are available for predoctoral Ph.D. and M.D., Ph.D combined students as well as postdoctoral research fellows through an NIH sponsored NRSA training program.

Cardiovascular Center

(Approved by the Board of Regents, 1991)

Jack P. Strong, MD, Director

The goal of the Cardiovascular Center 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. These studies will enable us to establish more effective treatment and prevention of cardiovascular diseases.

Center for Molecular and Human Genetics

(Approved by the Board of Regents, 1991)

Bronya J. B. Keats, PhD, Director

The Center for Molecular and Human Genetics is a comprehensive, interdisciplinary program that stimulates multi-departmental and multi-center collaboration and cooperation in translational research, education, and clinical management. Genetic factors play a major role in a large number of diseases, including many forms of cancer, and nervous system and cardiovascular disorders. The Center is contributing to basic and clinical research in genetics that will identify the genes contributing to these diseases and enhance the development of effective therapies. The latest advancements in genetic diagnosis and treatment are provided through the Center's clinical services. Major clinical research interests of the Center members are genetic studies of hearing loss, Usher syndrome, Friedreich ataxia, breast cancer, prostate cancer, and lung cancer, particularly in the Acadian population in southwestern Louisiana and the Louisiana African-American population. Ongoing basic research projects are elucidating the role of genome instability in cancer and other human diseases. Center members have expertise in areas such as molecular genetics, cytogenetics, population genetics, gene therapy, and genomic variation. The Center provides a cohesive framework that facilitates communication between basic scientists and clinicians leading to excellent research, education, and clinical programs in genetics.

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 reconstruction and restoration with numerous clinical trials in a state-of-the-art Clinical Research Facility. The basic science efforts currently center on craniofacial developmental biology, 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. The Center was recently awarded an NIH Center of Biomedical Research Excellence (COBRE) grant to develop promising junior faculty into scientific independence and provide additional infrastructure to the research enterprise.

Center on Aging

(Approved by the Board of Regents, 1991)

S. Michal Jazwinski, PhD & Charles A. Cefalu, MD, MS,
Co-Directors

The focus of this center is "successful aging". As a regional facility, the Center on Aging provides geriatric care, research, and faculty education. Interdisciplinary clinics are being established where assessment of and care for the elderly will focus on prevention of the decline of function. Research facilities host interactive studies in the fields of genetics, molecular biology, physiology, clinical sciences, social services, and care delivery as they relate to aging. Education activities include the analysis and expansion of the existing geriatric multimedia resource base to meet national demand, and the presentation of continuing education programs for faculty and health care providers. The aim of the education activities is the improvement of faculty skills in teaching multidisciplinary geriatric curricula. Finally, the policy-planning activities will evaluate existing public and private institutions, recommending and initiating improved service programs for the elderly throughout the state and region.

Eye Center

(Approved by the Board of Regents, 1999)

Donald R. Bergsma, 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. In 1986, a \$20 million grant from the Louisiana Lions Eye Foundation constructed a new home for the Eye Center, expanding critically needed clinical, research, and educational space and creating a model of the synergistic effects of interdisciplinary cooperation among basic scientists and clinical scientists.

For over 27 years, our physician-investigators and scientists have actively searched for causes, preventive measures, and most effective treatments for diseases and disorders of the eye. Innovative studies at the LSU Eye Center pioneered laser

refractive surgery and continue to develop and refine new modalities such as intraocular lens implants to correct vision. Other noted research programs include: the search for a better understanding of the mechanisms of and treatments for viral and bacterial eye infections; research to prevent and ameliorate retinal diseases such as macular degeneration, retinitis pigmentosa and diabetic retinopathy; investigations of new ways to look at the causes of glaucoma and related damage to the optic nerve head; ongoing improvements in cornea storage and corneal transplantation; the development of the confocal microscope; new methods of drug delivery; nanotechnology; and, computer-aided imaging and diagnosis.

The Eye Center's research program has generated over 20 patents, is supported by more than 25 grants, and includes cooperative programs with LSUHSC physicians and scientists in other departments as well as with colleagues across the United States and throughout the world.

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

(Approved by the Board of Regents, 1996)

Warren Summer, MD, 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

(Approved by the Board of Regents, 1987)

Nicolas G. Bazan, MD, PhD, Director

The Neuroscience Center pursues a multidisciplinary approach to neuroscience education and research. The primary mission of the Center is to foster and conduct science of the highest caliber that advances the understanding of brain function and diseases that affect the nervous system. A major role of the Center is to mentor the development of neuroscientists and clinician-neuroscientists through fundamental and translational research. The Neuroscience Center has

established, through the faculty associated with the Center, research and clinical programs directed toward Alzheimer's disease, pain, Parkinson's disease, stroke, brain and spinal cord injury, epilepsy, depression, blinding eye diseases, schizophrenia, and developmental and hearing disorders. Cutting-edge research programs on the molecular and cellular bases of neural diseases are the heart of the Center's innovative educational programs: the Interdisciplinary Neuroscience Graduate Program (M.S. in Neuroscience, Ph.D. in Neuroscience) attracts outstanding students from around the world; the Summer Undergraduate Neuroscience Program mentors top Louisiana undergraduate students through lectures and hands-on research; and postdoctoral fellowships train the next generation of investigators. Several seminar programs and lectureships host renowned scientists who present their work to the LSUHSC community. The lecture series "Health Through Discovery" promotes the exchange of knowledge at the interface of clinical and research science.

The annual statewide Neuroscience Retreat (in its 18th year in 2006) is a forum for the showcasing of neuroscience investigation and discovery and has been the birthplace of countless research collaborations. The Center has had an economic impact in Louisiana through significant federal and private research funding. Innovations from the Center's drug-discovery program have resulted in 18 patents or patent applications; some of these innovations formed the base of a start-up pharmaceutical/biotechnology company in Louisiana. In addition, the expertise of the Centers investigators has drawn the interest of the biotechnology and pharmaceutical industries, and took the lead in the establishment of the Neurobiotechnology Program of Louisiana, which brings together Tulane University, LSUHSC-Shreveport, and LSUHSC-NO to promote the application of knowledge gained through research. The Center is very active in technology transfer and is dedicated to the retention within the state of Louisiana of technologic expertise, patents, and the income generated through discovery. In 1997 the Center began its initial phase of consolidation of resources and recruitment of investigators. At present the Neuroscience Center is undertaking its second major expansion. In bringing together academic and governmental agencies and private/public partnerships, the Neuroscience Center has had a pivotal role in innovative approaches to the treatment of disorders of the nervous system and the advancement of understanding the mechanisms of disease.

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 interact 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, Interim 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 research in cancer 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.

Expenditures on grants and contracts awarded to SSSCC members have consistently risen over the years, by an average of 18 percent. Currently, SSSCC members hold nearly \$10 million in annual funding for their research projects. Research is conducted in such areas as: Molecular Signaling; Epidemiology, Prevention, and Control; Molecular Genetics; and Tumor Immunology. The Center is also making strides toward enhancing its translational and clinical research programs to complement its strong existing basic science component. Support to researchers is provided in many forms, including through several core laboratories including

Genomics, Proteomics, Immunology, Imaging, and Biostatistics/Bioinformatics, among others.

Of particular significance in terms of the Center's growth is the recent \$10.6 million COBRE grant award from the National Center for Research Resources to Dr. Augusto Ochoa, Interim Director of the Cancer Center. This award, entitled "Mentoring Translational Researchers in Louisiana", is designed to cultivate a group of successful researchers in immunobiology and immunopathology of chronic diseases, and will mentor a group of selected promising junior investigators to pursue biomedical research with demonstrated translational benefit to patient care. The thematic focus centers on understanding the immunobiology of disease. In addition, the SSSCC has the fortune of having Dr. Michael Jazwinski as the associate director for basic research. Dr. Jazwinski brings a wealth of NIH funding on Aging and Disease, including a major program in Aging and Cancer.

The progress of the Center over the last decade and a half has been substantial and opportunities for expansion continue with the recently formed Louisiana Cancer Research Consortium. This Consortium, in combination with the Cancer Center at Tulane University Health Sciences Center, receives a portion of the cigarette tax for all cigarettes sold in the state of Louisiana. At this point approximately \$10 million per year is being invested in the Consortium for the purpose of receiving an NCI designation for our Cancer Center.



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

LSH HEALTH SCIENCES CENTER IN 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 DELGADO, BA
Acting Director of Student Affairs

J.M. CAIRO, PhD
Acting Head of the Department of Communication Disorders

PHILIP WILSON, PhD
Acting Director of the Human Development Center

JOHN DOLAN, RhD
Associate Dean

LOUANN LAWRENCE, DrPH
Head of the Department of Clinical Laboratory Sciences

Administrative Council

J.M. CAIRO, PhD
Chairman

LARRY H. HOLLIER, MD
Chancellor, Ex-Officio

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

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

JOHN DOLAN, RhD
Acting Head of the Department of Rehabilitation Counseling

EVE TAYLOR, PhD
Head of the Department of Occupational Therapy

ELIZABETH WEISS, PhD
Head of the Department of Physical Therapy

LARRY BROUSSARD, PhD
Elected Member

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, which includes Medical Technology and Ophthalmic Medical Technology, Communication Disorders, Interdisciplinary Human Studies, Occupational Therapy, Physical Therapy, and Rehabilitation Counseling. Baccalaureate degrees (Bachelor of Science) are offered in Cardiopulmonary Science, Medical Technology, Ophthalmic Medical Technology, and Rehabilitation Services. The Department of Communication Disorders offers a Master of Communication Disorders degree in speech and language pathology and a Doctor of Audiology (Au.D.) 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. A Master of Health Sciences degree is offered for allied health professionals wishing to obtain graduate-level credentials in advanced clinical skills with an emphasis on generating research-based evidence to support and enhance clinical practices.

All educational programs of the School are approved by the appropriate State agencies 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 four former 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 will permit 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 will permit 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 2006 – 2007

Fall Semester

August 2006

Tuesday	15	Registration ends
Wednesday	16	Classes begin
Wednesday	30	Final day for adding courses for credit and for dropping a course. Last day to convert I grades from previous term

September 2006

Monday	04	Labor Day holiday
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November 2006

Friday	10	Last day to drop or withdraw from term with a W grade
Wednesday	22	Last date to drop or withdraw from term
Thursday	23	Thanksgiving holiday
Monday	27	Classes resume

December 2006

Monday	04	Final examinations begin
Friday	08	Semester ends
Thursday	14	Conferral of degrees

Spring Semester

January 2007

Tuesday	09	Registration ends
Wednesday	10	Classes begin
Monday	15	Martin Luther King Day holiday
Wednesday	24	Final day for adding courses for credit and for dropping a course. Last day to convert I grades from previous term

February 2007

Tuesday	20	Mardi Grad holiday
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April 2007

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 2007

Monday	07	Final Examinations week begins
Friday	11	Semester ends
Saturday	19	Commencement

Summer Semester

May 2007

Tuesday	22	Registration ends
Wednesday	23	Classes begin
Monday	28	Martin Luther King Day holiday

June 2006

Friday	10	Final 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 2006

Wednesday	04	Independence Day holiday
Friday	06	Last day to drop or withdraw from term with a W grade
Friday	20	Last date to drop or withdraw from term
Monday	30	Final examinations begin

Aug 2007

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.lsuhs.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.

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) 568-4243 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. 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 Medical Technology

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

Department of Occupational Therapy

1. Students will be expected to purchase books, laboratory coats, uniforms, 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.

Department of Physical Therapy

Students will be expected to purchase books, laboratory coats, uniforms and other incidentals, totaling approximately \$1000 each semester.

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 in New Orleans and Shreveport. 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.

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.
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.

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 deportment, 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 thirty days after the beginning of the next academic year, semester, or Summer term. 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. The student may also request that a hearing panel be established to assist in reaching a decision. 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. Either may request that a hearing panel be convened. 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.

If a hearing panel has been requested by the student, the faculty member, or the department head, the Dean will convene such a 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 no more than two from the same department, and two students 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. Make 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
- Scottish Rite Award for Academic 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 Scholastic Award in Rehabilitation Counseling
- The Faculty Award for Outstanding Student in Rehabilitation Counseling
- Master of Health Sciences Faculty Award For Thesis Research

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
LSUHSC-NO School of Allied Health Professions
1900 Gravier St.
New Orleans, 70112
Ph (504) 568-4254
Fax (504) 568-3185
Email: sahpsa@lsuhsc.edu

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
Acting Head of the Department

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EMAIL: apellet@lsuhsc.edu
WEB: <http://alliedhealth.lsuhs.edu/cardiopulmonaryscience>

The Department of Cardiopulmonary Science offers educational programs in both respiratory therapy and cardiovascular technology (specializing in echocardiography), both of which must be completed to obtain a Bachelor's degree in Cardiopulmonary Science. 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. The Department's program in advanced respiratory therapy education is accredited by the Commission on Accreditation of Allied Health Education Programs upon the recommendation of the Committee on Accreditation for Respiratory Care. 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 cardiovascular technology 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.

Graduates 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 are also 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.

The Department of Cardiopulmonary Science also offers coursework leading to a Master of Health Sciences degree (see MHS section).

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

	Semester Hours
English (Composition)	6
Humanities *	9
Chemistry (General and Laboratory)	8
Mathematics (Algebra and Trigonometry)	6
Biology (General and Laboratory)	8
Science Elective **	3
Psychology (General)***	6
Physics (General and Laboratory)	4
Microbiology.....	4
(Introductory and Laboratory)	4
Art Electives ****	3
Computer Literacy	3
TOTAL	60

* Humanities recommended—English Literature, Technical Writing, Advanced Composition, or Foreign Language.

** Science Electives recommended – Human Anatomy and Physiology, Organic Chemistry, or Embryology.

*** Psychology courses should include – General Psychology and advanced psychology course (e.g., Child Psychology). Students may choose to substitute a social science course for the advanced psychology course (e.g., Sociology).

**** Electives 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

Departmental coding for the professional courses in cardiopulmonary science is as follows: ANAT: Anatomy; CPSC: Cardiopulmonary Science; PHYSIO: Physiology; HTHPROF: Allied Health Professions; ANAT: Anatomy

Hours

Summer Semester (Following Soph. Year)

ANAT 3122 Human Anatomy	5
PHYSIO 3123 Human Physiology.....	4
CPSC 3100 Introduction to the Clinical Cardiopulmonary Sciences.....	1
Total	10

Fall Semester (Junior Year)

CPSC 3200 Respiratory Therapy Fundamentals.....	3
CPSC 3210 General Pharmacology	3
CPSC 3220 Cardiopulmonary Physiology	3
CPSC 3250 Clinical Applications & Procedures I	3
CPSC 3262 Critical Care Concepts I.....	2
Total	14

Spring Semester (Junior Year)

CPSC 3300 Neonatology and Pediatrics.....	3
CPSC 3310 Clinical Applications and Procedures II	3
CPSC 3320 Pulmonary Pathophysiology	3
CPSC 3330 Pulmonary Diagnostic Tests.....	2
CPSC 3342 Critical Care Concepts II	5
Total	16

Summer Semester (Junior Year)

CPSC 3400 Clinical Applications and Procedures 3.....	5
CPSC 3422 Critical Care Conference.....	2
CPSC 4182 Advanced Cardiac Life Support.....	1
CPSC 3500 Pulmonary Rehabilitation and Home Care.....	2
Total	10

Fall Semester (Senior Year)

CPSC 4025 Ultrasound Physics and Instrumentation.....	1
CPSC 4050 Cardiovascular Pathophysiology	3
CPSC 4065 Clinical Echocardiography.....	6
CPSC 4072 Principles of Cardiac Electrophysiology	3
CPSC 4080 Cardiovascular Clinics I	3
CPSC 4230 Advanced Critical Care Conference	1
Total	17

Spring Semester (Senior Year)

CPSC 4204 Specialized Field Experience	8
CPSC 4206 Special Topics in Cardiopulmonary Science....	3
CPSC 4222 Senior Thesis.....	2
Total	13

Animal models may be used for instruction and research purposes during certain CPSC classes. Students are not required to participate in the use of animals for research or instructional purposes, but are held responsible for the content of such courses.

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

Louann Lawrence, DrPH
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 on a competitive basis. 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 hours in science courses and 6 hours in English composition in a U.S. college or university.

Prerequisite Courses

	Hours
English (Composition)	6
English (2000 level or above)	3
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 ***	12
Humanities	6
Humanities (2000 Level or above)	3
Social Science	6
Art Elective ****	3
TOTAL	71

- * 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, application deadline is August 30. 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.

Master of Health Sciences Option

Students applying to the professional program, who already possess a bachelor's degree, may choose to apply for the MHS Option / CLS Professional Program. While completing the MT/CLS professional curriculum, they may earn 16 hours in science courses that may be applied toward the MHS degree. The remaining MHS Core courses may be taken during evening hours after the graduate has begun to work in the profession. Additional admission requirements are 2.7 overall GPA, 16 hours of science courses in addition to the prerequisite courses listed above, and successful completion of the Graduate Record Exam (GRE). For more information, see the Master of Health Sciences section in this Catalog.

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.
- 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.)

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.

	Hours
Spring Semester	
MTEC 3101 Clinical Hematology I.....	2
MTEC 3107 Introduction to Immunology.....	3
MTEC 3112 Professional Skills in Clinical Laboratory Science I.....	1
MTEC 3113 Professional Skills in Clinical Laboratory Science II	1
MTEC 3121 Clinical Hematology Laboratory I	2
MTEC 4105 Clinical Parasitology / Mycology	2
MTEC 4134 Clinical Phlebotomy Practicum	1
MTEC 5119 Molecular Diagnostics and Genetics	2
MTEC 5128 Clinical Serology / Immunology	2
Total	16

Summer Semester

MTEC 4121 Clinical Hematology Laboratory II	2
MTEC 4122 Clinical Immunohematology Laboratory	2
MTEC 5101 Clinical Hematology II	2
MTEC 5111 Clinical Immunohematology	2
Total	8

Fall Semester

MTEC 4102 Clinical Microscopy	2
MTEC 4118 Laboratory Management	2
MTEC 4120 Clinical Biochemistry Laboratory	2
MTEC 4125 Clinical Microbiology Laboratory	1
MTEC 5104 Clinical Microbiology	4
MTEC 5109 Clinical Biochemistry	4
Total	15

Clinical Practicum Courses

Fall or Spring Semester

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 Multi-Disciplinary Case Studies / Management Problem Solving	1
Total	17

NOTE: All spring courses (MTEC 3101, 3107, 3112, 3113, 3121, 4105, 5119, and 5128) are pre-requisites for the summer semester. All previously listed courses are pre-requisites for clinical practicum courses.

OPHTHALMIC MEDICAL TECHNOLOGY – BS

LOCATION: 2020 Gravier St. 2nd Floor
PHONE: 504-568-2815
EMAIL: rcoope@lsuhsc.edu

The School of Allied Health Professions in conjunction with the Department of Ophthalmology provides professional preparation leading to a bachelor of science degree in ophthalmic medical technology. The Program in Ophthalmic Medical Technology is housed administratively within the Department of Clinical Laboratory Sciences. Following successful completion of the curriculum, the graduate is eligible to test for national certification as a Certified Ophthalmic Medical Technologist (COMT), through the Joint Commission on Allied Health Personnel in Ophthalmology. This curriculum prepares candidates to assist the physician in the delivery of eye care through training in diagnostic testing procedures, observations, administration of therapeutic/diagnostic agents (under direct physician supervision), assessment procedures, emergency eye care, proper use, care and maintenance of ophthalmic equipment, and ophthalmic surgical assisting for common ocular surgical procedures. With a firm base of knowledge in anatomy and physiology, pathophysiology, optics, refractometry, pharmacology, perimetry and clinical practice, the graduate is well prepared to assist in all areas of ophthalmology. This is a full-time course of study and is designed to be completed in six consecutive semesters; part time students will not be admitted.

ADMISSIONS

Requirements and Prerequisites

Admission to the ophthalmic technology program is on a competitive basis, with four positions to be filled each year. Satisfactory completion of the minimum requirements identified below is required.

1. Completion of 51 (fifty-one) 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 51 semester credits specified), or their equivalent, based upon the Department faculty's acceptance of equivalency.
3. Applicants are advised and encouraged to visit ophthalmology clinics/practices and meet with ophthalmic medical assistants and other professionals in order to gain an understanding of the duties in a variety of settings. The Program will assist interested individuals in scheduling these visits. Inquiries should be directed to

Robin Cooper, COMT.
2020 Gravier St. Suite B
New Orleans, La. 70112
(504) 568-2815
4. A minimum GPA of 2.5
5. Deadline for application is mid February.

Acceptance is competitive and satisfaction of basic requirements does not guarantee admission. The admissions committee considers grade-point average, courses taken,

experience, letters of recommendation and interviews and selects applicants it considers most qualified for the study and practice of ophthalmic technology. Admissions preference is given to Louisiana residents.

Prerequisite Courses

	Hours
English (Composition)	6
Humanities / Arts *	9
Fine Arts (Theory).....	3
Mathematics (College level Algebra or above)	6
Biology (Laboratory based on Science Majors)	4
Anatomy and Physiology.....	4
General Physics	4
Social Science **	6
Speech / Communications	3
General Electives.....	6
TOTAL.....	51

* Humanities recommended: Philosophy, Technical Writing, Literature, Speech/Communication, History. At least 3 hours must be at the Sophomore level or above.

** At least 3 hours must be Psychology (general or abnormal).

STANDARDS

TECHNICAL STANDARDS

Students admitted to the Ophthalmic Medical Technology Program at LSUHSC can be expected to complete the course requirements, which necessitate the physical and mental abilities, listed below. Any student who thinks he/she does not possess one or more of the following skills, should seek assistance from an academic counselor or faculty advisor and Disabled Student Services concerning any flexibility in program requirements and possible accommodation through technical aids and assistance.

- Students must have excellent corrected visual acuity and the ability to see depth and color.
- Students must be able to speak, hear, and observe patients in order to ascertain information and perceive nonverbal communication.
- Students must be able to communicate in English effectively and efficiently in oral and written form in order to interact with patients and other health professionals.
- Students must have the ability to read in English charts, records, scales, small print, and handwritten notations.
- Students must have sufficient motor function to operate ophthalmic equipment, as well as execute movements required to provide general patient care.
- Students must possess the ability to move independently from room to room and maneuver in small/dimly lit spaces.
- Students must possess the ability to exercise good judgment, the capability to develop mature, sensitive and effective relationships with patients.
- Students must have the ability to assimilate knowledge acquired through lectures, discussion, and readings.

- Students must comprehend and apply basic arithmetic and algebraic skills.
- Students must comprehend and apply abstract concepts from biological, sociological, and psychological sciences.
- Student must have the ability to maintain composure while managing multiple tasks simultaneously.
- Student must be able to recognize potentially hazardous materials, equipment, and situations and proceed safely in order to minimize risk of injury to patients, self, and nearby individuals.
- Student must be honest, compassionate, ethical, and responsible. Must be forthright about errors or uncertainty. 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). Student must be able to evaluate the performance of fellow students and tactfully offer constructive comments.
- Student must show respect for individuals of different age, ethnic background, religion, and/or sexual orientation.
- Student must maintain personal hygiene consistent with close personal contact associated with patient care.
- Student must be able to display attitudes/actions consistent with the ethical standards of the profession by conforming to appropriate standards of dress, appearance, language, and public behavior.
- Students must possess the stamina to examine patients and attend lectures within the eight hour, normal workday, both in clinic and private practice settings, and complete requirements within the allotted 24-month period.

ACADEMIC STANDARDS

Satisfactory Academic Progress

The following requirements pertaining to the status of satisfactory academic progress apply to all students enrolled in the Program in Ophthalmic Technology.

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

1. Maintain a grade point average, which is consistent with standards set by the Program.
2. Satisfactorily complete the required number of credit hours per semester as established by the curriculum guidelines.
3. Satisfactorily complete all course work required for certification in no more than 4 (four) calendar years.

Students' academic progress will be reviewed each semester by the Program. Students who have not achieved satisfactory academic status will be placed on academic probation; failure to attain satisfactory academic progress for two consecutive semesters will result in dismissal.

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

**OPHTHALMIC MEDICAL
TECHNOLOGY CURRICULUM**

Hours

Summer Semester (Junior Year)

OPHT 3900 Introduction to Ophthalmic Medical Technology	2
(to include Instrument Maintenance)	
OPHT 3902 Ocular Anatomy and Physiology	1
OPHT 3903 General Medical Knowledge and Terminology	1
OPHT 3916 Ophthalmic Optics	2
OPHT 3906 Glaucoma/Tonometry	1
OPHT 3991 Clinical Applications	3

Fall Semester (Junior Year)

OPHT 3917 Medical Practice Concepts	1
OPHT 3907 Motility I	1
OPHT 3908 Ophthalmic Pharmacology	1
OPHT 3910 Perimetry	1
OPHT 3911 Ocular Emergencies	1
OPHT 3992 Clinical Applications	7

Spring Semester (Junior Year)

OPHT 3912 Ophthalmic Photography	1
OPHT 3913 Contact Lens/Opticianry	1
OPHT 3914 Motility 2	1
OPHT 3993 Clinical Applications	9

Summer Semester (Senior Year)

OPHT 4914 Ophthalmic Surgical Assisting	1
OPHT 4916 Survey of Eye Diseases	1
OPHT 4918 Oculoplastics	1
OPHT 4991 Clinical Applications	6

Fall Semester (Senior Year)

OPHT 4917 Neuro-ophthalmology	1
OPHT 4919 Special Testing	1
OPHT 4992 Clinical Applications	10

Spring Semester (Senior Year)

OPHT 4993 Clinical Applications	12
OPHT 4994 Externship (field work)	3

**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 two-degree programs: an undergraduate degree, BACHELOR OF SCIENCE IN REHABILITATION SERVICES (BS-RS) and a graduate degree, MASTER OF HEALTH SCIENCES IN REHABILITATION COUNSELING (MHS-RC). The BSRS program requires completion of 85 credit hours of preparatory courses from an accredited college outside of the Health Sciences Center, followed by 42 credit hours (3 semesters) of courses and training at the Health Sciences Center and at selected clinical training sites.

**DEPARTMENTAL ADMISSIONS
PROCESS**

Admissions are conducted once a year for Fall matriculation into for the BSRS and the MHSRC programs. Each year, the application decision process begins on April 1 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 SERVICES – BS

The BSRS program prepares graduates to work in public and private rehabilitation and human services agencies, such as rehabilitation centers, substance abuse, mental health facilities, job training and placement programs, hospitals and transitional living facilities. Rehabilitation professionals are concerned with the psychological, social, vocational, and educational barriers experienced by persons unable to function as independently as possible because of a disability. The rehabilitation professional relies upon a variety of knowledge and skills in approaching these problems from both personal and environmental perspectives. The student will develop a professional expertise for working on a broad scope of rehabilitation problems. Following graduation, students typically pursue one of these career-development options:

1. Graduate study in Rehabilitation Counseling
2. Graduate study in allied health professions (e.g., OT, ST, PT)
3. Graduate study in other helping professions (e.g., Counseling, Social Work, Psychology)
4. Employment in a wide range of human services

Graduates of the BSRS program electing to pursue the LSUHSC Master of Health Sciences in Rehabilitation Counseling degree may qualify for advanced standing in the MHSRC program. Contact the Department for additional information.

Admission Requirements

1. Minimum grade point average of 2.0 (in a 4.0 system).
2. Completion of 85 pre-requisite credit hours (see below).
3. Satisfactory performance on the ACT or SAT.

Admission to the BSRS program is competitive. Successful applicants usually have GPAs above 2.5 and have demonstrated commitment to the profession by volunteer or work experience.

Prerequisite Courses*

	Hours
English Composition.....	6
English Electives (Courses should emphasize writing).....	6
College Math.....	6
Psychology - General/Introductory.....	3
Psychology - Developmental / Child / or Adolescent Psychology.....	3
Psychology Electives (e.g., Social, Learning, Experimental, Abnormal, or Personality).....	9
Introductory Statistics.....	3
Introductory Sociology.....	3
Speech or Oral Communication.....	3
General Biology I and II.....	6
Anatomy.....	3
Art / Theater / Dance / Music.....	3
Social Science Electives**.....	12
Humanities Electives***.....	6
Additional Electives.....	13
Total.....	85

* If you encounter a problem enrolling in a pre-requisite course due to restrictions or policies of your home campus, contact the Department for assistance in selecting an alternative course. An applicant may also submit a written request to the RC Department with a course description from the university's catalog to determine acceptance of an alternative course.

****Social Sciences Elective Group** – Anthropology, Economics, Geography, Health, Home Economics, Nursing (some courses), Social Work, Political Science, Psychology, Sociology, Special Education.

*****Humanities Elective Group** – Fine Arts, Foreign Languages, History, Literature, Music, Philosophy, Religion, Speech, Theater.

Note: Hours in military science, non-academic physical education activity courses (e.g., sports skills, tennis, aerobic conditioning), or remedial education courses are not acceptable for satisfaction of any of the scholastic pre-requisites.

If you have any questions about coursework requirements, or if you would like a faculty member to review your transcripts for advising purposes, contact the departmental admissions coordinator to set up a personal meeting.

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 undergraduate scholastic standards of the School of Allied Health Professions.
2. Satisfactorily complete all courses required for graduation in not more than five calendar years.

Curriculum

The BSRS curriculum consists of 42 credit hours, typically completed in 3 semesters for full-time students. Part-time study is an option for students. The curriculum is composed of an academic component and a clinical component. The academic component provides the undergraduate student with awareness and knowledge to work with individuals with disabilities to enhance quality of life, independence, and vocational pursuits. The clinical component emphasizes hands-on opportunities to develop and apply rehabilitation knowledge and skills through class activities and work experience in community agencies. The Fieldwork course requires that students complete 180 hours and the Internship course requires that students complete 400 hours on site under the direct supervision of a rehabilitation professional and a faculty supervisor.

REHABILITATION SERVICES CURRICULUM

Academic Component

	Hours
REHAB 4602 Rehabilitation Programs and Community Resources	3
REHAB 4604 Case Management and Individualized Rehabilitation Planning.....	3
REHAB 5601 Foundations of Rehabilitation Counseling	3
REHAB 5602 Medical Aspects of Disability	3
REHAB 5603 Psychosocial and Cultural Aspects of Disability	3
REHAB 5653 Human Behavior Management	3
REHAB 5659 Professional Writing.....	3

Clinical Component

REHAB 4611 Interpersonal Helping and Human Relationship Skills	3
REHAB 4613 Fieldwork (180 hrs on site).....	3
REHAB 4628 Testing and Measurement in Rehabilitation	3
REHAB 4630 Undergraduate Internship (600 hours on site).....	6-12

REHABILITATION COUNSELING – MHS

The Master of Health Sciences in Rehabilitation Counseling (MHS-RC) is nationally ranked in the top 15 rehabilitation counseling programs nationally by US News & World Report (2004). The 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.

Upon graduation, students are eligible for licensure in Louisiana as a Licensed Professional Counselor (LPC) and a Licensed Rehabilitation Counselor (LRC). A variety of certification options exist upon graduation from the MHSRC program, including but not limited to Certified Rehabilitation Counselor (CRC) and Certified Case Manager (CCM).

Rehabilitation Services Administration (RSA) Grant

The LSUHSC Masters 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 an 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

* A degree in Rehabilitation Services or related human services field (i.e., Psychology, Social Work, Special Education, etc.) is preferred, but not required. If a prospective student's undergraduate degree is not from a human services field, the students must show evidence of completing Introductory Psychology and Developmental Psychology, as well as 9 additional credit hours in social science or other coursework related to human services.

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

Transfer credit from previous graduate coursework may be applied to the MHSRC if approved by the Department of Rehabilitation Counseling as being substantially similar in content. Transfer credit is determined on a case-by-case basis.

Comprehensive Examination

MHSRC 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 180 hours 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.

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.

REHABILITATION COUNSELING CURRICULUM

Students with extensive rehabilitation counseling experience, as determined by department review, or students with a B.S. degree in Rehabilitation Services, may qualify for up to 15 hours of waiver credit. Award of waiver credits is determined on an individual basis by the department.

Hours

Theoretical Component

REHAB 5601 Foundations of Rehabilitation Counseling	3
REHAB 5602 Medical Aspects of Disability	3
REHAB 5603 Psychosocial and Cultural Aspects of Disability	3
REHAB 6630 Vocational Counseling/Career Development	3
REHAB 6634 Ethics in Rehabilitation.....	3

Research and Assessment

REHAB 5659 Professional Writing.....	3
REHAB 6632 Assessment in Rehabilitation	3
REHAB 6640 Research Methods & Techniques in Rehabilitation	3

Clinical Component

REHAB 5654 Psychiatric Rehabilitation	3
REHAB 6611 Counseling Theories and Practices.....	3
REHAB 6612 Counseling Pre-Practicum.....	3
REHAB 6614 Group Process and Counseling	3
REHAB 6641 Practicum in Rehabilitation	3
REHAB 6643 Rehabilitation Internship.....	6-12

	Hours
Electives (Total of 6 credit hours required.)*	
REHAB 5651 Supervised Project in Rehabilitation.....	1-3
REHAB 5652 Supervised Project in Vocational Evaluation	1-3
REHAB 5653 Human Behavior Management	3
REHAB 6650 Rehabilitation Counseling Research Practicum.....	1-2
Other Electives offered through LSUHSC or other universities	3

* 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 in 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 (Au.D) 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 Au.D 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. 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, 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, 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 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 900 (verbal + quantitative) will not be considered for admission to the Audiology program regardless of GPA. Two 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. Two 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 (6701, 6702, 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."

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 (Ph.D.) 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 1audiology
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

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

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 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, and mathematics, as this is required for ASHA certification. 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 900 (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 Au.D. 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 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. Credits earned as a special student may not be applied toward the Au.D 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 or speech language pathology

Applications to either 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 Professionals.

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, 6702, 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 Au.D. 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 Au.D. 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 Au.D degree in Audiology. 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 minimum workload requirements for the Au.D 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 hours in Audiology.
3. Audiology students must complete the equivalent of 12 months full time clinical practicum prior to graduation.

Successful completion of a comprehensive examination.

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

DEPARTMENT OF OCCUPATIONAL THERAPY

Eve Taylor, PhD
Head of the Department

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 (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 90 semester hours of coursework on-campus at the Health Sciences Center in 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 a monthly **Information Session** 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 on the **First Friday of Each Month at 2:00 p.m.** 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 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

Prerequisite Courses

	Hours
Anatomy with Anatomy Lab	4
Physiology (Lab is recommended, but not required)	3
Physics with Physics Lab	4
Chemistry (General or Inorganic).....	3
Statistics (Inferential)	3
Abnormal Psychology	3
Human Development Across Lifespan *	3-6
Sociology.....	3
TOTAL	26-29

*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, and Technical Writing

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 prerequisites 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.

Special consideration may be given to a student who does not meet the minimum requirements, but is able to present evidence deemed by the faculty to indicate that an exemption is warranted. For example, a student has a GPA of 2.3 in his or her undergraduate degree, a GPA of 3.9 in prerequisite courses, and has a combined verbal and math score on the GRE of 1000.

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:

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

yrobin@lsuhsc.edu

or online:

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

2. Application Deadline
 - a. 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.**
 - b. However, applications for admissions will continue to be accepted and processed past the July 1st of each year if a class of 30 students is not yet filled.
3. Official transcripts must be sent directly to the Office of Student Affairs in New Orleans by all colleges and universities attended.
4. Notification of the action taken by the Admissions Committee will be sent in writing to all applicants.
5. Accepted applicants are expected to notify the Department in writing as to whether or not they plan on enrolling in the program that starts in January of each year.

Technical Standards for Occupational Therapy

Technical standards are the requirements that an individual must be able to perform in order to succeed as an occupational therapist. Upon completion of the Master of Occupational Therapy Program at Louisiana State University Health Sciences Center, New Orleans, a graduate will be expected to perform all technical standards. Therefore, as a student in the Occupational Therapy Program, one will be required to participate in activities that will prepare him or her to perform all technical standards. 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.

Technical standards for an entry-level occupational therapist require that the therapist:

1. Communicates effectively. Communicates and collaborates with other team members, individuals, family members, and/or caregivers.
2. Interacts well with others.
3. Performs services in a timely fashion. Responds to requests for service and initiates referrals when appropriate. Schedules and prioritizes own workload
4. Observes and documents the performance of others. Screens individuals to determine the need for intervention. Monitors the individual's response to intervention
5. Obtains and interprets data necessary for intervention planning and intervention.
6. Formulates and implements intervention plans based on evaluation findings. Develops and coordinates intervention plans, including goals and methods to achieve stated goals. Implements intervention plans directly or in collaboration with others. Modifies plans as needed

7. Develops interventions that are appropriate for the individual's environment. Adapts environment, tools, materials, and activities according to the contextual needs of the individual. Develops appropriate home and community programming to support performance in natural environments.
8. Determines the appropriate time to terminate treatment or refer to other services. Terminates services when maximum benefit is received and formulates discontinuation and follow-up plans.
9. Documents services as required. Maintains records required by practice setting, third party payers, and regulatory agencies.
10. Functions according to the AOTA Code of Ethics (AOTA, 2000) and Standards of Practice (AOTA, 1998) of the profession.
11. Maintains treatment area, equipment, and supply inventory.
12. Follows policies and procedures required by the setting.
13. Provides educational services. Provides in-service education to team members and/or the community.
14. Provides supervisory services, if needed. Supervises occupational therapy practitioners, students, and/or other staff performing services.
15. Performs program evaluation. Performs continuous quality improvement activities and program evaluation using predetermined criteria.
16. Identifies personal strengths and weaknesses. Monitors own performance and identify supervisory needs.
17. Participates in professional growth activities. Identifies and pursues own professional growth and development. Participates in professional and community activities.

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 II rotations may be incurred. In addition, each student is required to purchase individual malpractice insurance during these rotations. These expenses are the responsibility of the individual student and should be anticipated.

**MASTER OF OCCUPATIONAL
THERAPY CURRICULUM, NEW
ORLEANS PROGRAM**

Credits

Spring Semester (FIRST YEAR)

OCCT 6410 Concepts of Occupation	5
OCCT 6440 Clinical Reasoning	2
OCCT 6512 Occupational Performance Across the Lifespan	3
OCCT 6523 Human Physiology	4
OCCT 6624 Medical Conditions.....	4

Summer Semester (First Year)

OCCT 6418 Interactive Reasoning	3
ANAT 6522 Human Anatomy	5
OCCT 6524 Applied Kinesiology	2

Fall Semester (First Year)

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	3
OCCT 6540 Fieldwork Experience I and Seminar	1

Spring Semester (Second Year)

OCCT 6432 Disability/Illness Experience And Occupational Performance	2
OCCT 6614 O.T. for Orthopedic Conditions.....	3
OCCT 6620 Principles of Practice: Adult II.....	4
OCCT 6640 Documentation	3
OCCT 6650 Research I	3

Summer Semester (Second Year)

OCCT 6670 Fieldwork Experience IIA	6
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Fall Semester (Second Year)

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: Across the Lifespan.....	3
OCCT 6750 Research II	3

Spring Semester (Third Year)

OCCT 6770 Fieldwork Experience IIB	9
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Total Credits90

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

Elizabeth Weiss, PhD
Head of the Department

LOCATION: 1900 Gravier St. 7A11
PHONE: (504) 568-4288
WEB: <http://alliedhealth.lsuhscc.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.lsuhscc.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 our website at <http://alliedhealth.lsuhscc.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 following courses prior to the summer term for which the student is applying

Prerequisites

	Hours
Chemistry (Laboratory based for science majors)	8
Biology/Zoology (Laboratory based for science majors) ...	8
Physics (Laboratory based for science majors)	8
Advanced Biology (Recommended: Histology, Cell Biology)	3
Anatomy (Recommended: Human Anatomy)	3
Physiology (Recommended: Human Physiology)	3
Statistics * (Behavioral or Experimental)	3
Mathematics (Algebra level or above).....	6
Psychology (Recommended: Abnormal Psychology, Growth and Development).....	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.

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 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.

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.

Application procedures are as follows:

1. Download an application from the website www.alliedhealth.lsuhsu.edu/PhysicalTherapy/ or
2. Write to request an application packet from the Office of Student Affairs in August of the year prior to the date of desired admission

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

3. Submit the application packet by November 15.
4. 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

<u>Year 1</u>	Hours
Summer/Fall I	
PHTH 7000 Basic & Applied Human Anatomy.....	6
PHTH 7101 Evidence-Based PT I: Clinical Analyses	4
PHTH 7111 Professional Practice in PT I.....	4
PHTH 7121 Physiological Sciences I	2
PHTH 7131 Movement Sciences I.....	4
PHTH 7141 Neurosciences I	5
PHTH 7180 Introduction to Clinical Practice.....	1
Total	26

Hours

Spring I

PHTH 7102 Evidence-Based PT II: Clinical Analyses	2
PHTH 7112 Professional Practice in PT II.....	3
PHTH 7132 Movement Sciences II.....	3
PHTH 7122 Physiological Sciences II	7
PHTH 7123 Pathokinesiology	4
Total	19

Year 2

Summer II

PHTH 7280 Clinical Experience	3
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Fall II

PHTH 7203 Evidence-Based PT III: Clinical Analyses	3
PHTH 7213 Professional Practice in PT III	3
PHTH 7233 Movement Sciences III	3
PHTH 7240 Motor Behavior	3
PHTH 7261 Diagnosis & Management in Musculoskeletal Dysfunction I	4
PHTH 7250 Diagnosis & Management in Cardiopulmonary Dysfunction	4
PHTH 8201 Independent Study.....	(1-3)
Total	20-23

Spring II

PHTH 7214 Professional Practice in PT IV.....	3
PHTH 7204 Evidence-Based PT IV: Research Analyses	3
PHTH 7271 Diagnosis & Management in Neuromuscular Dysfunction I	4
PHTH 7242 Neurosciences II	4
PHTH 7262 Diagnosis & Management in Musculoskeletal Dysfunction II.....	3
PHTH 7400 Practicum in Client and Peer Teaching.....	4
PHTH 8202 Independent Study.....	(1-3)
Total	21-24

Year 3

Summer III

PHTH 7381 Clinical Internship I	4
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Fall III

PHTH 7315 Professional Practice in PT V.....	2
PHTH 7305 Evidence-Based PT V: Research Analyses	2
PHTH 7300 Prevention, Nutrition and Wellness	2
PHTH 7391 Administrative Skills in PT I	2
PHTH 7401 Practicum in Integrative Clinical Practice	4
PHTH 8303 Independent Study.....	(1-3)

Fall-Spring III

PHTH 7382 Clinical Internship II	4
Total	17-19

Spring III

PHTH 7383 Clinical Internship III	4
PHTH 7316 Professional Practice in PT VI.....	2
PHTH 7306 Evidence-Based PT VI: Capstone Completion & Defense	2
PHTH 7392 Administrative Skills in PT II.....	2
PHTH 7402 Practicum in Integrative Clinical Practice II	4
PHTH 8304 Independent Study.....	(1-3)
Total	14-17

Master of Physical Therapy Curriculum
(through August 2007)

<u>Year 1</u>	Hours
Summer I	
ANAT 6522 Human Anatomy	5
PHTH 6550 Functional Anatomy	1
PHYS 6523 Human Physiology	4
PHTH 6551 Medical Ethics	1
Total*	11
Fall I	
PHTH 6552 Pathology	2
ANAT 6533 Neuroanatomy	3
PHTH 6553 Physical Therapy Diagnosis	3
PHTH 6554 Biomechanics	3
PHTH 6555 Therapeutic Modalities and Management	2
PHTH 6540 Fundamentals of Physical Therapy Practice	2
PHTH 6570 Principles of Research I	1
PHTH 6581 Clinical Practice I	1
Total*	16
Spring I	
PHTH 6556 Exercise Physiology	3
PHTH 6557 Clinical Orthopedics	6
PHTH 6558 Applied Manual Therapy	3
PHTH 6574 Principles of Research II	1
PHTH 6544 Analysis & Synthesis Human Locomotion	2
PHTH 6543 Prosthetics and Orthotics	2
PHTH 6582 Clinical Practice II	1
Total*	18
Year 2	
Summer II	
PHTH 6583 Clinical Externship*	8
Fall II	
PHTH 6568 Clinical Neurology	2
PHTH 6562 Clinical Electrophysiology	3
PHTH 6563 Management of Cardiopulmonary Disorders	3
PHTH 6575 Directed Study	2
PHTH 6542 Geriatrics	2
PHTH 6566 Physical Therapy Seminar	2
PHTH 6567 Principles of Motor Control	4
PHTH 6584 Clinical Practice III	1
Total*	19
Spring II / Summer III	
PHTH 6541 Clinical Pediatrics	2
PHTH 6569 Management & Health Care Administration	3
PHTH 6576 Pharmacological, Radiological & Laboratory Medicine Principles in PT	3
PHTH 6573 Principles of Physical Medicine & Rehabilitation	5
PHTH 6585 Clinical Internship I	8
Total	21
Summer III	
PHTH 6586 Clinical Internship II	8*

* may take elective: PHTH 6520 Independent Study (1-4) credits

Master of Health Sciences in Physical Therapy

For information regarding the Master of Health Sciences advanced degree for physical therapists, see "Master of Health Sciences Degree" in the Allied Health section of this catalog.

CLINICAL AFFILIATIONS

The Department affiliates with numerous clinical sites throughout the United States. Students in the program are provided with lists and information regarding approved clinical sites prior to clinical assignments.

Note: In addition to fees and costs for required items listed in the sections on HEALTH SCIENCES CENTER FEES AND TUITION and ADDITIONAL EXPENSES of the School of Allied Health Professions, students enrolled in Clinical Procedures courses who study at off-campus locations will incur further expenses, which should be anticipated.

MASTER OF HEALTH SCIENCES – MHS

The Master of Health Sciences degree is intended to prepare allied health professionals for career enhancement by providing advanced interdisciplinary education in clinical practices, research and scholarly activity, leadership, and instructional principles and practices. Programs of study are offered through the Departments of Cardiopulmonary Science, Clinical Laboratory Sciences, Occupational Therapy, Physical Therapy, and Rehabilitation Counseling. An interdisciplinary core curriculum is required of all students, but students choose one clinical area of emphasis from four-track options: Acute Care Sciences, Clinical Diagnostics, Pediatrics, or Rehabilitation Sciences. Each area of emphasis ensures that students acquire current scientific information relevant to advanced clinical practice.

Courses in each student's program are selected based on individual goals and interests and are subject to approval by the student's department, academic advisor, and the Associate Dean for Graduate Studies.

ADMISSIONS

Requirements

A baccalaureate degree from an accredited institution is required. At least one year of post-baccalaureate employment experience in a health-related profession is encouraged before applying for admission. Allied health professionals in the MHS program must hold or be eligible for certification or licensure in their individual disciplines.

All applicants must take the Graduate Record Examination (GRE). A combined assessment of the GRE score(s), academic performance, and, if applicable, evidence of professional achievement will be used in review of the application for admission. A minimum composite score of 1,000 on the verbal and quantitative portions of the GRE is required for admission. In addition, a minimum grade point average (GPA) of 2.5 on all undergraduate work taken and 3.0 on all professional courses is required. Students may be admitted conditionally or allowed to enroll as special students as defined below under Types of Admission and Special Students.

Types of Admission

Applicants who have fulfilled all School of Allied Health Profession (SAHP) requirements as specified above will be eligible for recommendation for admission by the student's department to the Associate Dean for Graduate Studies. These students will be identified as regular admissions. Any student who scores less than 1,000 and more than 850 on the composite GRE and meets all other admission criteria may be admitted on a conditional basis. A student who has been admitted conditionally must take 9 semester-hours for credit toward the MHS degree and maintain a 3.0 GPA before becoming eligible to petition for regular status.

Special Students

Students who have not fulfilled requirements for admission to the MHS program may be granted permission to register for

courses for which they are qualified when recommended by the student's department. These students are not admitted to the MHS program and are considered to be non-matriculating. All students desiring admission to any course in the MHS program must apply for special student status by completing an admission application form. If a special student chooses to apply for admission and fulfills all admissions requirements, the student may count a maximum of 9 semester-hours taken as a special student and completed with a 3.0 or better GPA toward the MHS degree.

Admission Procedure

Applicants for admission to the MHS program, as well as those requesting permission to enroll as special students, must complete application forms provided by the Office of Student Affairs or obtained on the MHS website (<http://alliedhealth.lsuhscc.edu/MHS/>) and pay application fees as required by the LSU Health Sciences Center. Instructions for mailing completed applications are found in the application packets or on the MHS website. The Office of Student Affairs sends the completed application to the department to which the student is applying for review and recommendation to the Associate Dean for Graduate Studies, who will notify the applicant of his/her admission to the program or eligibility to register for courses.

Credentials to be included with the MHS application are official transcripts of all undergraduate and graduate college work, scores on the GRE, and evidence of certification or licensure. Transcripts must be sent directly to the Office of Student Affairs by the institutions attended. Test scores on the GRE must also be sent directly to Student Affairs by the Educational Testing Service. *

* GRE - Educational Testing Service, P.O. Box 6000, Princeton, NJ 08541-6000. <http://www.gre.org>

Transfer Credit

Credit earned at another institution prior to application for admission to the MHS program must be presented for consideration by the appropriate department and by the Associate Dean for Graduate Studies. There is no automatic transfer of credit toward a graduate degree. Candidates for the MHS degree may receive transfer credit for courses taken at institutions other than Louisiana State University Health Sciences Center, if those courses serve to enhance the student's program. Transfer credit toward the degree may not exceed nine semester-hours. All courses submitted for transfer credit must satisfy subject matter requirements and must have been completed at the graduate level at an acceptable institution. No transfer credit will be granted for grades earned of less than B and credit is never accepted for correspondence work or continuing education. The department and the Associate Dean for Graduate Studies must approve all requests for transfer credit.

ACADEMIC STANDARDS

A grade point average of 3.0 in all courses taken must be maintained, and no grade of C or lower will be counted toward the MHS degree. All courses in which C grades are earned must be repeated but grades in repeated courses will be counted in calculation of GPA's. Grades earned at another institution will not be used to compute the cumulative GPA.

The grade of I (Incomplete) indicates that the student has not completed the course for some unavoidable reason that is acceptable to the faculty. A grade of I will be converted to F unless it is removed prior to the deadline for adding courses for credit for the next semester as published in the SAHP calendar. Extensions may be granted in special circumstances with the approval of the Associate Dean for Graduate Studies.

All courses designated as 'thesis' will be graded as S (Satisfactory) or U (Unsatisfactory). Thesis coursework not completed during the semester of registration will be assigned a grade of IP (In Progress) with no credit hours earned. On successful completion of the thesis, an S grade will be assigned and hours earned recorded on the student's transcript to be credited toward the degree.

P-F grades may also be used for courses that have been so designated in the catalog. Neither S-U nor P-F grades will be counted in calculating GPA's.

Statement of Satisfactory Academic Progress

The following requirements pertain to the status of Satisfactory Academic Progress for all students enrolled in the MHS program. Matriculating students must

1. Maintain 3.0 GPA each semester
2. Satisfactorily complete 75 percent of scheduled course work each semester
3. Satisfactorily complete all degree requirements in not more than 8 years

Students' academic progress will be reviewed by their faculty advisers or departmental coordinators each semester. Those students who have not achieved satisfactory progress will be counseled by their faculty advisers and their names will be forwarded to the Associate Dean for Graduate Studies for appropriate action. Appeals may be made in accordance with procedures set forth in the section of this catalog/bulletin entitled "Student Academic Appeals."

Probation

A student who has a cumulative GPA below 3.0 at the end of any semester will be placed on probation. Those students who are on probation for two consecutive semesters may be subject to dismissal. Continuation in the program in a second probationary semester must be approved by the Department Head and the Associate Dean for Graduate Studies.

DEGREE REQUIREMENTS

The programs of study in each department allow maximum flexibility and opportunity for each student to design a program that will meet the student's professional goals in keeping with the overall objectives of the program. Students may choose a study emphasis from four advanced clinical skills science tracks: Acute Care Sciences, Clinical Diagnostics, Pediatrics, or Rehabilitation Sciences. Students will be required to develop an appropriate program of study in cooperation with faculty advisers from the students' department and program option.

A minimum of 36 semester-hours of credit will be required for successful completion of the degree requirements. In addition, each student will be required to pass a written and/or oral comprehensive examination. Thesis is required in all options and departments for completion of the degree. Before beginning thesis study, each student must successfully complete the comprehensive examination. Other policies and procedures related to the comprehensive examination and thesis are provided to students in the "MHS Student Handbook." Specific programs are based on curricula whose content and skills are taught through classroom settings, videoconferencing, web-enhanced instruction, seminars, independent study, and internships to provide for experiential as well as more traditional modes of learning.

Private and public agencies and health care providers at the local, state, and federal levels are utilized in cooperative ways to establish programs reflective of the diverse settings within the allied health professions. Successful completion of the program is contingent upon demonstrated course-related competencies as well as successful completion of all required course offerings.

CURRICULUM

Programs of study are offered through the departments of Cardiopulmonary Science, Clinical Laboratory Sciences, Occupational Therapy, and Physical Therapy. Program track options are available in four different areas of Advanced Clinical Skills: Acute Care Sciences, Clinical Diagnostics, Pediatrics, or Rehabilitation Sciences. Within the Clinical Diagnostics track, students may select from one of three options: General Clinical Diagnostics, Blood Bank Specialty, or Clinical Laboratory Sciences Professional Curriculum. All options are not necessarily available in each of the participating departments.

The Advanced Clinical Skills track options provide the student with the technical skills and conceptual knowledge required to perform as a highly educated provider of professional services. Fifteen semester-hours of the MHS program are comprised of basic and applied science coursework. In addition, all MHS students complete 18 semester-hours of interdisciplinary core coursework. Interdisciplinary core coursework provides instruction in current trends and ethical issues in allied health, professional communication, research methodology, outcome measurement and evaluation, statistical analysis, leadership, and education. The thesis requirement involves a minimum of three semester-hours and a maximum of six semester-hours. Total hours required for degree completion is 36 to 39 credits.

Blood Bank Specialty

This option is offered along with concurrent enrollment in the Specialist in Blood Bank Technology (SBB) program at the Medical Center of Louisiana at New Orleans. Prospective students wishing to pursue this option must apply and be accepted into the SBB program as well as the MHS program in the School of Allied Health Professions. The successful completion of the SBB curriculum earns 15 hours of credit for clinical science courses, which is combined with the MHS core courses (18 hours) and a thesis for the MHS degree.

CLS/MT Professional Curriculum Option

This option is available to students entering the CLS professional curriculum who already possess a baccalaureate degree. Students who choose this option will receive 16 hours of graduate credit during completion of the CLS professional curriculum. At this point, a second baccalaureate degree will be awarded and the graduate will be eligible to take national exams for certification as a medical technologist/clinical laboratory scientist. The 16 graduate credits constitute the clinical sciences portion of the MHS curriculum. These credits combined with the MHS core courses (18 hours) and a thesis completes the MHS degree requirements. For CLS clinical sciences course descriptions (MTEC 5101, 5104, 5109, 5111, 5119, and 5128), see the Department of Clinical Laboratory Sciences section in this catalog/bulletin.

MASTER OF HEALTH SCIENCES DEGREE CURRICULUM

	Hours
INTERDISCIPLINARY CORE*	
HTHPROF 6002 Trends and Ethics in Allied Health.....	1
HTHPROF 6027 Professional and Grant Writing.....	2
HTHPROF 6030 Principles of Outcome Measurement and Functional Outcomes.....	3
HTHPROF 6070 Research Design and Methodology.....	3
HTHPROF 6003 Statistical Methods in Allied Health.....	3
HTHPROF 6060 Managerial Leadership in the Health Sciences Professions.....	3
HTHPROF 6040 Teaching in the Health Sciences.....	3
HTHPROF 7000 Thesis.....	3-6
Total.....	21-24

* Note: Interdisciplinary core must be taken with all tracks.

TRACK 1

Acute Care Sciences

HTHPROF 6310 Clinical Cardiovascular Physiology.....	3
HTHPROF 6311 Pulmonary Physiology.....	3
HTHPROF 6312 Nutrition in Clinical Practice.....	3
Electives.....	6
Total.....	15

TRACK 2

Clinical Diagnostics *

HTHPROF 6121 Topics in Immunology.....	3
HTHPROF 6122 Advanced Concepts in Clinical Diagnostics.....	3
HTHPROF 6120 Molecular Biology and Genetics.....	3
Electives.....	6
Total.....	15

TRACK 3

Rehabilitation Sciences

HTHPROF 6540 Advanced Clinical Human Anatomy.....	3
HTHPROF 6541 Advanced Clinical Neurosciences.....	3
HTHPROF 6542 Advanced Clinical Pathophysiology.....	3
HTHPROF 6543 Topics in Rehabilitation Sciences.....	3
Elective.....	3
Total.....	15

TRACK 4

Pediatrics

	Hours
HTHPROF 6430 Families and Ecological Systems.....	3
HTHPROF 6432 Infant, Toddler, and Preschool Assessment.....	3
HTHPROF 6431 Issues in Early Intervention and Teaming.....	3
Electives.....	6
Total.....	15

TOTAL CREDIT HOURS FOR DEGREE 36-39

* = Three options are available: General Clinical Diagnostics, Blood Bank Specialty, and Clinical Laboratory Sciences Professional Curriculum

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.

In collaboration with the Early Intervention Institute (see description in this catalog), we conduct clinical services at the

Pitcher Plaza location and at the Medical Center of Louisiana in New Orleans.

For more detailed information on the programs offered by the Human Development Center go to our homepage at <http://www.hdc.lsuhscc.edu> or email the HDC at hdcinfo@hdc.lsuhscc.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 of infant specialists, (c) longitudinal research in 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) curriculum and teaching procedures for preparing Direct Support Personnel for human services, 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 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 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 State Planning Council on Developmental Disabilities 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 and Direct Support Personnel preparation. 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 Office for more information or visit the HDC web site for information.

Research Opportunities for Students and Faculty

Faculty of HDC engage in a wide range of studies related to human development. Ongoing research by HDC faculty include 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 preservice 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 3122 Human 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.

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

[3 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 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 3250 Clinical Applications and Procedures I

[3 Credits] Clinical instruction in respiratory care procedures. Emphasis is placed on routine patient care, including such modalities as ambient-oxygen therapy, use of aerosol, humidity devices and chest physical therapy.

CPSC 3262 Critical Care Concepts I

[2 Credits] A lecture/laboratory course preceding the clinical introduction to critical care techniques. The emphasis includes ventilation-support modalities, hemodynamics, metabolic monitoring, and patient-management techniques.

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 3310 Clinical Applications and Procedures II

[3 Credits] A continuation of the lecture/laboratory course CPSC 3262, which introduced the concepts of critical care medicine. Emphasis is placed on monitoring techniques, patient weaning and newer ventilatory support systems.

CPSC 3320 Pulmonary Pathophysiology

[3 Credits] This course is designed to review pulmonary disease processes and how these entities affect respiratory function. Emphasis shall be placed on patient assessment and clinical management of disease entities.

CPSC 3330 Pulmonary Diagnostic Tests

[2 Credits] Lecture/laboratory course covering basic instrumentation and diagnostic techniques employed in assessment of pulmonary functions.

CPSC 3342 Critical Care Concepts II

[5 Credits] Lecture/laboratory course that discusses intermediate and advanced critical care concepts and techniques. Emphasis is placed on adult/infant intensive care procedures and bedside metabolic monitoring.

CPSC 3400 Clinical Applications and Procedures III

[5 Credits] Clinical instruction in respiratory care procedures. Emphasis is placed on adult and neonatal critical care procedures.

CPSC 3422 Critical Care Conference

[2 Credits] This course utilizes hospital-based scenarios, emphasizing critical thinking to reinforce an understanding of critical care concepts.

CPSC 3500 Pulmonary Rehabilitation and Home Care

[2 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 4025 Ultrasound Physics and Instrumentation

[1 Credit] 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 4050 Cardiovascular Pathophysiology

[3 Credits] A review of cardiovascular disease processes and how these diseases affect cardiovascular function. Emphasis shall be placed on patient assessment and clinical management of each disease entity.

CPSC 4065 Clinical Echocardiography

[6 Credits] A lecture/laboratory course designed to provide the student with a thorough knowledge of the application of two-dimensional, M-mode, and Doppler echocardiographic techniques in the diagnosis of cardiac disease.

CPSC 4072 Principles of Cardiac Electrophysiology

[2 Credits] A lecture/laboratory course involving instruction in the recording and interpretation of 12-lead electrocardiograms, as well as, the techniques of Holter monitoring and cardiopulmonary stress testing.

CPSC 4080 Cardiovascular Clinics I

[3 Credits] Clinical instruction in cardiovascular diagnostic procedures. Emphasis is placed on echocardiography, cardiac stress testing, and electrocardiography.

CPSC 4182 Advanced Cardiac Life Support

[1 Credit] A lecture/laboratory course designed to review the most current American Heart Association (AHA) standards for advanced cardiac life support. Special emphasis is devoted to the recording and interpretation of electrocardiograms, pharmacologic interventions used in the treatment of cardiac emergencies, and airway management techniques used during cardiopulmonary resuscitation. Students must successfully complete an AHA approved Advanced Cardiac Life Support course.

CPSC 4204 Specialized Field Experience

[8 Credits] Planned clinical practicum at the advanced level in a specialized field of interest in cardiopulmonary science. Prerequisite: Consent of Department Head.

CPSC 4206 Special Topics in Cardiopulmonary Science

[3 Credits] This is a companion course to CPSC 4204. Advanced didactic instruction is provided in a special topic of interest in cardiopulmonary science. Potential areas of instruction include noninvasive cardiovascular technology, cardiac catheterization, cardiopulmonary rehabilitation, adult critical care, neonatal/pediatric critical care, pulmonary diagnostics, and more.

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 4230 Advanced Critical Care Conference

[1 Credit] A series of lectures and case presentations designed to improve the student's critical thinking skills. The course will focus on the application of advanced patient assessment skills and laboratory data interpretation to aid the student in establishing a diagnosis and treatment plan for various disease states.

CPSC 6309 Methods in Clinical Physiology

[4 Credits] Cross-listed with Physiology 209. A lecture/laboratory course designed to familiarize the student with current clinical procedures and methodologies used to assess cardiovascular, pulmonary, neurological, endocrine, and renal function in health and disease. The course is intended to provide students with a survey of physiologic tests that are not usually discussed in an introductory methods course in physiology.

CPSC 6335 Cardiopulmonary Critical Care

[3 Credits] Advanced lectures on critical care concepts with special emphasis on topics related to the cardiopulmonary sciences. Topics will include assessment of critically ill patients, mechanical ventilation, hemodynamic monitoring, and pharmacological therapy.

CPSC 6345 Advanced Cardiopulmonary Rehabilitation

[3 Credits] Lecture course designed to introduce students to the most current methods used in the rehabilitation of patients with chronic cardiovascular and pulmonary diseases. Discussions revolve around the physiological and psychosocial aspects of cardiopulmonary rehabilitation.

CPSC 6380 Selected Topics in Cardiopulmonary Science

[2-4 Credits] 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 6390 Independent Study in Cardiopulmonary Science

[3 Credits] Allows graduate students in CPSC to pursue work not available in other courses. May be repeated for a maximum of six semester-hours credit with change of content with departmental permission.

Health Professions

HTHPROF 6002 Trends and Ethics in Allied Health

[1 Credit] A seminar course emphasizing review of pertinent literature and other sources of information as a basis for examining ethical issues and trends impacting allied health.

HTHPROF 6003 Statistical Methods in Allied Health

[3 Credits] An introduction to basic statistical methods, including descriptive and inferential tests, most often used in clinical research designs. Topics covered include measures of central tendency and variability, observed and theoretical frequency distributions, tests of statistical significance (e.g., t-tests, ANOVA, simple linear and multiple regression), measures of effect, measures of relationship, non-parametric statistics, and a brief discussion of multivariate methods. Application exercises using statistical packages are incorporated.

HTHPROF 6012 History, Philosophy, and Current Paradigms in Allied Health

[1 Credit] Seminar course in which students explore and critically analyze issues impacting practice of the allied health professions. Topics include ethical and legal bases for decision making, as well as trends in society, legislation, certification, licensure, accreditation, and funding which influence delivery of allied health care.

HTHPROF 6020 Infant Development

[3 Credits] Advanced study of normal and abnormal infant development from conception through five years of age. The interrelationship between the various areas of infant development will be discussed as well as traditional and more contemporary views of development.

HTHPROF 6021 Interdisciplinary Assessment Procedures of Persons with Disabilities

[3 Credits] Lecture and clinical course to refine and expand assessment skills as part of an interdisciplinary team. Participation in interdisciplinary assessments develops communication skills, assessment administration skills, and skills for analysis and synthesis of all data as part of an interdisciplinary effort. Students learn to use information from other disciplines during assessment and in report writing.

HTHPROF 6027 Professional and Grant Writing

[2 Credits] Students will gain knowledge and skill in the techniques used in preparation of professional papers. Technical aspects of professional writing and guidelines used in preparing manuscripts for publication and written grant proposals will be covered. In addition, content includes identifying funding sources, managing a successfully funded project, and grant proposal evaluation.

HTHPROF 6030 Principles of Outcome Measurement and Functional Outcomes

[3 Credits] Survey of the processes used to develop clinical outcome measures, including strategies associated with test development and validation. Construction of tools appropriate for measurement of clinical outcomes in a variety of allied health settings is highlighted. Traditional and alternative measurement models are presented, as are opportunities for critical analysis of existing interdisciplinary outcome measures. PREREQUISITE: HTHPROF 6003 or permission of instructor.

HTHPROF 6031 Medical Management of Infants at Risk.

[3 Credits] An in- depth study of medical conditions of the birth to five-year-old child at-risk or with developmental handicaps and the impact of these medical conditions on development and function. The neonatal intensive care unit, quality of life issues, and cost of-care factors will also be emphasized.

HTHPROF 6040 Teaching in the Health Sciences

[3 Credits] Application of teaching theory and practice in the health sciences focusing on curriculum planning, teaching strategies, assessment, and use of technology. Special emphasis will be placed on presentation skills, teaching roles in academic, clinical, web-based, and distance learning.

HTHPROF 6050 Health Law and Medical Ethics

[3 Credits] The course covers basic and advanced ethical principles and theories together with federal and state laws that regulate the practice of medicine, professional liability issues, informed consent, contemporary topics including Americans with Disabilities Act, quality improvement and resource allocation. Emphasis will be placed on application of these principles and laws to managed care. Lectures, case studies, and class discussion will be supplemented with readings from required texts and handouts provided on a variety of topics.

HTHPROF 6060 Managerial Leadership in the Health Sciences Professions

[3 Credits] The principles of strategic and personnel management, programming and budgetary analysis are emphasized. Accounting, economic, and financial analysis is incorporated into health care organizational decision-making. In addition, communication skills are presented as integral aspects of effective management.

HTHPROF 6070 Research Design and Methodology

[3 Credits] An overview of the basic steps used to plan and conduct scientific research. The focus is on research designs relevant to clinical practice including group experimental and non-experimental designs; single subject experimental designs; and qualitative methodologies. Issues central to epidemiologic research and sequential clinical trials are considered in relation to their use in allied health. Related issues of measurement, data collection, and analysis and design validity or credibility are presented. The format is 3 hours of lecture/discussion/case application presented weekly.

HTHPROF 6080 Selected Topics in Allied Health

[2-4 Credits] A study of selected topics of current interdisciplinary interest to departments in the School of Allied Health Professions. May be repeated for a maximum of six semester-hours credit with change in topic and permission of student's departmental faculty.

HTHPROF 6120 Molecular Biology and Genetics

[3 Credits] A study of the principles of molecular biology and genetics as applied to clinical laboratory science practice. Topics to be discussed include nucleic acid replication, transcription, translation, patterns of inheritance, disease states caused by abnormalities of chromosome number or structure and molecular laboratory diagnostic techniques.

HTHPROF 6121 Topics in Immunology

[3 Credits] This course is designed as an update of current research in immunological techniques and how they relate to the allied health disciplines. Particular emphasis will be placed on improving analytical reasoning abilities through the study of experimental designs and data analysis.

HTHPROF 6122 Advanced Concepts in Clinical Diagnostics

[3 Credits] A review of current advances in clinical laboratory techniques, issues, and concepts covering the major clinical laboratory science disciplines. A portion of the course will focus on identification and interpretation of current research literature as it relates to use and interpretation of clinical diagnostic information.

HTHPROF 6310 Clinical Cardiovascular Physiology

[3 Credits] Lecture series covering normal and pathologic physiology of the heart and circulation. Special emphasis will be given to a discussion of the laboratory diagnosis of heart disease (i.e., electrocardiography, echocardiography, cardiac catheterization).

HTHPROF 6311 Clinical Pulmonary Physiology

[3 Credits] Lecture series covering normal and pathologic physiology of the respiratory system. Special emphasis will be given to discussion of diagnosis and treatment of Pulmonary Disease (i.e., pulmonary function test, sleep apnea studies, cardiopulmonary stress testing, pulmonary rehabilitation, mechanical ventilation).

HTHPROF 6312 Nutrition in Clinical Practice

[3 Credits] Lecture series designed to familiarize students with the biochemical and physiological basis of nutritional support in clinical practice. Discussions will focus on assessment of nutritional status along with various strategies that are used to maintain nutritional support of patients in the acute care setting and in chronically ill patients.

HTHPROF 6430 Family and Ecological Systems

[3 Credits] Study of the familial and ecological factors affecting individuals with disabilities and their families. Special emphasis will be placed on the effects of social ecology, development, and aging on functional adaptation. The impact of the individual with disabilities on the family and the principles that enhance family involvement in programming will be discussed.

HTHPROF 6431 Issues in Early Intervention and Teaming

[3 Credits] Advanced study of current recommended practices in the delivery of allied health and related services to young children and their families. Course includes in-depth analysis of normal and abnormal development and behavior from conception through eight years of age. The interrelationships among disciplines (education, medical, allied health, social service) providing services to young children and their families will be discussed as well as effective strategies for interdisciplinary team functioning in various service delivery settings.

HTHPROF 6432 Infant, Toddler, and Preschool Assessment

[3 Credits] In-depth examination of the current recommended practices and tools used in the screening, evaluation, and assessment of infants, toddlers, and preschoolers with known or suspected disabilities or delays. Linkages between assessment and intervention planning and monitoring are considered. Assessment and intervention models and approaches used in a variety of service delivery settings and across disciplines are addressed.

HTHPROF 6540 Advanced Clinical Human Anatomy

[3 Credits] A detailed application of underlying arthrokinematic, biomechanical, physiological, and neurophysiological principles and theories to a conceptualization of human movement dysfunction.

HTHPROF 6541 Advanced Clinical Neurosciences

[3 Credits] Prerequisite: Basic Neuroanatomy or permission of the instructor. This course consists of a study of the central and peripheral nervous systems with an emphasis on a) normal and pathological structure and function, and b) motor control and learning as it relates to rehabilitation. Study and interpretation of related research, clinical projects, and written projects will solidify the student's skills in administering standardized assessments and developing evidence-based treatment interventions.

HTHPROF 6542 Advanced Clinical Pathophysiology

[3 Credits] A seminar course focusing on the study of and interpretation of literature on various diseases with an emphasis on etiology, clinical manifestations, evaluation, and interventions. Medical, pharmacological, and therapeutic exercise interventions will be discussed. Clinical and written assignments will solidify the allied health care professional's skill in developing evidence-based treatment interventions.

HTHPROF 6543 Selected Topics in Rehabilitation Sciences

[3 Credits] A study of current topics of interest in Rehabilitation Sciences that are not covered in other courses. Topics will be selected based on the needs and interests of the students. This course is intended to provide the student with an advanced knowledge base in an individual area of interest and assist the student in thesis topic identification

HTHPROF 7000 Thesis

[3 Credits] May be repeated for a maximum of 6 (six) semester-hours credit.

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 I

[1 Credit] 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, use and care of the microscope, and use of laboratory reagents and measuring devices. Presentation skills, study skills, and time management are also included. This course is taken only by first-semester students.

MTEC 3113 Professional Skills in Clinical Laboratory Science II

[1 Credit] A continuation of MTEC 3112. Includes theory and practical experience in phlebotomy. Also includes laboratory math and basic skills for effective teaching in the clinical laboratory setting with emphasis on instructional objectives, learning styles, and exam item composition.

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/Mycology

[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

[2 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 and exercises in evaluation of published studies.

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 Multi-disciplinary Case Studies Management Problem Solving

[1 Credit] A self-directed learning course, which provides students 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.

MTEC 5119 Molecular Diagnostics and Genetics

[2 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 6154 Toxicology and Therapeutic Drug Monitoring

[3 Credits] A review of the basic principles of toxicology and therapeutic drug monitoring with emphasis on analysis of drugs in the clinical and regulated laboratory setting. Topics will include discussion of methods of analysis, review of chemistry and pharmacology of drugs, problems encountered by laboratory personnel when performing these assays, drug-drug interactions, and regulatory issues when performing workplace urine drug testing.

MTEC 6161 Introduction to General and Applied Blood Banking

[5 Credits] A review of the basic concepts of serological investigation in the blood bank to include regulations concerning the preparation and use of blood bank reagents; quality assurance methods; basic immunogenetics, biochemistry, and serological characteristics of the various blood group system antigens and antibodies.

MTEC 6162 Advanced Applied Blood Banking

[2 Credits] A study of hemolytic disease of the newborn, neonatal transfusion therapy, the human leukocyte antigen system, organ transplant, parentage testing, and management and resolution of special serological problems encountered in the practice of blood banking.

MTEC 6163 Blood Bank Administration

[2 Credits] The duties of an administrator in the blood bank are studied to include requirements of accrediting and regulatory agencies, donor recruitment, management theory and practices, budgeting and purchasing, legal aspects, educational techniques, and computer basics.

MTEC 6164 Blood Component Procurement and Hemotherapy

[3 Credits] A survey of hemostasis, hematology, and red blood cell physiology, as well as transfusion practices and the adverse effects of blood components transfusion. Other topics include apheresis procedures, administration of blood components, cryopreservation, and blood conservation.

MTEC 6168 Clinical Practicum in Blood Banking

[2-6 Credits] Demonstrations and practice in donor procedures to include apheresis; processing and determining suitability for transfusion of blood component units; compatibility testing of donor red blood cells for patient use; histocompatibility testing; coagulation; advanced serological problem resolution; mock blood bank inspection; and administrative and supervisory techniques. Pass/Fail.

MTEC 6180 Selected Topics in Clinical Laboratory Science

[2-4 Credits] This course is intended to permit students to explore in detail some areas of particular interest in clinical laboratory science. Topic by arrangement with the faculty in charge. May be repeated for a maximum of six semester-hours credit with a change in topic and permission of the department.

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

[5 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 Disability/Illness Experience and Occupational Performance

[2 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 6440 Clinical Reasoning

[2 Credits] Development of clinical reasoning skills across the continuum of care will be covered through engagement in group tutorials and observational fieldwork experiences.

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

[2 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] Continuation of prior clinical reasoning courses. Facilitation of students' clinical reasoning through fieldwork experience and seminars with particular application to community practice.

OCCT 6614 Occupational Therapy for Orthopedic Conditions

[3 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.

Ophthalmic Medical Technology

OPHT 3900 Introduction to Ophthalmic Technology

[2 Credits] This course is designed to introduce the student to ophthalmic technology, including the role of the ophthalmic technologist, duties and responsibilities of the technologist, basic ocular examination techniques, measurement of visual acuities, basis lensometry, identification, and usage of ophthalmic equipment, maintenance of ophthalmic examination lanes and ophthalmic equipment.

OPHT 3902 Ocular Anatomy and Physiology

[1 Credit] This course is designed to give the student a detailed knowledge of the normal anatomy and physiology of the eye and orbit.

OPHT 3903 General Medical Knowledge and Terminology

[1 Credit] This course is designed to give the student instruction in basic medical technology, a general overview of human anatomy and physiology, cardiopulmonary resuscitation for health professionals, and systemic illnesses.

OPHT 3906 Glaucoma/Tonometry

[1 Credit] This course is designed to acquaint the student with the glaucoma and tonometry, including types, causes, and treatment of glaucoma as well as a variety of means with which to check intraocular pressures.

OPHT 3907 Motility I

[1 Credit] This course is designed to acquaint the student with normal and abnormal binocular vision, including evaluation of motor and sensory status.

OPHT 3908 Ophthalmic Pharmacology

[1 Credit] This course will explore, in detail, the various ophthalmic pharmaceuticals, indications for use, sites of action, side effects, proper instillation of agents, and various abbreviations used for medications and their schedules.

OPHT 3910 Perimetry

[1 Credit] This course is designed to introduce the student to perimetry, including a background in the theory and development of visual field testing, various forms of visual field measurement, a review of the visual system, familiarization with equipment used in determination of visual fields, visual field analysis, and actual visual field testing on the various types of perimeters.

OPHT 3911 Ocular Emergencies

[1 Credit] This course is designed to familiarize students with varying degrees of ocular emergencies, triage of patients, immediate interventions, long-term complications, and preventative measures.

OPHT 3912 Ophthalmic Photography

[1 Credit] This course is designed to familiarize the student with the more common forms of ophthalmic photography. The student will receive lectures and hands-on training in fluorescein angiography, fundus, and external and slit lamp photography.

OPHT 3913 Contact Lenses/Opticianry and Lab

[1 Credit] This course is designed to familiarize the student with contact lenses including types, fitting procedures, care and storage procedures, indications for use, complications

and patient instruction, spectacle dispensing, ordering, and verification.

OPHT 3914 Motility II

[1 Credit] This course is a continuation of Motility I, and acquaints the student with advanced motility problems. The diagnosis and treatment of amblyopia are also studied.

OPHT 3916 Ophthalmic Optics

[2 Credits] This course is designed to review physical and geometric optics and introduce the student to clinical optics as related to optical systems. We will discuss vergences, properties of lenses, focal planes, lens surface powers, spherocylindrical lenses, the conoid of Sturm, transposition, Snell's law of refraction, prisms, and the eye as an optical system. In addition, students will learn all phases of refractometry, including various techniques and equipment used.

OPHT 3917 Medical Practice Concepts

[1 Credit] This course is designed to familiarize the student with legal and ethical obligations of medical personnel. In addition, it will also discuss principles of supervision and administration for the ophthalmic practice.

OPHT 3991 Clinical Applications

[3 Credits] This is the introductory course in patient care procedures for ophthalmology patients. Students will observe examination techniques in various specialty clinics as performed by a member of the instructional staff. Many procedures will be observed, but emphasis will be placed on the learning of basic skills needed to begin patient examination, as listed below in Objectives. When possible, clinical applications will coincide with the didactic portions of the course. Students will be introduced to equipment and instruments associated with patient examination, assigned examination rooms to maintain, taught the basic procedures for information gathering in an examination, and become contributing members of the health care team. Return demonstrations of various tasks will be required at intervals during this course to ensure that objectives are being met.

OPHT 3992 Clinical Applications

[7 Credits] This course is a continuation of OPHT 3991 with further instruction in patient care and examination techniques. The course will build on the newly acquired basic skills as well as introduce new tasks to be learned. More specific examination techniques will be observed, discussed, and return demonstrations given for these more advanced tasks. Students will begin to greet patients and start examinations under supervision, using the skills developed in OPHT 3991. Clinical applications will reflect, where possible, the didactic portions of the course.

OPHT 3993 Clinical Applications

[9 Credits] This course will continue to develop clinical skills and build on previous clinical courses. The student will begin to gain more specialized skills. New skills will be demonstrated and supervised by one or more members of the instructional faculty. Clinical applications and didactic portions of the course will coincide where possible. Return demonstrations will be required at various time during this course.

OPHT 4914 Ophthalmic Surgical Assisting

[1 Credit] This course is designed to prepare the student as a sterile scrub assistant, sterile first assistant, and circulator for the more common ophthalmic surgical procedures.

OPHT 4916 Survey of Eye Diseases

[1 Credit] This course is designed to familiarize the student with pathophysiological conditions of the globe and orbital

region, encompassing both the more common conditions as well as some of the more exotic diseases.

OPHT 4917 Neuro-ophthalmology

[1 Credit] This course is designed to acquaint the student with those areas of the nervous system relating to the eye.

OPHT 4918 Oculoplastics

[1 Credit] This course is designed to familiarize the student with various aspects of oculoplastics including surgical interventions.

OPHT 4919 Special Testing

[1 Credit] This course is designed to familiarize the student with special testing procedures not normally accomplished during routine ophthalmic examinations.

OPHT 4991 Clinical Applications

[6 Credits] This course represents a continuation of the previous clinical experiences completed in the Junior year. Students will begin to develop autonomy in patient care. Basic skills will become more advanced. New tasks will be demonstrated first by a member of the instruction faculty, followed by student performance. When possible, didactic portions will coincide with clinical experiences in this course.

OPHT 4992 Clinical Applications

[10 Credits] This course is a continuation of previous clinical experiences in patient care. The student will be required to perform at a high level of competence in all phases of ophthalmic technology. Didactics will decrease, as most of the didactic material will already have been presented. Emphasis will be placed on advanced supervision techniques, specialized testing techniques, and autonomy.

OPHT 4993 Clinical Applications

[12 Credits] This represents the final course in patient care experiences. Students are expected to act as full members of the health care team in all clinical areas. Students will use this semester to advance their skills in all areas and to become acquainted with private practices.

OPHT 4994 Externship

[3 Credits] This four-week rotation will occur at the end of the second (senior) year after all course work has been completed. It will involve working in a private practice setting under the supervision of one of the Department of Ophthalmology part-time clinical faculty members. This externship will allow the student to see first hand what the duties, responsibilities, and working conditions are like in private practice. Since our students will receive their training in an academic setting, this experience will allow them to see and participate in another environment

Physical Therapy

PHTH 6540 Fundamentals of Physical Therapy Practice

[2 Credits] A course of study, which introduces basic clinical skills, which are fundamental to physical therapy evaluation and intervention with a broad patient population. Emphasis is placed on practice, mastery, and appropriate application of selected clinical skills.

PHTH 6541 Clinical Pediatrics

[2 Credits] A course of study that addresses physical therapy intervention for children with selected developmental, traumatic, orthopedic, and disease conditions. Normal and abnormal development will be presented utilizing a variety of current models including systems, ecological, and dynamical action. Assessment and management strategies appropriate

to specific motor development and dysfunction will be presented from a systems perspective.

PHTH 6542 Geriatrics

[2 Credits] A study of the process of aging with emphasis on the unique needs of the elderly. Sensorimotor, cognitive, and psycho-social-emotional domains are explored with discussion of issues and factors relevant to physical therapy.

PHTH 6543 Prosthetics & Orthotics

[2 Credits] An introduction to the evaluation and management of patients requiring orthotic or prosthetic interventions. Related topics include etiology and presentation of upper and lower extremity dysfunction, management of the diabetic foot, amputation, and the role physical therapy in an interdisciplinary orthotic/prosthetic clinic model. Emphasis is on evaluation, prescription, and pre- and post-device training; limited experiences in fabrication or splinting may be included.

PHTH 6544 Analysis and Synthesis of Human Locomotion

[2 Credits] An advanced study of human locomotion with emphasis on expansion of the basic principles of gait analysis to include the scientific evaluation and management of normal and abnormal functions of human locomotion.

PHTH 6550 Functional Anatomy

[1 Credit] A lecture and laboratory course in which students receive instruction in arthrokinematics and biomechanical principles and theories as a scientific emphasis is placed on surface palpation and kinesiology.

PHTH 6551 Medical Ethics

[1 Credit] A critical exploration into basic ethical issues, which arise from delivery of health care such as confidentiality, informed consent, cost, and scarcity of resources, and other issues pertinent to physical therapy. The student will examine the origin of basic ethical systems and focus on processes used to determine ethical decisions.

PHTH 6552 Pathology

[2 Credits] A course of study centered on understanding of disease, including etiology, mechanisms, and physiological effects. Emphasis is placed on the clinical manifestation of disease conditions commonly encountered in physical therapy practice.

PHTH 6553 Physical Therapy Diagnosis

[2 Credits] A course of study focusing on evaluation of patients with a variety of problems for the specific purpose of establishing a physical therapy diagnosis toward which treatment can be directed. Topics include selection and application of evaluative procedures, and interpretation and documentation of clinical findings. Emphasis is placed on the ability to differentially diagnose and engage in clinical decision-making skills.

PHTH 6554 Biomechanics

[3 Credits] A study of normal human movement and common dysfunctions manifested following pathological, traumatic, or developmental insults. The relationships between changes in tissue and concomitant biomechanical adaptations are explored. Included are materials involving analysis of human movement and static and dynamic postural analysis.

PHTH 6555 Therapeutic Modalities and Management

[2 Credits] A course of study dealing with operational physics, physiological action, and rationale of physical agents utilized in physical therapy.

PHTH 6556 Exercise Physiology

[3 Credits] A lecture and laboratory course which builds upon prerequisite course work in human physiology. Course content focuses on principles of exercise, body composition analysis, strength and endurance training, and exercise prescription. Principles of nutrition are also addressed.

PHTH 6557 Clinical Orthopedics

[6 Credits] A lecture and laboratory course that focuses on etiology, diagnosis, surgical management, and physical therapy intervention for a broad variety of musculoskeletal conditions.

PHTH 6558 Applied Manual Therapy

[3 Credits] A lecture and laboratory course that addresses the role of manual techniques in evaluation and management of musculoskeletal disorders. Treatment techniques learned in this course apply theories of arthrokinematics and osteokinematics introduced in Functional Anatomy and Biomechanics.

PHTH 6562 Clinical Electrophysiology

[3 Credits] A lecture and laboratory study of advanced concepts of electrophysiological evaluation and management techniques in physical therapy practice. The student develops skills necessary to apply and supervise safe application of electrotherapy.

PHTH 6563 Management of Cardiopulmonary Disorders

[3 Credits] A course of study that builds upon material presented in Exercise Physiology. Emphasis is placed on selection and performance of appropriate tests and procedures, which meet the standards of Physical Therapy management in cardiac and pulmonary disorders.

PHTH 6566 Physical Therapy Seminar

[2 Credits] A study of selected topics in physical therapy of current interest that are not covered in other courses. Each student will develop and present an educational program.

PHTH 6567 Principles of Motor Control

[4 Credits] A lecture and laboratory course designed to study current theoretical models of human motor control and motor learning and their implications for physical therapy practice. Standardized clinical tools for the assessment of motor dysfunction are presented; and emphasis is placed on development of clinical assessment skills and treatment strategies for patients with motor control dysfunction.

PHTH 6568 Clinical Neurology

[2 Credits] A course of study in which students are introduced to selected neurological disorders including, principles of neurological examination, diagnostic criteria, etiology, epidemiology, prognosis, and medical management issues. The clinical manifestations are reviewed with an emphasis on correlation between symptomatology and neuroanatomical structures and functions. Relevance to physical therapy and functional outcomes is also covered.

PHTH 6569 Management and Health Care Administration [3 Credits] A study of selected topics essential to effective management of health care organizations and operations.

PHTH 6570 Principles of Research II

[1 Credit] The first of three sequential courses designed to develop in the student those skills necessary to utilize and apply in practice current information from peer-reviewed literature; and to prepare the student to participate in clinical and/or experimental research activities. Emphasis in this course is on research design, critical reading, and review of

literature related to physical therapy practice. Application of information from introductory statistics will be expected.

PHTH 6573 Principles in Physical Medicine and Rehabilitation

[5 Credits] A lecture and laboratory course, which addresses evaluation and management of patients with a variety of physical problems including spinal cord injury, stroke, traumatic brain injury, and other neuromusculoskeletal disorders. Psychological aspects of disease and disability are also presented.

PHTH 6574 Principles of Research II

[1 Credit] This second of three sequential research courses emphasizes application of skills covered in Principles of Research I, and includes development of a written research proposal in preparation for Directed Study. Research design, data-collection, measurement, and analysis and interpretation of results are expanded upon. Issues related to tests and measurements in physical therapy practice will also be presented.

PHTH 6575 Directed Study

[2 Credits] The culmination of the research series in which the student pursues a topic related to physical therapy through individualized, self-directed research activity. A faculty advisor and student will jointly determine goals, objectives, and evaluation methods for the completion of a research pilot study. The student will complete a publishable-quality research paper and present their research to faculty in a poster or platform presentation. Course may be repeated for credit with Department Head approval.

PHTH 6576 Pharmacological, Radiological & Laboratory Medicine Principles in Physical Therapy

[3 Credits] A study of the concepts of radiology and laboratory medicine, and the agents used in pharmacology that are frequently encountered in the management of physical therapy patients.

PHTH 6581 Clinical Practice I

[1 Credit] Sixty hours of clinical experience in a variety of clinical settings. Emphasis is placed on development of professional behavior, communication skills, and the practice of skills acquired during previous and concurrent courses.

PHTH 6582 Clinical Practice II

[1 Credit] Sixty hours of clinical experience per semester in a variety of clinical settings in which emphasis is placed on developing patient management competencies related to course material.

PHTH 6583 Clinical Externship

[8 Credits] A ten-week block of full time clinical practice in one or more settings. The practicum is designed to provide clinical reinforcement of the curriculum content presented during the first year of study.

PHTH 6584 Clinical Practice III

[1 Credit] Sixty hours of practical experience in a variety of clinical settings. Emphasis is placed on developing patient management competencies related to course material.

PHTH 6585 Clinical Internship I

[8 Credits] Four hundred hours of full-time clinical practice lasting 10 weeks. Experience is designed to develop competencies in planning and implementing comprehensive patient care programs, safe and effective physical therapy practice, coordination of patient care activities with other professionals, and professional growth. Satisfactory completion of each internship requires the completion of specific competencies.

PHTH 6586 Clinical Internship II

[8 Credits] See Clinical Internship I.

PHTH 6580 Selected Topics in Physical Therapy

[2-4 Credits] A study of selected topics in physical therapy of current interest, which are not covered in other courses. Topics vary according to needs and interests of the students. May be repeated for a maximum of six semester-hours credit with faculty approval.

PHTH 6590 Independent Study in Physical Therapy

[1-6 Credits] To be determined at time of registration. This course will allow student to pursue a topic related to physical therapy not covered in the existing graduate curriculum, through individualized, self-directed study. Faculty and students will jointly determine goals, objectives, and evaluation methods. May be repeated for a maximum of six semester-hours credit with faculty approval.

PHTH 7000 Basic and Applied Human Anatomy

(6 semester hour 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. Through case studies and applied laboratory sessions, the student will master surface anatomy and palpation skills leading to clinical location, description, and differentiation of bony landmarks, muscular structures, tendons, ligaments, bursae, nerves, arteries, veins and the lymphatic system.

PHTH 7101 Evidence-Based Physical Therapy I

(4 semester hour credits) This course introduces the student to tools and procedures used in clinical-decision-making. The student learns research methodologies and test and measurement standards relevant to clinical and research applications. Case-based problems assist students in developing relevant questions, a matrix for critical literature review, and application of knowledge from the literature review to the answering of clinical questions.

PHTH 7111 Professional Practice in Physical Therapy I

(4 semester hour credits) This course introduces the student to concepts of professionalism within the realm of healthcare and, specifically, the practice of physical therapy. Explicitly designed lab activities foster the development of self-awareness, the skills of legal documentation, and of patient teaching. Clinical labs and case-based problems give students experience in solving legal and ethical conundrums, and provide an environment in which faculty can mold and assess students' behavioral outcomes.

PHTH 7121 Physiological Sciences I

(2 semester hour 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 7131 Movement Sciences I

(4 semester hour credits) This course introduces the student to aspects of normal human physical, psychological, cognitive and social development, including the development of motor skills supporting these. Case-problems facilitate quantitative and observational analysis of joint structure, motion and muscular actions. Students solve biomechanical problems through the application of concepts of displacement, velocity, acceleration, force/torque, and the kinematics and kinetics of human motion.

PHTH 7141 Neurosciences I

(5 semester hour 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 7180 Introduction to Clinical Practice

(1 semester hour credits) Sixty hours of practical experience per semester in a variety of clinical settings. Emphasis is placed on developing treatment skills in the course material acquired during previous and concurrent courses.

PHTH 7102 Evidence-Based Physical Therapy II

(2 semester hour credits) Building upon skills introduced in 7101, students expand their knowledge of the tools and procedures used in clinical decision-making and evidence-based practice, and gain experience in the application of these. Students will apply models of practice and decision-tree analysis in the context of solving clinical case problems. Research methodology relevant to clinical practice continues as students engage in critical review of literature related to tests, measures and interventions used by physical therapists in the acute care setting.

PHTH 7112 Professional Practice in Physical Therapy II

(3 semester hour credits) Aspects of professional practice introduced in DPT 7111 are expanded and applied. Students practice the processes for peer review and quality improvement in both classroom and clinical settings. Principles of group dynamics and models for leadership and teamwork are practiced in the context of explicit activities in class sessions as well as during clinical visits. Case-based problems and clinical visits will provide the student with the opportunity to practice and demonstrate acquired skills in basic patient management, communication, documentation, and professional and ethical behavior.

PHTH 7122 Physiological Sciences II

(7 semester hour 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 semester hour credits) A case-based approach to the study of pathophysiology as it impacts the practice of physical therapy.

PHTH 7132 Movement Sciences II

(3 semester credit hours) 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. Students learn prescription and implementation of therapeutic exercises grounded in the biomechanical principles of human movement. Course content is closely coordinated with PHTH 7121: Pathophysiology where clinical case studies will be utilized to assist students in integrating didactic knowledge with clinical applications.

PHTH 7280 Clinical Experience (2 semester hour 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 7203 Evidence-Based Physical Therapy III

(3 semester hour credits) Students utilize clinical research skills in developing practice plans in the management of patients with medical and surgical conditions requiring physical therapy services. Students apply their acquired skills in literature review and measurement science to the issues of clinical epidemiology, hypothesis testing, and outcomes measurement in the context of physical therapy practice. Case studies and clinical visits reinforce integration of previously learned clinical principles to the management of new patient populations. Students receive guidelines for and begin work on the individual Capstone Project.

PHTH 7213 Professional Practice in Physical Therapy III

(3 semester hour 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 7233 Movement Sciences III

(3 semester hour credits) Students focus on assessing the biomechanical, musculoskeletal and neuromuscular constraints to normal movement; and, on developing therapeutic interventions aimed at restoring or maximizing functional movement. Students, working in both laboratory and clinical settings, apply standardized clinical tools for the assessment of movement dysfunction and its causes across a variety of patient populations. Students will develop treatment interventions that utilize a variety of intervention approaches. Coordination with PHTH 7240: Motor Behavior will allow students to integrate knowledge of motor control and learning with intervention design to maximize patient learning and motor skill recovery.

PHTH 7240 Motor Behavior

(3 semester hour 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. Laboratory activities and clinical case studies assist the student in integrating foundational science content with clinical practice issues.

PHTH 7250 Diagnosis & Management of Patients with Cardiopulmonary Dysfunction

(4 semester hour 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 of Patients with Musculoskeletal Dysfunction I

(4 semester hour 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 8201 Independent Study 1**

(1,2 or 3 semester hour credits) The first of 4 optional learning experiences. 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.

PHTH 7204 Evidence-Based Physical Therapy IV

(3 semester hour credits) Students apply the foundations of research methodology learned for clinical practice to the principles of scientific research. Students revisit the theory and steps of hypothesis testing in the context of research design and explore methodologies associated with various research designs. Students review and practice the principles of applied statistics. The literature review for their chosen capstone project is completed.

PHTH 7214 Professional Practice in Physical Therapy IV

(3 semester hour credits) Students learn about the legal aspects of providing healthcare and of physical therapy practice. Students are introduced to the legislative process and liability issues including contract law, due process, fraud, abuse, and licensure. The legal structure of health care organizations and the systems that subserve 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. Students will learn how to develop a professional resume and curriculum vita.

PHTH 7242 Neurosciences II

(4 semester hour credits) Students study, in depth, aspects of functional neuroanatomy and neuropathology correlated with common clinical pathologies encountered by physical therapists. Selected conditions are studied with respect to etiology, epidemiology, clinical presentation, medical management and prognosis. Special attention is given to neural substrates of cognitive, perceptual, sensory, and motor dysfunctions arising because of pathology or injury. Case studies assist students' integration of functional neuroanatomy with clinical presentation.

PHTH 7262 Diagnosis & Management of Patients with Musculoskeletal Dysfunction II

(3 semester hour 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 semester hour 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 neuromotor deficits.

PHTH 7400 Practicum in Client/Peer Teaching

(4 semester hour credits) Students will develop and present an educative review of the literature on a topic of their choice to faculty and peers. 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 DPT students before going into the clinics where they will apply teaching principles in the context of patient and family education.

PHTH 8202 Independent Study 2**

(1,2 or 3 semester hour credits) The second of four optional learning experiences. 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.

PHTH 7381 Clinical Internship I

(4 semester hour 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 7305 Evidence-Based Physical Therapy V

(2 semester hour credits) Students apply the foundations of research previously introduced to the development of clinical case studies and formal research proposals. Work on the individual capstone projects will continue.

PHTH 7315 Professional Practice in Physical Therapy V

(2 semester hour credits) Students delve into structuring peer education in the context of clinical teaching and begin to develop the skills required to be clinical instructors. Students revisit ethics through presentation and discussion of ethical issues that they have encountered in the context of recent clinical experiences.

PHTH 7391 Administrative Physical Therapy I

(2 semester hour 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 7401 Practicum in Integrative Practice I

(4 semester hour 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 7300 Prevention, Nutrition & Wellness

(2 semester hour credits) Students will actively learn to assess the health needs of individuals, groups and communities through the development of screening programs. They will learn how physical therapists promote healthy lifestyles through the development of wellness programs that address preventative medicine, nutrition and the benefits of exercise. Aspects of nutrition in healing and managing individuals with injury or disease is also addressed

PHTH 8303 Independent Study 3**

(1,2 or 3 semester hour credits) The third of four optional learning experiences. 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.

PHTH 7382 Clinical Internship II

(4 semester hour 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 semester hour 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 7306 Evidence-Based Physical Therapy VI

(2 semester hour credits) Students complete, present and defend the capstone project.

PHTH 7316 Professional Practice in Physical Therapy VI

(2 semester hour credits) Students reach the culmination of the peer review process in this course that provides practice in providing feedback to professional peers, supervisors and administrators. They continue their preparation to become clinical instructors by focusing on strategies to provide learning for students in advanced, full-time clinical affiliations.

PHTH 7392 Administrative Physical Therapy II

(2 semester hour credits) As a continuation of PHTH 7391, students will apply their knowledge of administration to the exercise of designing a physical therapy practice in one of a variety of healthcare environments. Students will determine and write appropriate professional goals for themselves; and explore clinical and professional venues in which to achieve those goals.

PHTH 7402 Practicum in Integrative Practice II

(4 semester hour 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. Passage of a comprehensive examination will be required for graduation.

PHTH 8304 Independent Study 4

(1, 2 or 3 semester hour credits) The fourth of four optional learning experiences. 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.

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 4602 Rehabilitation Programs and Community Resources

[3 Credits] Detailed review of the variety of rehabilitation programs and their interface with community resource agencies including counseling, adjustment, training, and evaluation programs in the various settings in which these programs are generally found. Emphasis will be placed on program descriptions, programmatic goals, and methods of achieving goals. Students will conduct several site-studies at rehabilitation agencies.

REHAB 4604 Case Management and Individualized Rehabilitation Planning

[3 Credits] Introduction to the case management process, such as advocacy, case-finding, case-recording, caseload management, as well as funding and routine service coordination. This course will also acquaint the student with the planning process as it relates to rehabilitation goals and objectives. Students will become acquainted with the process of problem analysis, long range, and short-term planning, and the provision of services in order to reach rehabilitation objectives.

REHAB 4611 Interpersonal Helping and Human Relationship Skills

[3 Credits] This course focuses on the skills and issues involved in the helping process. Interpersonal helping and human relations skills include effective communication skills, i.e., the ability to hear and understand verbal messages, perceive nonverbal messages, listen responsively, understand and respond empathically. Development of these skills will help students progress through the initial stage of helping during which rapport and trust develop (work alliance), through the second stage of defining and clarifying the problem, to empowering the client to act. Issues that are addressed helping process include values clarification, resistance, missed opportunity and unused potential, and self-efficacy.

REHAB 4613 Fieldwork

[3 Credits] Designed to give the student first-hand knowledge of the purpose, function, services, and clientele of an agency. Students will work on-site for 12 hours per week during the Spring semester in rehabilitation settings and participate in scheduled seminars. All fieldwork experiences are unpaid. Pass/fail grading. Permission of Department is required.

REHAB 4628 Testing and Measurement in Rehabilitation

[3 Credits] Introductory survey of methods and techniques utilized in vocational evaluation and work adjustment, including basic testing concepts, the relationship of testing to service planning and delivery, qualifications to administer various assessment measures, and understanding assessment results.

REHAB 4630 Undergraduate Internship

[12 Credits] On-site experiences consistent with BS level training. All internships are unpaid. Students are required to complete 400 hours of internship in a rehabilitation setting involving the following features: 1) specific learning objectives agreed upon by faculty supervisor, on-site supervisor, and student; 2) periodic meetings with the faculty supervisor as well as the on-site supervisor; and 3) an evaluation of the student by the faculty supervisor and on-site supervisor, as well as a self-evaluation by the student. Pass/Fail grading. Permission of Department is required.

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 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 5659 Professional Writing

[3 Credits] This course builds on earlier undergraduate English courses completed by students by focusing on specific types of writing in their profession: reports, essays, and reading and writing about research. Students will read and analyze various journal articles in their field, then write and re-write essays in response, synthesizing the professionals' work with their own. English grammar, punctuation and spelling skills are reviewed and refined. Vocabulary appropriate to scholarship is emphasized. Classroom activities include discussion and interchange of ideas, critical thinking exercises, drafting, writing papers, and editing and sharing completed papers with classmates. Group and team activities are encouraged as is using the school library.

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[1-2 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. Also includes basic electronics and instrumentation.

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 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 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 a third year 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 third year 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] Four 1 week long observations at the following locations: ENT office, hearing aid manufacturer, private practice, and educational audiology. 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, central auditory function, 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 LSUMC 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. 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, Au.D 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.

FACULTY ROSTER

EMERITI

BYERS, VINCENT W., PhD, University of Pittsburgh, 1961
Emeritus Professor of Communication Disorders

ABADIE, MARGO M., PhD, Louisiana State University, Baton Rouge, 1998
Associate Professor of Clinical Rehabilitation Counseling

ADAMS, PATRICIA H., BS, University of Alabama-Birmingham, 1973
Clinical Instructor in Physical Therapy

ALARIO, CATHY, BS, Nicholls State University, 1979
Clinical Instructor in Clinical Laboratory Sciences

ALIG, KELLY L., M.A., 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, BS, LSUHSC School of Allied Health Professions, 1988
Clinical Instructor in Physical Therapy

BABIN, MICHAEL, BS, LSU HSC School of Allied Health Professions, 1990
Clinical Instructor in Physical Therapy

BADEAUX, TYRONNE, BS, Nicholls State University, 1983
Clinical Instructor in Clinical Laboratory Sciences

BADON, Marchelle D., BS, Northeast Louisiana University, 1995
Clinical Instructor in Clinical Laboratory Sciences

BARRETT, BRIDGET, BS, Northeast Louisiana University, 1984
Clinical Instructor in Clinical Laboratory Sciences

BARROUQUERE, CATHERINE, BS, LSU Health Sciences Center, 1990
Clinical Instructor in Clinical Laboratory Sciences

BARTOL, SUSAN M., BS, LSU School of Allied Health Professions, 1984
Clinical Instructor in Physical Therapy

BATTEN, JEANNIE A., BS, LSU Health Sciences Center, 1997
Clinical Instructor in Physical Therapy

BEE, TRACY F., BS, LSUHSC School of Allied Health Professions, 1996
Clinical Instructor in Physical Therapy

BERGSMA, DONALD R., MD, Columbia University, 1965
Professor in Ophthalmic Medical Technology

BERLIN, CHARLES I., PhD, University of Pittsburgh, 1958
Professor of Communication Disorders

BERNARD, ROBIN, BS, Northeast Louisiana University, 1982
Clinical Instructor in Clinical Laboratory Sciences

BERTOLINO, DODIE A., M.P.T., LSUHSC School of Allied Health Professions, 1999
Clinical Instructor in Clinical Physical Therapy

BIRKE, JAMES A., PhD, LSU, 1993
Clinical Instructor in Physical Therapy

BLACK, DAWN A., BS, LSU School of Allied Health Professions, 1986
Instructor in Cardiopulmonary Science

BLACKBURN, TURNER, MS, University of Virginia, 1975
Clinical Instructor in Physical Therapy

BLANCHARD, ANGELA, BS, Nicholls State University, 1996
Clinical Instructor in Clinical Laboratory Sciences

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

[3 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] While ENG testing remains the primary tool for evaluating vestibular dysfunction, in recent years new computer assisted procedures have been developed that assess the patient's posture and balance functions. This course will focus on these new procedures which, in combination with ENG, provides a more complete picture of both peripheral and central vestibular problems.

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 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.

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

- BOOTH, CHIPLEY, BS, LSU Medical Center, 1976
Clinical Instructor in Clinical Laboratory Sciences
- BOYD, GILDA G., BS, Xavier University, New Orleans, LA, 1970
Clinical Instructor in Clinical Laboratory Sciences
- BOYTER, LORI, BS, LSUHSC School of Allied Health Professions, 1997
Clinical Instructor in Physical Therapy
- BRACKIN, LAURA, PhD, Louisiana State University, Baton Rouge, 2005
Assistant Professor of Interdisciplinary Human Studies
- BRANNON, KATHY, BS, LSUHSC School of Allied Health Professions, 1983
Clinical Instructor in Physical Therapy
- BRINSON, BELINDA M., BS, LSU Health Sciences Center, 1990
Clinical Instructor in Clinical Laboratory Sciences
- BROUSSARD, BLAISE, BS, LSUHSC School of Allied Health Professions, 1982
Clinical Instructor in Physical Therapy
- BROUSSARD, LARRY, PhD, University of Texas, 1974
Professor of Clinical Laboratory Sciences
- BROWN, MARK, BS, LSUHSC School of Allied Health Professions, 1980
Clinical Instructor in Physical Therapy
- BRUCHHAUS, DANELLE, M.H.S., Texas Woman's University, 1975
Clinical Instructor in Physical Therapy
- BURAS, KARLA, M.H.S., LSUHSC School of Allied Health Professions, 1997
Clinical Instructor in Physical Therapy
- BUSH, JACKIE, BS, University of Southwestern Louisiana, 1970
Clinical Instructor in Cardiopulmonary Science
- BUTLER, JULIE, BS, University of Washington, 1988
Clinical Instructor in Physical Therapy
- BUTLER, MONIQUE, BS, Loyola University, 1987
Clinical Instructor in Clinical Laboratory Sciences
- CABES, JILL C., BS, LSUHSC School of Allied Health Professions, 1991
Clinical Instructor in Physical Therapy
- CAIRO, JAMES M., PhD, LSU School of Graduate Studies of the Medical Center, 1986
Professor of Cardiopulmonary Science
- CANGIAMILLA, SALVADORE, BS, LSU Health Sciences Center, 1986,
Clinical Instructor in Cardiopulmonary Science
- CARDONA-LETULLE, CLARISA, B.Sc.; National Autonomous University of Honduras, 1985
Clinical Instructor in Clinical Laboratory Sciences
- CARLSON, PHYLLIS, BS, LSU Health Sciences Center, 1980
Clinical Instructor in Clinical Laboratory Sciences
- CARUSO, SALVATORE A., MSW., Tulane University, 1971
Assistant Professor Clinical, Interdisciplinary Human Studies
- CHABAUD, MARY, BS, Louisiana State University, 1977
Clinical Instructor in Clinical Laboratory Sciences
- CHAISSON, DONNA M., BS, Nicholls State University, 1980
Clinical Instructor in Clinical Laboratory Sciences
- CHAMBERLAIN, JERRY M., BS, St. Louis University, 1976
Clinical Instructor in Physical Therapy
- CHAUVIN, JANE, BS, Nicholls State University, 1981
Clinical Instructor in Clinical Laboratory Sciences
- CLAY, KIMBERLY, BS, University of Louisville, 1982
Clinical Instructor in Clinical Laboratory Sciences
- COMEAX, DAVID, P.BS, University of Southwestern Louisiana, 1975
Clinical Instructor in Clinical Laboratory Sciences
- COOPER, ROBIN, COMT, LSU Eye Center, 1990
Instructor in Ophthalmic Medical Technology
- COULTER, W. ALAN, PhD, University of Texas, 1991
Associate Professor of Interdisciplinary Human Studies
- CRANFORD, JERRY L., PhD, Vanderbilt University, 1969
Professor of Communication Disorders
- CROAL, DAYNA, BS LSUHSC School of Allied Health Professions, 1997
Clinical Instructor in Physical Therapy
- CRONAN, TIMOTHY, MS, Louisiana State University, 1983
Clinical Instructor in Physical Therapy
- DAVIS, SYLVIA M., PhD, Wichita State University, 1976
Professor of Communication Disorders
- DAVIS, SUE, BS, Louisiana State University Medical Center, 1982
Clinical Instructor in Cardiopulmonary Science
- DAVIS, VIRGINIA B., MS, Ball State University, 1976
Clinical Assistant Professor of Physical Therapy
- DELVISCO, SHARON, MSW., Southern University of New Orleans, 1998
Instructor of Interdisciplinary Human Studies
- DOHERTY, ALICE A., M.N.S., Louisiana State University, 1982
Clinical Instructor in Clinical Laboratory Sciences
- DOLAN, JOHN D., RhD. Southern Illinois University, 1983
Professor of Rehabilitation Counseling
- DUCOTE, SUSAN SHIFLETT, BS, LSUHSC School of Allied Health Professions, 1978
Clinical Instructor in Physical Therapy
- DUHON, MITZI L., BS, McNeese, 1995
Clinical Instructor in Clinical Laboratory Sciences
- DUKARIC-PAGE, ANGELA, BS, LSUHSC School of Allied Health Professions, 1994
Clinical Instructor in Physical Therapy
- DUPLANTIS, GRETCHEN M., BS, Eindoren Tech University, 2000
Clinical Instructor in Physical Therapy
- DUPUIS, LISA, BS, University of Southwestern Louisiana
Clinical Instructor in Clinical Laboratory Sciences
- EASON, JANE M., PhD, University of Florida, 1996
Associate Professor of Physical Therapy
- EASTERLY-TAYLOR, GINA, PhD, Florida State University, 2003
Assistant Professor of Interdisciplinary Human Studies
- ECKERMAN, JOHN B., BS, University of New Orleans, 1973
Clinical Instructor in Clinical Laboratory Sciences
- EICHER, CYNTHIA A., M.H.S., LSU Health Sciences Center, 1989
Clinical Instructor in Clinical Laboratory Sciences
- ELY, JANET, BS, Dominican College, 1978
Clinical Instructor in Clinical Laboratory Sciences
- EMMONS, RACHEL, M.P.T., LSUHSC School of Allied Health Professions, 2000
Clinical Instructor in Physical Therapy
- ESTES, DIANE, PhD, University of Texas at Austin, 1985
Clinical Assistant Professor of Interdisciplinary Human Studies
- EUBANKS, JONATHAN S., BS, LSU Health Sciences Center, 1989
Clinical Instructor in Clinical Laboratory Sciences

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

- FARLEY, MICHAEL E., BS, Southeastern Louisiana, 1972
Clinical Instructor in Clinical Laboratory Sciences
- FERACI, DEBBIE R., BS, LSUHSC School of Allied Health Professions, 1988
Clinical Instructor in Physical Therapy
- FIRMANI, MARCIA A., PhD, University of California, Berkeley, 2002
Assistant Professor of Clinical Laboratory Sciences
- FISHER, WILLIAM P., PhD, University of Chicago, 1988
Professor of Interdisciplinary Human Studies
Professor of Public Health & Preventive Medicine
Professor Genetics
- FITZGERALD, TARA, M.P.T., LSUHSC School of Allied Health Professions, 1998
Clinical Instructor in Physical Therapy
- FOLEY, ANGELA B., MS, LSU Health Sciences Center, 1982
Associate Professor of Clinical Laboratory Sciences
- FONTENELLE, SCUDDY, PhD, University of Southern Mississippi, 1982
Clinical Assistant Professor of Interdisciplinary Human Studies
- FREEMAN, ALLISON, M.P.T., LSUHSC School of Allied Health Professions, 2002
Clinical Instructor in Physical Therapy
- GAILLE, ELAINE H., M.Ed., University of New Orleans, 1979
Clinical Instructor in Physical Therapy
- GAINES, SUSAN, MS, University of Mississippi, 1978
Clinical Instructor in Clinical Laboratory Sciences
- GAUTREAUX, KALYN, M.P.T., LSUHSC School of Allied Health Professions, 1998
Clinical Instructor in Clinical Physical Therapy
- GEHMAN, MARY, E., M.A., University of New Orleans, 1987
Instructor in Rehabilitation Counseling
- GIBLIN, VICTORIA R., BS, Tulane University, 1965
Clinical Instructor in Clinical Laboratory Sciences
- GILBERT, LORAIN J, BS, LSUHSC School of Allied Health Professions, 1994
Clinical Instructor of Physical Therapy
- GILLESPIE, BARBARA, PhD, University of So. Mississippi, 1993
Clinical Assistant Professor of Interdisciplinary Human Studies
- GOODWIN, CRAIG M., BS, LSUHSC School of Allied Health Professions, 1987
Clinical Instructor in Physical Therapy
- GRANIER, LESLIE, M., BS, LSU Health Sciences Center, 1992
Clinical Instructor in Clinical Laboratory Sciences
- GREEN, DEBRA, BS, LSU Health Sciences Center
Clinical Instructor in Cardiopulmonary Science
- GREEN, JEFFERY, PhD, State University New York Sys All Inst., 1981
Professor of Anatomy
- GUGLIELMO, FRANCIS X., BS, LSU, 1964
Assistant Professor of Physical Therapy, Clinical
- GUIDO, JOHN A., M.P.T., Indianapolis University, 1998
Clinical Instructor in Physical Therapy
- GUIDROZ, RICHARD, BS, LSUHSC School of Allied Health Professions, 1976
Clinical Instructor of Physical Therapy
- GUILLORY, CAYLE, BS, Louisiana State University Medical Center, 1977
Clinical Instructor in Cardiopulmonary Science
- GUILLORY, JOAN D., M.Ed., University of New Orleans, 1978
Associate Professor of Clinical Interdisciplinary Human Studies
- GUNALDO, TINA P., D.P.T., Boston University, 2005
Instructor in Physical Therapy
- HAGAN, GLORIA A., MHS, LSU Health Sciences Center, 1985
Clinical Assistant Professor of Clinical Laboratory Sciences
- HALL, STANLEY M., MD, LSU School of Medicine in New Orleans, 1978
Clinical Associate Professor of Cardiopulmonary Science
- HAMPTON, GEORGE H., M.P.H., University of North Carolina, 1968
Clinical Associate Professor of Physical Therapy
- HARMON, MARTIN, MS, University of Arkansas, 1993
Clinical Instructor in Physical Therapy
- HEINE, FEDELE, BS, LSU Health Sciences Center, 1993
Clinical Instructor in Physical Therapy
- HEPBURN, JOYCELYN T., BS, University of New Orleans/LSU, 1987
Clinical Instructor in Clinical Laboratory Sciences
- HERNANDEZ, MARIA, BS, Nicholls State University, 1984
Clinical Instructor in Clinical Laboratory Sciences
- HILDRETH, MARGARET W., BS, SUNY Upstate Medical Center, 1983
Clinical Instructor in Physical Therapy
- HILDRETH, PAUL A., BS, Northwestern University, 1981
Clinical Instructor in Physical Therapy
- HOANG, HA, BS, LSU Health Sciences Center, 1995
Clinical Instructor in Physical Therapy
- HOLBROOK, CARLENE, BS, Corpus Christi State University, 1980
Clinical Instructor in Clinical Laboratory Sciences
- HOLLERAN, SHARON A., PhD, University of Kansas, Lawrence, 1994
Assistant Professor of Interdisciplinary Human Studies
- HOPKINS, LACY, M.H.S., LSU Health Sciences Center, 2000
Clinical Instructor in Rehabilitation Counseling
- HUGHES, ALICE D., M.Ed., University of New Orleans, 1983
Clinical Instructor in Clinical Laboratory Sciences
- HUMPHREY, ROY, M.P.T., LSUHSC School of Allied Health Professions, 1998
Clinical Instructor in Physical Therapy
- JAFFRI, RAZI, BS, Wichita State University, 1991
Clinical Instructor in Physical Therapy
- JAFFRI, SAYYEDA, BS, Wichita State University, 1991
Clinical Instructor in Physical Therapy
- JARREAU, PATSY C., M.H.S., LSU Health Sciences Center in New Orleans, 1989
Associate Professor of Clinical Laboratory Sciences
- JAMES, JERALD F., JR., M.S., University of Louisiana Lafayette, 1996
Clinical Instructor in Communication Disorders
- JETER, JAN T., PhD, University of Texas, 1972
Professor of Clinical Laboratory Sciences
- JONES, J. GREGG, BS, LSUHSC School of Allied Health Professions, 1985
Clinical Instructor in Physical Therapy
- JONES, K. BART, BS, LSUHSC School of Allied Health Professions, 1985
Clinical Instructor in Physical Therapy

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

- JUDD, DEBRA, PhD, Southern Mississippi University, 1988
Clinical Associate Professor of Interdisciplinary Human Studies
- KAY, MARIA W., BS, LSUHSC School of Allied Health Professions, 1977
Clinical Instructor in Physical Therapy
- KAUFMAN, HERBERT E., MD, Harvard University, 1956
Professor in Ophthalmic Medical Technology
- KERSTEN, AIMEE, M.B.A., University of New Orleans, 2002
Clinical Instructor in Physical Therapy
- KIRKLEY, KAREN, BS, Louisiana State University, 1973
Clinical Instructor in Clinical Laboratory Sciences
- KNIGHT, CHERYL, PhD, Western Michigan University, 1994
Clinical Assistant Professor of Interdisciplinary Human Studies
- KRATZ, KENNETH E., PhD, Kansas State University, 1975
Clinical Professor of Occupational & Physical Therapy, Associate Director, Office of Research Services
- LABAT, DONNA Z., BS, Loyola University, 1980
Clinical Instructor in Clinical Laboratory Sciences
- LABBE, ANDRE, BS, LSUHSC School of Allied Health Professions, 1991
Clinical Instructor in Physical Therapy
- LAFUCCI, TYLER, BS, LSUHSC School of Allied Health Professions, 1976
Clinical Instructor in Physical Therapy
- LANDRENEAU, AMY, BS, LSUHSC School of Allied Health, 1992
Clinical Instructor in Physical Therapy
- LANDRY, KATHLEEN O., MPH, LSUHSC School of Allied Health Professions, 2002
Clinical Instructor in Physical Therapy
- LAWRENCE, LOUANN, DrPH, University of Texas, 1994
Professor of Clinical Laboratory Sciences
- LAVERGNE, Oday J., BS, LSUHSC School of Allied Health Professions, 1978
Clinical Instructor in Physical Therapy
- LEACH, ARGIE M. P., M.H.S., LSU Health Sciences Center, 1999
Clinical Instructor in Clinical Laboratory Sciences
- LEACH, SUSAN J., MSPT, Columbia University, 1992
Instructor in Physical Therapy
- LE BLANC, ERROL J., BS, LSUHSC School of Allied Health Professions, 1975
Clinical Instructor in Physical Therapy
- LE BLANC, KINTA M., MPT, LSUHSC School of Allied Health Professions, 1998
Clinical Instructor in Physical Therapy
- LEDET, JEFF, AD, Delgado Community College, 1997
Clinical Associate in Physical Therapy
- LECOMPTE, CORINNE R., BS, University of Scranton, 1994
Clinical Instructor in Physical Therapy
- LEGE, REBECCA A., BS, University of Texas, 1971
Clinical Assistant Professor of Physical Therapy
- LEVITZKY, MICHAEL, PhD, Albany Medical College, 1975
Professor of Cardiopulmonary Science
- LEWIS, ARLENE, BS, Xavier University, 1982
Clinical Instructor in Clinical Laboratory Sciences
- LIPSCOMB, GARY E., MD, University of Tennessee, 1975
Associate Professor of Clinical Laboratory Sciences
- LOBELL, THEA, PhD, Florida State University, 2006
Clinical Assistant Professor of Interdisciplinary Human Studies
- LORD, KEVIN, BS, LSU Health Sciences Center, 1994
Instructor in Cardiopulmonary Science
- LOWERY, TERESA M., BS, Texas Woman's University, 1988
Clinical Instructor in Physical Therapy
- LUSCO, CHERI A., BS, University of New Orleans/LSU Health Sciences Center, 1982
Clinical Instructor in Clinical Laboratory Sciences
- LUSTER, JANE NELL, PhD, Louisiana State University, Baton Rouge, 1993
Clinical Assistant Professor of Interdisciplinary Human Studies
- LYKES, ALOMA R., M.C.D., LSU School of Allied Health Professions, 1976
Associate Professor of Clinical Communication Disorders
- MAJONOS, JOYCE A., M.A., Central Michigan University, 1981
Clinical Assistant Professor of Clinical Laboratory Sciences
- MALEK, STEVE, MSPT, Columbia University, 1990
Clinical Instructor in Physical Therapy
- MANGUM, SHANNON W., MPS, Loyola University, New Orleans
Assistant Professor of Clinical Occupational Therapy
- MARCEAUX, ALEXANDRA, BS, LSUHSC School of Allied Health Professions, 1997
Clinical Instructor in Physical Therapy
- MARIER, JOANNE CAIN, J.D., Tulane University, 1981
Associate Professor of Clinical Physical Therapy
- MARKS, LA SHAWN, BS, LSU Health Sciences Center, 1994
Clinical Instructor in Clinical Laboratory Sciences
- MARTIN, ERIN E., PHD, University of Mississippi, 2005
Assistant Professor in Rehabilitation Counseling
- MARTINEZ, MARIE LOUISE, BS, University of Southwest Louisiana, 1945
Clinical Instructor in Clinical Laboratory Sciences
- MARTINEZ, ORLANDO, M.P.T., LSUHSC School of Allied Professions, 2003
Clinical Instructor in Physical Therapy
- MATERNE, MARIE B., MST, Loyola University, 1994
Clinical Instructor in Clinical Laboratory Sciences
- MATTE, DARLENE, BS, University of Southwestern Louisiana, 1993
Clinical Instructor in Clinical Laboratory Sciences
- MAYS, SYLVIA, BS, University of Southwestern Louisiana, 1967
Clinical Instructor in Clinical Laboratory Sciences
- MC CARTHY, HENRY, PhD, University of Kansas, 1977
Professor of Rehabilitation Counseling
- MC CLUSKEY, GEORGE, BS, Auburn University, 1953
Clinical Assistant Professor of Physical Therapy
- MC ILWAIN, ELIZABETH, BS, LSU Health Sciences Center, 1985
Assistant Professor of Clinical Cardiopulmonary Science
- MC LEOD, MAX AUENTIN, BS, LSUHSC School of Allied Health Professions, 1973
Clinical Instructor in Physical Therapy
- MEARS, ELIA M., MS, University of St. Francis, 1990
Clinical Instructor in Clinical Laboratory Sciences
- MELANCON, JESSICA, MPT, LSUHSC School of Allied Health Professions, 2000
Clinical Instructor in Physical Therapy
- MALEK, STEVE – MSPT, Columbia University, 1990
Clinical Instructor in Physical Therapy
- MIDKIFF, HELENA, BS, LSU Health Sciences Center, 1980
Instructor in Cardiopulmonary Science

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

- MORMAN, VALARIE, BS, LSU Health Sciences Center, 1990
Instructor in Cardiopulmonary Science
- MOLL, TRACY L., BS, LSU Health Sciences Center, 1993
Clinical Instructor in Clinical Laboratory Sciences
- MOORE, CYNTHIA M., BS, Nicholls State University, 1984
Instructor in Clinical Laboratory Sciences
- MORAN, SYLVIA, MS, Mount St. Mary's College, 1996
Clinical Instructor in Physical Therapy
- MOREAU, AL C., BS, University of Alabama- Birmingham, 1974
Clinical Instructor in Physical Therapy
- MOREHOUSE, C. ROBIN, AuD, University of Florida, 2002
Associate Professor of Clinical Communication Disorders
- MORGAN-D'ATRI, CINDY, PhD, Louisiana State University, 1997
Clinical Assistant Professor of Interdisciplinary Human Studies
- MULLOOLY, MONICA, BS, Nicholls State University, 1984
Clinical Instructor in Clinical Laboratory Sciences
- MUSSO, JOHN, BS, LSUHSC School of Allied Health Professions, 1977
Clinical Instructor in Physical Therapy
- NELSON, T. KIRK, MPT, LSUHSC School of Allied Health Professions, 2000
Instructor in Physical Therapy
- NEWMAN, WILLIAM P., MD, LSU School of Medicine in New Orleans, 1967
Professor of Clinical Laboratory Sciences
- NICHOLLS, THERESA—MCD, LSU School of Allied Health Professions, 1996
Clinical Instructor in Communication Disorders
- NORMAN, CAROLYN WAYNETTE, MS, LSU Health Sciences Center, 1970
Clinical Assistant Professor of Clinical Laboratory Sciences
- NORTH, KEIL, BS, LSUHSC School of Allied Health Professions, 1979
Clinical Instructor in Physical Therapy
- OLDAG, JOYE, BS, Nicholls State University, 1980
Clinical Instructor in Clinical Laboratory Sciences
- OLINDE, KAREN, BS, LSUHSC School of Allied Health Professions, 1997
Clinical Instructor in Physical Therapy
- ORTEGO, RANDY, BS, LSU Health Sciences Center, 1993
Clinical Instructor in Clinical Laboratory Sciences
- ORTIZ, KELLY A., MPT, LSUHSC School of Allied Health Professions, 2001
Clinical Instructor in Physical Therapy
- ORSO, BELINDA, BS, LSU Health Sciences Center, 1992
Clinical Instructor in Clinical Laboratory Sciences
- PACACCIO, TRACY, MPT, LSUHSC School of Allied Health Professions, 1998
Clinical Instructor in Physical Therapy
- PAGE, PHILLIP, MS, Mississippi State University, 1992
Clinical Instructor in Physical Therapy
- PATTERSON, CONSTANCE, PhD, Illinois State University, 1999
Assistant Professor of Interdisciplinary Human Studies
- PELLETT, ANDREW A., PhD, LSU Health Sciences Center, 1991
Associate Professor of Cardiopulmonary Science
- PERSINGER, LISA, PhD, Indiana University, 2000
Clinical Assistant Professor of Interdisciplinary Human Studies
- POCHE, PATSY C., M.Ed., University of New Orleans, 1972
Associate Professor of Interdisciplinary Human Studies
- POSITERRY, MELANIE A., BS, Nicholls State University, 1982
Clinical Instructor in Clinical Laboratory Sciences
- QUAGLINO, SHANNON, BS, LSU Health Sciences Center, 1991
Clinical Instructor in Clinical Laboratory Sciences
- QUALLS, DAVID W., BS, LSUHSC School of Allied Health Professions, 1974
Clinical Instructor in Physical Therapy
- RABALAIS, RUTH K., BS, LSU Health Sciences Center, 1978
Clinical Instructor in Clinical Laboratory Sciences
- RAGAN, FRANCIS A., JR., 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
- REEDER, ANN ADAMS, MS, Duke University, 1989
Assistant Professor of Clinical Physical Therapy
- REEDER, KENNETH, PhD, University of Alabama in Birmingham, 1991
Associate Professor of Physical Therapy
- REICHARD, JOHN, AD, Delgado Community College, 1995
Clinical Assistant in Physical Therapy
- REMLINGER, SCOTT, BS, University of Texas Medical Branch at Galveston, 1986
Clinical Instructor in Physical Therapy
- RICE, MARGARET, BS, Northwestern State University, 1977
Clinical Instructor in Clinical Laboratory Sciences
- RICHARD, VERA D., BS, Xavier University, 1975
Clinical Instructor in Clinical Laboratory Sciences
- RICHARDS, HELEN, BS, University of New Orleans/LSU Health Sciences Center, 1982
Clinical Instructor in Clinical Laboratory Sciences
- RIGGLE, PATRICIA A., MS, Southern Illinois University at Edwardsville, 1981
Clinical Instructor in Rehabilitation Counseling
- RITTER, LISA, BS, University of Maryland, 1989
Clinical Instructor in Physical Therapy
- RIVERS, EILEEN, PhD, University of New Orleans, 1993
Instructor of Interdisciplinary Human Studies
- ROBERTSON, NANCY, M.A., Fort Hays State University, 1980
Associate Professor of Clinical Interdisciplinary Human Studies
- RODRIGUE, LONNIE, BS, Nicholls State University, 1989
Clinical Instructor in Clinical Laboratory Sciences
- RODRIGUEZ, FRED H., JR., MD, LSU School of Medicine in New Orleans, 1975
Professor of Clinical Laboratory Sciences
- ROGERS, MICHAEL D., BS, State University of New York, 1975
Clinical Instructor in Physical Therapy
- ROMERO, CHRISTINE, COT, LSU Eye Center, 1993
Instructor in Ophthalmic Medical Technology
- ROMOCEAN, SUZANNE, MS, Temple University, 1996
Clinical Instructor in Physical Therapy
- RUBIN, SCOTT S., PhD, The University of Georgia, 1993
Associate Professor of Communication Disorders
- SACKETT, LISA, BS, LSU Health Sciences Center, 1980
Clinical Instructor in Clinical Laboratory Sciences
- SAMUELS, MONROE S., MD, LSU School of Medicine in New Orleans, 1950
Professor of Clinical Laboratory Sciences

- SCHEER, WILLIAM D., PhD, LSU School of Graduate Studies of the Medical Center, 1976
Professor of Clinical Laboratory Sciences
- SCHERER, STEVEN J., MS, Texas Woman's University, 1992
Clinical Instructor in Physical Therapy
- SCHMITT, GRETA, M.P.T., LSUHSC School of Allied Health Professions, 2000
Clinical Instructor in Physical Therapy
- SEYLER, CARLA, M.Ed., Loyola University, 1987
Clinical Instructor of Rehabilitation Counseling
- SHINE, JOSEPH L., BS, LSU Health Sciences Center, 1996
Clinical Instructor in Physical Therapy
- SHOLES, RONALD J., J.D., Loyola University, 1984
Clinical Assistant Professor of Physical Therapy
- SILVESTRI, JAMES, BS, LSUHSC School of Allied Health Professions, 1991
Clinical Instructor in Physical Therapy
- SLIMAN, KAYLA, M.P.T., LSUHSC School of Allied Health Professions, 2002
Instructor in Physical Therapy
- SMITH, ANNA, BS, LSUHSC School of Allied Health Professions, 1996
Clinical Instructor in Physical Therapy
- SMITH, BRENDA H., BS, Southern University, 1972
Clinical Instructor in Clinical Laboratory Sciences
- SMITH, LAVONNE S., BSN., LSU School of Nursing, 1980
Instructor in Interdisciplinary Human Studies
- SMITH, RICHARD K., BS, LSU Health Sciences Center, 1995
Clinical Instructor in Clinical Laboratory Sciences
- SORRENTO, DAN, BS, Northeastern, 1979
Clinical Instructor in Physical Therapy
- STAGG, LOIS, M.P.T., LSUHSC School of Allied Health Professions, 1998
Clinical Instructor in Physical Therapy
- STARRETT, ANDREA L., MD, Tulane University, 1971
Clinical Assistant Professor of Interdisciplinary Human Studies
- STARRING, DEBORAH, MS, University of Alabama in Birmingham, 1985
Clinical Instructor in Physical Therapy
- STEMMANS, PEGGY A., BS, Northeastern Louisiana State University, 1970
Clinical Instructor in Clinical Laboratory Sciences
- STEWART, BONNIE S., MS, Texas Woman's University, 1981
Clinical Instructor in Physical Therapy
- STEWART, JILL, MS, University of Texas Medical Center, 1995
Clinical Instructor in Physical Therapy
- STIEGMAN, JOHN, BS, Holy Cross College, 1998
Instructor in Interdisciplinary Human Studies
- STOKES, LARRY S., PhD, University of New Orleans, 1998
Clinical Instructor in Rehabilitation Counseling
- STRADLEY, SHARON, BS, LSU Health Sciences Center, 1992
Clinical Instructor in Clinical Laboratory Sciences
- STARRING, DEBORAH T, MS, University of Alabama-Birmingham, 1985
Clinical Instructor in Physical Therapy
- STRICKLIN, SARINTHA A., PhD, University of New Orleans, 1997
Associate Professor of Clinical Interdisciplinary Human Studies
- STRONG, JACK P., MD, LSU School of Medicine in New Orleans, 1951
Professor of Clinical Laboratory Sciences
- SUAREZ, ALFREDO, MD, Universidad Central Venezuela (Venezuela), 1965
Associate Professor of Clinical Laboratory Sciences
- SWANSON, DAMITA, BS, LSU School of Allied Health Professions, 1989
Clinical Instructor in Physical Therapy
- TAUZIER, DARLENE, BS, LSUHC School of Allied Health Professions, 1995
Clinical Instructor in Clinical Laboratory Sciences
- TAYLOR, EVE, PhD, Tulane University, 1984
Professor of Occupational Therapy
- TEFEL, LUISA, BS, LSU Health Sciences Center, 1989
Clinical Instructor in Clinical Laboratory Sciences
- TERRILL, LORI, BS, University of Mississippi Medical Center, 1986
Clinical Instructor in Physical Therapy
- THIBODEAUX, CELIA, BS, LSUHSC School of Allied Health Professions, 1997
Clinical Instructor in Physical Therapy
- THIBODEAUX, DIANA B., BS, University of Southwest Louisiana, 1967
Clinical Instructor in Clinical Laboratory Sciences
- THOMAS, KIM T., MST, Loyola University of the South, 1991
Clinical Instructor in Clinical Laboratory Sciences
- THOMAS, MACK A., MD, LSU School of Medicine in New Orleans, 1962
Professor of Cardiopulmonary Science
- THOMPSON, JOSHEPHINE, M.A., Xavier University, 1989
Assistant Professor of Clinical Occupational Therapy
- THOMSON, BELINDA, BS, University of New Orleans, 1972
Clinical Instructor in Clinical Laboratory Sciences
- TIETJEN, DOUGLAS, BS, Kansas State University, 1968
Clinical Instructor in Physical Therapy
- TRAPANI, LISA M., BS, LSUHSC School of Allied Health Professions, 1990
Clinical Instructor in Physical Therapy
- TULLEY, RICHARD T., PhD, LSU School of Graduate Studies of the Medical Center, 1979
Associate Professor of Clinical Laboratory Sciences
- TURNER, ROBERT G., PhD, University of Florida, 1975
Professor of Communication Disorders
- VAKOS, JIM, MS, University of Kentucky, 1990
Clinical Instructor of Physical Therapy
- VAN DER HEYDEN, AMANDA, PhD, Louisiana State University, 2001
Adjunct Assistant Professor of Interdisciplinary Human Studies
- VIGIL, JOSEPH, PhD, Memphis State University, 2003
Instructor in Rehabilitation Counseling
- WALL, JEFFREY, M.H.S., LSU Health Sciences Center, 1990
Clinical Instructor in Clinical Laboratory Sciences
- WARD, PAULA, M.A., Central Michigan University, 1982
Clinical Instructor in Clinical Laboratory Sciences
- WARREN, REGINA, J.D., Loyola University, 1995
Instructor of Interdisciplinary Human Studies
- WASCOM, JULIE, BS, Our lady of Holy Cross College, 1994
Clinical Instructor in Clinical Laboratory Sciences
- WEHLANDER, RONALD S., MS, University of Texas, 1975
Clinical Instructor in Physical Therapy
- WELTY, ERIN, M.P.T., LSU Health Sciences Center, 2002
Clinical Instructor in Physical Therapy
- WEISS, ELIZABETH L., PhD, Tulane University, 1988
Professor of Physical Therapy

WENDT-HARRIS, BARBARA, PhD, University of Connecticut, 1997
Assistant Professor of Clinical Communication Disorders

WERNER, SHERRY, PhD, Pennsylvania State University, 1996
Clinical Instructor in Physical Therapy

WHITTINGTON, NORMA, BS, Southeastern Louisiana University, 1965
Clinical Instructor in Clinical Laboratory Sciences

WILLIAMS, ALESIA, PhD, University of Southern Mississippi, 1991
Clinical Assistant Professor of Interdisciplinary Human Studies

WILLIAMS, ELIZABETH F, M.H.S., LSU Health Sciences Center, New Orleans, 1988
Associate Professor of Clinical Laboratory Sciences

WILSON, PHILIP G., PhD, University of Illinois, 1991
Associate Professor of Clinical Interdisciplinary Human Studies

ZAMJAHN, JOHN, M.H.S., LSU Health Sciences Center, 1996
Instructor in Cardiopulmonary Science

ZAUNBRECHER, LUCILLE F., BS, University of Southwestern Louisiana, 1967
Clinical Instructor in Clinical Laboratory Sciences

ZITZMANN, MICHELE B., M.H.S., 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: Hall, Pellett, Simmons

ASSISTANT PROFESSOR: McIlwain

INSTRUCTOR: Amadon, Black, Bush, Cangiamilla, Davis, Guillory, Lord, McClarity, McIlwain, Midkiff, Morman, Zamjahn

Clinical Laboratory Sciences

PROFESSOR: Bergsma, Broussard, Jeter, Kaufman, Lawrence, Newman, Rodriguez, Samuels, Scheer, Strong

ASSOCIATE PROFESSOR: Foley, Jarreau, Lipscomb, Suarez, Tulley, Williams, Zitzmann

ASSISTANT PROFESSOR: Firmani, Majonos, Hagan, Norman, Ragan,

INSTRUCTOR: Alario; Badon; Barrett; Baurrouquere; Bennett; Bernard; Blanchard; Booth; Boyd; Brinson; Butler K.; Butler M.; Cardona-Letulle; Carlson; Chabaud; Chaisson; Chatelain; Chauvin; Clay; Comeaux; Cooper; Doherty; Duhon; Dupuis; Eckerman; Eicher; Ely; Eubanks; Farley; Fink; Gaines; Giblin; Granier; Hepburn; Hernandez; Holbrook; Hughes; Kirkley; Labat; Leach; Lee; Lewis; Lusco; Marks; Martinez; Materne; Matte; Mays; Mears; Moll; Mullooly; Naylor; Oldag; Ortego; Ourso; Positerry; Quagliano; Rabalais; Rice; Richard; Richards; Robichaux; Rodrigue;

Romero; Sackett; Smith B.; Smith, R.; Stemmans; Stradley; Tauzier; Tefel; Thibodeaux; Thomas; Thomson; Wall; Ward; Wascom; Whittington; Zaunbrecher

Communication Disorders

PROFESSOR: Berlin, Cranford, Davis, Green, Turner

ASSOCIATE PROFESSOR: Lykes, Morehouse, Rubin

ASSISTANT PROFESSOR: Wendt-Harris

INSTRUCTOR: James, Nicholls

Interdisciplinary Human Studies

PROFESSOR: Fisher

ASSOCIATE PROFESSOR: Coulter, Guillory, Judd, Poche, Robertson, Strickland, Wilson

ASSISTANT PROFESSOR: Brackin, Caruso, Easterly-Taylor, Estes, Fontenelle, Gillespie, Lobell, Luster, Knight, Morgan-D'Atrio; Patterson, Persinger, Sevin, Starrett, Van Der Heyden, Williams

INSTRUCTOR: Delvisco, Rivers, Smith, Stiegman

Occupational Therapy

PROFESSOR: Kratz, Taylor

ASSISTANT PROFESSOR: Alig, Mangum, Ramsdell, Thompson,

Physical Therapy

PROFESSOR: Kratz, Weiss

ASSOCIATE PROFESSOR: Eason; Marier; Reeder, K.

ASSISTANT PROFESSOR: Davis; Gugliemo; Lege, McCluskey; Reeder, A.; Sholes,

INSTRUCTOR: Adams; Arcement; Babin; Bartol; Batten; Bee; Bertolino; Birke; Blackburn; Boyter; Brannon; Broussard; Brown; Bruchhaus; Buras; Butler; Cabes; Chamberlain; Croal; Cronan; Ducote; Dukaric-Page; Duplantis; Emmons; Feraci; Fitzgerald; Freeman; Gaille; Gautreaux; Gilbert; Goodwin; Guido; Guidroz; Harmon; Heine; Hildreth, M.; Hildreth, P.; Hoang, Humphrey; Jaffri, R.; Jaffri, S.; Jones, J; Jones, K.; Kay; Kersten; Labbe; Lafauci; Landreneau; Landry, K.; Lavergne; Leach; LeBlanc E.; LeBlanc, K.; Ledet; LeCompte; Lowery; Marceaux; Malek; Martinez; McLeod; Melancon; Moran; Moreau; Musso; Nelson; North; Olinde; Ortiz; Pacaccio; Page; Qualls; Reichard; Remlinger; Ritter; Rogers; Romocea; Scherer; Schmidt; Shine; Silvestri; Sliiman; Smith, A.; Sorrento; Stagg; Starring; Stewart, B.; Stewart, J.; Swanson; Terrill; Thibodeaux; Tietjen; Trapani; Vakos; Wehlander; Welty; Werner

Rehabilitation Counseling

PROFESSOR: Dolan, McCarthy

ASSOCIATE PROFESSOR: Abadie

ASSISTANT PROFESSOR: Martin

INSTRUCTOR: Gehman, Hopkins, Lobell, Riggles, Seyler, Stokes, Vigil



LSU Health Sciences Center in New Orleans School of Dentistry

LSU HEALTH SCIENCES CENTER IN NEW ORLEANS SCHOOL OF DENTISTRY



Eric J. Hovland, DDS, MEd, MBA, Dean

Appointed to the Deanship: August 30, 1993

Appointed to the Health Sciences Center Faculty: August 30, 1993

Faculty Academic Rank: Professor of Endodontics

Address: LSU School of Dentistry
8000 G.S.R.I. Avenue
Baton Rouge, LA 70820

Telephone Number: (225) 334-1816

Website: <http://www.lsusd.lsuhsd.edu>

Administration

ERIC J. HOVLAND, DDS, MEd, MBA
Dean

GARY T. MCDONALD, DDS, MEd
Associate Dean for Clinical and Hospital Affairs

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*

JOHN O. BURGESS, DDS, MS
*Assistant Dean for Clinical Research & Head of
Department of Operative Dentistry &
Biomaterials*

JAGDISH M. CHADHA, DDS, MS
*Assistant Dean for Advanced Education & Head
of Department of Orthodontics*

JIM C. WEIR, DDS, JD
*Assistant Dean for Admissions & Head of
Department of Oral & Maxillofacial Pathology*

ANTHONY J. DIVINCENTI, MBA
Assistant Dean for Fiscal Affairs

DIANA M. GARDINER, PhD
Assistant Dean for Educational Services

VINCENT N. LIBERTO, DDS
*Assistant Dean for Continuing Dental
Education*

REBECCA G. POUSSON, MBA
*Director of Clinic Support and Staff
Development*

ALLAN P. RAPPOLD, DDS
Director of Clinic Operations

ROBERT E. BARSLEY, DDS, JD
Director of Dental Health Resources/Medicaid

DARLENE P. BRUNET, MEd
Director of Student Affairs

JOANNE COURVILLE
Assistant to the Dean

TRACI HAMANN
Coordinator of Community Affairs

Administrative Council

ERIC J. HOVLAND, DDS, Chairman
Dean, LSU School of Dentistry

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

SANDRA C. ANDRIEU, PhD
Associate Dean for Academic Affairs

ROBERT E. BARSLEY, DDS
Director of Dental Health Resources/Medicaid

DARLENE P. BRUNET, MEd
Director of Student Affairs

JOHN O. BURGESS, DDS
Assistant Dean of Clinical Dental Research and Head of the Department of Operative Dentistry and Biomaterials

James E. Cade, DDS
Acting Head of the Department of Oral Diagnosis, Medicine, and Radiology

JAGDISH M. CHADHA, DDS
Assistant Dean of Advanced Education and Head of the Department of Orthodontics

GERARD J. CHICHE, DDS
Head of the Department of Prosthodontics

WILLIAM M. CHILIAN, PhD
Head of the Department of Physiology

JOANNE COURVILLE
Assistant to the Dean

DOUGLAS N. DEDERICH, DDS
Head of the Department of Periodontics

ANTHONY J. DIVINCENTI, MBA
Assistant Dean for Fiscal Affairs

CLIFTON O. DUMMETT, JR., DDS
Head of the Department of Pediatric Dentistry

SUZANNE K. FARRAR, RDH
Faculty Representative, Clinical Assistant Professor, Program in Dental Hygiene

PAUL L. FIDEL, PhD
Associate Dean for Research and Director of Center of Excellence in Oral and Craniofacial Biology

DIANA M. GARDINER, PhD
Assistant Dean for Educational Services

FRANCIS T. GIACONA, DDS
Faculty Representative, Clinical Assistant Professor, Department of General Dentistry

ARTHUR L. HAAS III, PhD
Head of Department of Biochemistry and Molecular Biology

TRACI HAMANN
Coordinator of Community Affairs

BRONYA J. KEATS, PhD
Head of Department of Genetics

JOHN N. KENT, DDS
Head of the Department of Oral and Maxillofacial Surgery

STEPHEN M. LANIER, PhD
Head of the Department of Pharmacology and Experimental Therapeutics

RONALD R. LEMON, DMD
Head of the Department of Endodontics

VINCENT N. LIBERTO, DDS
Assistant Dean for Continuing Dental Education

RONALD B. LUFTIG, PhD
Head of the Department of Microbiology, Immunology, and Parasitology

CAROLINE F. MASON, MEd
Coordinator of the Program in Dental Hygiene

SAMUEL G. McCLUGAGE, PhD
Interim Head of the Department of Cell Biology and Anatomy

GARY T. McDONALD, DDS
Associate Dean for Clinical and Hospital Affairs

AURIE MOELLER, DDS
Faculty Representative, Assistant Professor, Department of Prosthodontics

MICHAEL O'BRIEN, DDS
Faculty Representative, Associate Professor, Department of Oral & Maxillofacial Surgery

REBECCA G. POUSSON, MBA
Director of Clinical Support and Staff Development

ALLAN P. RAPPOLD, DDS
Director of Clinic Operations

JOHN R. RITCHIE, DDS
Head of the Department of General Dentistry

WILBA S. SWEARINGEN, MLS
Head of Medical Bibliography

JIM C. WEIR, DDS
Assistant Dean of Admissions and Head of the Department of Oral & Maxillofacial Pathology

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

Four deans have served the Louisiana State University Health Sciences Center School of Dentistry since its establishment in 1966. The names of the four 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)

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.

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 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 Auxiliaries

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.

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 Dean's Scholarship - Annual scholarships in the amount of \$500.00 are awarded to a first- and second-year dental hygiene student, and a first-, second-, and third-year dental laboratory technology student who earned the highest overall GPA.

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 possess 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 six academic performance advancement committees including one for each dental class, one for the dental hygiene program and one for the dental laboratory technology program. 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 maintain a 2.0 grade point average for each term.
3. The student must satisfactorily meet all TECHNICAL STANDARDS.

4. 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 or required to repeat an entire academic year of study. A student not satisfactorily meeting all of the TECHNICAL STANDARDS or 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. With the approval of the dean, the committee will recommend that a student who is not making satisfactory progress be dropped from the rolls of the school.

Promotions

After a student has been admitted to the school of dentistry, the student's advancement to the next succeeding class and ultimate graduation depend on the student's demonstration of SATISFACTORY PROGRESS as defined above and the approval and recommendation 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 year, 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. A mid-year review is made for all students in all programs. All students with grade point averages below 1.0 will be dropped from the rolls for academic deficiencies. Dental hygiene or dental laboratory technology students with grade point averages below 1.5 will be dropped from the rolls for academic deficiencies (applies to programs on semester basis). The committee may require a student with a grade point average between 1.70 up to and including 1.99 to be dropped from the rolls for poor scholarship. A student with a grade point average below 1.70 will be dropped from the rolls for poor scholarship. 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 further certain 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 and no year may be repeated more than once. 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, and no year may be repeated more than once. The time granted a student for a LEAVE OF 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

LSUSD has a standard policy for attendance in all didactic and pre-clinical courses for the program in dentistry, dental hygiene and dental laboratory technology as well as a policy for attendance in all clinical courses for the programs in dentistry. 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 LEAVE OF ABSENCE, as described herein.

Clinical Courses (Program in Dentistry)

All third- and fourth-year dental students are required to attend 90% of the scheduled clinic sessions in order to be promoted and/or to graduate. Lab-work sessions, personal commitments, and illness are included in the 10% missed sessions allowed. Students who exceed the 10% missed-session limit will be allowed to remediate by working in additional clinic sessions. Remediation will begin as soon as possible after the completion of the academic year. This will only be permitted during the available scheduled clinic sessions before the start of the next year. If there are not enough sessions available, the third-year student will not be promoted to the fourth year. Fourth-year students who cannot complete their remediation prior to graduation will graduate at the next regularly scheduled LSU Health Sciences Center graduation.

Clinical Courses (Program in Dental Hygiene)

Dental hygiene students are required to attend 90% of all scheduled clinic sessions. There are no excused absences. The only exception is an APPROVED leave of absence as described for didactic and pre-Clinical courses above. Students who exceed the 10% missed-session limit shall have their final clinic grade reduced according to the respective clinic-course outline.

GRADING SYSTEM

The school of dentistry uses the letter grades of A, B, C, D and F for final course grades. Numerical values are established by the Academic Performance Advancement Committee and published in the *LSUSD Student Handbook of Policies and Procedures*. The grades of A, B, C and D 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, D = 1 quality point, 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, D = 1 quality point, 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 elective 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

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.

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 appeal to the Ad Hoc Academic Appeals Committee. The committee shall consist of three faculty members appointed by the dean of the school of dentistry. The student's appeal to the Standing Appeals Committee must be made within five working days after notification of the department head's decision. The Standing 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.

Leave of Absence

The dean or his assignee may grant a petition for a short leave of absence in case of illness, pregnancy, approved 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. Extended medical or personal leaves of absence will be considered through the dean's office on a case-by-case basis.

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:

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.

SUPPORT SERVICES

Educational Services

Educational Services has five sections: Instructional Services, Graphic Arts, Photography, Television/Audiovisual, and Editorial. Instructional Services offers form production, scanning, and data analysis for remote-site clinic services, and surveys such as quality assurance, patient satisfaction, and alumni. It provides course evaluations for the programs in dentistry, dental hygiene, dental laboratory technology, and continuing education and operates the Scantron on-line testing and exam scoring system. Graphic Arts offers a wide variety of production services including those for medical illustrations, computer-generated slides, newsletters, brochures, signs, posters, and certificates. Photography works closely with the Graphic Arts Section in the imaging and processing of computer-generated slides. The TV/AV Section operates and maintains the TV/AV equipment throughout the school and also produces TV/AV material in its state-of-the-art studio and production suite for student projects, teaching programs, and other activities. This section oversees scheduling and operation of the three compressed video distance-learning rooms (two at LSUSD and one in Lafayette). This section is also responsible for the telecommunications system for the school. The administrative office of Educational Services manages auditorium and classroom scheduling. The Editorial Section provides editorial services for basic-science and clinical-science research articles, chapters, books, NIH grant proposals, theses, and miscellaneous school documents, including *Dentistry*, the newsletter for LSUSD alumni and friends. It also publishes *LSUSD News*, the in-house quarterly school newsletter, and submits press releases on faculty, student, and staff accomplishments to the mainstream and dental media.

Computer Services

LSUSD Computer Services (LSUSD CS) maintains and supports the LSUSD Local Area Network, which is connected via fiber optic cable to Enterprise Computer Services at the Health Sciences Center. The LSUSD CS supports all faculty, staff, and student workstations, required student laptops, e-mail accounts, the computer teaching laboratory and the general-access computers in the dental library. LSUSD CS operates a help desk line from 8:00 AM to 5:30 PM, and Enterprise Computer Services provides after-hours support. LSUSD Computer Services operates two computer labs. The Library Computer Lab is open all hours that the dental school library is open. The Computer Services lab is located in Clinic 5441 and is open during normal work days from 9:00 AM to 5:00 PM. The 5th floor lab is also a teaching lab, so it may be closed during scheduled classes.

LSUSD Computer Services provides students with a computer orientation and makes available to students much of its training sessions on using supported software.

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 demonstrated standards of professional character, conduct and integrity that warrant the public confidence and trust bestowed on them as health professionals.
4. 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.
5. 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.

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 60 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.

Library

The LSUHSC School of Dentistry Library, a branch of the LSUHSC Libraries, is the only complete collection of dental literature in Louisiana. The collection and services are open to all members of the dental profession. The dental library owns more than 27,000 volumes, including over 8,000 monographs and 200 current serial subscriptions. A web-based integrated library system provides online access to library holdings and networked biomedical databases including MEDLINE. Dental library faculty members teach classes and seminars in the use of library services and online search techniques. Other services available are online searching, interlibrary loan, and distance education assistance. The library provides computers for access to library systems, as well as a computer lab with workstations connected to the dental school network for all computer applications.

Summer Externship Program

Each summer, dental students between their junior and senior years have the opportunity to practice dentistry in hospitals, dental schools, and dental clinics around the world. It allows them to perfect their dental techniques and, in many cases, to provide care to needy populations. The summer externship program is a tremendous learning experience that provides lasting benefits for all participants.

Senior Advanced Practice Clinic

The APC clinic was established in 2002 to prepare students for private practice. The four-chair, state-of-the-art clinic simulates a private office environment and gives each student the opportunity to practice four-handed dentistry, working with a dental assistant over a concentrated period of time. It also offers the student the opportunity to work with each of the four four-handed dentistry delivery systems, helping them to decide which they like best before they enter private practice and incur the cost of purchasing operatory equipment. Part of the APC patient pool also consists of those less fortunate, including patients of the New Orleans Musicians Clinic and inner-city youth who participate in the New Orleans Job Corps program. These experiences further expose students to treating underserved populations.

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 patient services offered by the LSU Health Sciences Center School of Dentistry, call (504) 619-8535 or 619-8536. Center of Excellence in Oral and Craniofacial Biology

The LSU Health Sciences Center established the Center of Excellence in 1994. The benefits of an active research center for oral and craniofacial biology are numerous and extend to students, faculty, scientists and clinicians in the community. The school can tap research programs performed within the center and offer the knowledge to students, faculty and practitioners in the community. Research projects are encouraged among students, and the Student Research Group has the opportunity to work with the Center of Excellence.

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.

Sigma Phi Alpha - Sigma Phi Alpha is the national honor society of the dental hygiene profession. Students elected to membership must rank high in scholarship and character and exhibit potential qualities for future growth in the profession.

Delta Sigma Delta and Psi Omega - These professional dental fraternities aim 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
- Huey P. Long – England Airpark Hospital. Alexandria.
- Lafayette Community Health Center, Lafayette
- Louisiana State University Hospital Shreveport
- Medical Center of Louisiana at New Orleans
- Metropolitan Development Center, Belle Chasse
- The Multipractice Clinic, Independence
- New Orleans Adolescent Hospital
- Pinecrest Developmental Center, Pineville
- Tulane University Hemophilia, New Orleans
- Veterans Administration Hospital, New Orleans

Other health-science facilities throughout the state are used at various times for special and/or individual training.

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, BS

GENERAL

The programs lead 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 Bachelor of Science Degree program gives the student further preparation for careers in public health institutions, technical education, laboratory management, and sales. This program also offers students the ability to increase their knowledge and skill in any of the specialty areas of dental laboratory technology in which they may desire to concentrate

The School provides two dental laboratory technology programs: the Associate of Science Degree in Dental Laboratory Technology and the Bachelor of Science Degree in Dental Laboratory Technology.

The following information concerns the programs in dental laboratory technology offered by the school and pertains to those programs 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 1 of the year prior to anticipated entrance, request an application from the Office of Admissions, LSU School of Dentistry, 8000 G.S.R.I. Avenue, Baton Rouge, LA 70820.
2. The application must be submitted to the school no later than March 31 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, 8000 G.S.R.I. Avenue, Baton Rouge, LA 70820..
4. A recent passport-type photograph, full-face view, must accompany the application form.
5. A personal interview with the Dental Laboratory Technology Admissions Committee is required.

6. 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, and for the bachelor program 45 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 some or all of their general-education requirements prior to admission.

ADDITIONAL EXPENSES

- Uniform \$250
- Instruments (2 years) \$450
- Books (2 years) \$350
- Equipment and Instrument Rental Fee (yearly) \$250

ASSOCIATE OF SCIENCE DEGREE

The Associate of Science degree will be awarded upon completion of the above 27 credit hours and the additional 54 dental-laboratory credit hours for a total of 81 semester hours. No more than three hours of transfer credit will be awarded for any single course. The Associate of Science degree program is designed to give those students who may wish to continue for a Bachelor of Science Degree an opportunity to do so.

REQUIRED COURSES

	Semester Hours
English Composition.....	6
Mathematics (No lower then college-level algebra).....	6
Inorganic Chemistry (Lecture).....	3
Sociology.....	3
Humanities.....	3
Arts (music, art, dance, or theater).....	3
Natural Science (biology, zoology, or botany).....	3
Total	27

BACHELOR OF SCIENCE DEGREE

Semester
Hours

All candidates for the Bachelor of Science degree must be graduates of an accredited associate degree program in dental laboratory technology and complete the required 45 hours of general studies credits and additional advanced technical subjects. No more than three hours of transfer credit will be awarded for any single course.

REQUIRED COURSES

	Semester Hours
English Composition.....	6
English Literature	3
Mathematics (no lower than college level algebra)	6
Inorganic Chemistry (lecture).....	3
Business Administration or Economics	6
Arts (Music, Art, Dance, or Theater).....	3
Natural Science (Biology, Zoology, or Botany in a two-semester sequence)	6
Psychology.....	3
History	3
Sociology.....	3
Humanities (English, Literature, History, Speech, Philosophy, or Foreign Language).....	3
Total	45

The Bachelor of Science degree will be awarded upon the completion of the required general studies and additional advanced technical subjects. The degree requires a total of 135 hours.

A candidate for the Bachelor of Science degree who has earned 27 hours of general studies and 54 hours of technical studies for the associate degree will therefore have only 18 hours of general studies and 36 hours of third-year advanced technical training remaining.

A candidate who has received an associate degree from other accredited program should examine the above list of requirements for general studies.

DENTAL LABORATORY TECHNOLOGY CURRICULUM

(Courses are listed in the sequence as taken in the curriculum)

FIRST YEAR

	Semester Hours
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 15 general studies hours must be completed prior to matriculation into the second- year curriculum.)

Semester
Hours

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	4
DLT 3115 Dental Materials Science I	2
General Studies*	6

Second Semester

DLT 3214 Applied Laboratory Techniques II	15
DLT 3216 Professional Development	1
DLT 3217 Laboratory Management.....	2
DLT 3218 All Ceramic Restorations Advanced Technique	3

Year Total39

**ADVANCED
DENTAL LABORATORY TECHNOLOGY
CURRICULUM**

Semester
Hours

First Semester

DLT 4102 Advanced Fixed Prosthodontics	1
DLT 4105 Advanced Ceramics	1
DLT 4107 Complete Dentures II	1
DLT 4108 Removable Partial Dentures II	1
DLT 4115 Dental Materials Science II	1
DLT 4119 Technic Methods	7
General Studies*	6

Second Semester

DLT 4220 Laboratory Assignments.....	15
DLT 4221 Elective Procedures	3

Year Total36

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 provides a Bachelor of Science in Dental Hygiene degree at two campuses. The main campus is in New Orleans at the LSUHSC School of Dentistry (LSUSD), and all didactic and clinical course work occurs at the LSUHSC SD. The second campus is in Lafayette, Louisiana, (ULL/LSUSD). This program was established in 1999 as an extension of the LSUSD curriculum and offers a joint degree between LSU Health Sciences Center New Orleans and the University of Louisiana, Lafayette. For the extension program, the majority of the lecture courses are transmitted from LSUSD to ULL/LSUSD, utilizing distance learning technology. All didactic and clinical course work occurs at the Lafayette Community Health Care Center in Lafayette, Louisiana.

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. Experience in a dental setting is strongly encouraged.
5. Prior to enrollment at the LSU School of Dentistry students will be required to submit to a variety of medical tests including serologic tests for hepatitis B virus (HBV), hepatitis C virus, (HCV), and human immunodeficiency virus (HIV). Section 1207 of the State Board of Dentistry Regulations and LSA-R.S. 37:751D require "self-reporting" of seropositivity for these viruses. In such cases the Board of Dentistry may restrict or prohibit seropositive individuals from practicing dentistry or dental hygiene, including participation in programs at the school of dentistry. In accordance with these provisions, it will be necessary for a student in the dental and dental hygiene programs to demonstrate seronegativity for HBV, HCV, and HIV prior to enrollment.
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 BOTH THE LSU HEALTH SCIENCES CENTER SCHOOL OF DENTISTRY AND THE UNIVERSITY OF LOUISIANA LAFAYETTE DENTAL HYGIENE PROGRAMS

Students are enrolled once a year for the fall semester. The following are the admission requirements.

1. After October 15 of the year prior to anticipated admission, request an application from the Office of Admissions, LSU School of Dentistry, 8000 G.S.R.I. Avenue, Baton Rouge, LA 70820..
2. The completed application must be submitted to the school of dentistry not later than March 15 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, 8000 G.S.R.I. Avenue, Baton Rouge, LA 70820..
4. A recent passport-type photograph, full-face view, must accompany the admission form.
5. A personal interview with the Dental Hygiene Admissions Committee is required.
6. One confidential recommendation on the form provided is submitted directly to the Office of Admissions by one of the applicant's instructors.
7. 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, the following 61 credit hours of general studies courses are required. No more than three hours of transfer credit will be awarded for any single course.

General Study Courses

	Semester Hours
English Composition.....	6
Literature (200 level or higher)	3
Math (college level Algebra, Trigonometry, or Statistics)	6
Chemistry.....	6
Sociology.....	3
Speech.....	3
Psychology.....	3
Computer Literacy	3
Biological Sciences * (12 hours must be lecture)	13
Fine Arts (Music, Dance, Art or Theater)	3
Humanities **	9
Academic Electives ***	3
Total	61

The Bachelor of Science Degree will be awarded upon completion of the above 61 required credit hours and the additional 64 dental hygiene credit hours for a total of 125 semester hours.

For enrollment in the program at LSUSD, the applicant may take the 61 general studies credit hours at any accredited institution prior to enrollment. Contact the LSUSD Dental Hygiene Program at 504-619-8530 to get information on prerequisites.

For enrollment in the program at the University of Louisiana, Lafayette, refer to the following website for specific information unique to the UL Lafayette program, www.nursing.louisiana.edu/dentalhygiene/dental_hygiene.shtm. Contact the UL Lafayette Dental Hygiene Program at 337-262-2072 to get information on prerequisites.

* Preferred biological courses are general biology, zoology, anatomy & physiology, and microbiology.

** Humanities courses **must** be chosen from the following: history, speech, literature, philosophy, religion, or foreign language. At least 3 credits of humanities must be at or above the sophomore level.

*** Academic electives may be anything except physical education (recommendations are nutrition, speech, psychology).

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

First Semester

	Hours
Basic Science Course	
DHY 3101 Gross Anatomy.....	2

Clinical Science Courses

DHY 3102 Morphology and Occlusion	2
DHY 3103 Fundamentals of Dental Radiology	2
DHY 3104 Oral Diagnosis.....	1
DHY 3105 Preclinic	1
DHY 3106 Infectious Disease Control	1
DHY 3107 Overview of the Dental Profession.....	1
DHY 3108 Professional Development I.....	1

Second Semester

	Hours
Basic Science Courses	
DHY 3201 Microbiology.....	3
DHY 3202 General and Oral Physiology.....	2
DHY 3203 Histology	3

Hours

Clinical Science Courses

DHY 3204 Oral Health Promotion and Disease Prevention	2
DHY 3205 Introductory Clinic	3
DHY 3206 Radiographic Interpretation.....	1
DHY 3208 Professional Development II.....	2
DHY 3210 Pain Control IIA.....	2

TOTAL for First Year Dental Hygiene.....32

SECOND YEAR

First Semester

Hours

Basic Science Courses

DHY 4101 Pharmacology	2
DHY 4102 General and Oral Pathology I	2

Clinical Science Courses

DHY 4103 Clinical Nutrition	2
DHY 4104 Periodontics	2
DHY 4105 Intermediate Clinic.....	3
DHY 4106 Dental Materials	2
DHY 4107 Internal Medicine for Local Anesthesia	1
DHY 4109 Statistical Evaluation of Dental Literature I	1
DHY 4110 Pain Control I	2

Second Semester

Hours

Basic Science Course

DHY 4202 General and Oral Pathology II	1
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Clinical Science Courses

DHY 4203 Practice Management	2
DHY 4204 Interdisciplinary Principles for Dental Hygiene Practice	2
DHY 4205 Advanced Clinic	4
DHY 4206 Advanced Clinic Seminars	2
DHY 4207 Community Dentistry and Public Health Mechanisms	2
DHY 4209 Statistical Evaluation of Dental Literature II	2

TOTAL for Second Year Dental Hygiene32

DENTISTRY – DDS

ADMISSIONS

Method of Application

1. After September 1 of the year prior to anticipated admission, request an application from the Office of Admissions, LSU School of Dentistry, 8000 G.S.R.I. Avenue, Baton Rouge, LA 70820. A new application and related materials, including transcripts and recommendations, must be submitted each year that an individual desires to be considered for admission.
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, 8000 G.S.R.I. Avenue, Baton Rouge, LA 70820..
3. Recommendations by the pre-dental advisory group or by two science faculty members who have recently taught the applicant are required. The recommendations are submitted directly to the Office of Admissions, using a form supplied by the office. Special forms devised by pre-dental committees for submitting evaluations are acceptable.
4. A recent, passport-type photograph, full-face view, must accompany the application form.
5. The applicant's Dental Admission Test scores must be sent from the American Dental Association.

Dates for Filing

Completed applications for admission to the first-year class must be submitted by February 28 of the year the student expects to be admitted. Applicants must take the Dental Admission Test and submit the result, along with supplementary evaluation data, such as official transcripts and pre-dental faculty recommendations, by the application deadline.

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

The Division of Educational Measurements of the American Dental Association provides the opportunity for a dental-school applicant to take this test in the spring or fall of each year. The results of the candidate's performance on this test must be submitted to the Admissions Committee by the February 28 deadline date of the year of application. Registration forms for the test may be obtained from the school of dentistry or from the Division of Educational Measurements, American Dental Association, 211 East

Chicago Avenue, Chicago, Ill. 60611. For additional information about this test, students should consult their pre-dental advisors or contact the Office of Admissions of the School of Dentistry.

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

Course	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 - Admissions preference is given to residents of Louisiana. Residents of Arkansas will be considered under the guidelines of the Arkansas Health Education Loan Program. A limited number of slots may be available for residents of other states.

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.

4. Prior to enrollment in the school of dentistry students will be required to submit to a variety of medical tests including: serologic tests for hepatitis B virus (HBV), hepatitis C virus (HCV), and human immunodeficiency virus (HIV). Section 1207 of the State Board of Dentistry Regulations and LSA-R.S. 37:751D require "self-reporting" of seropositivity for these viruses. In such cases the Board of Dentistry may restrict or prohibit seropositive individuals from practicing dentistry or dental hygiene, including participation in programs at the school of dentistry. In accordance with these provisions, it will be necessary for students in the dental and dental hygiene programs to demonstrate seronegativity for HBV, HCV, and HIV prior to enrollment.

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	189
DENT 1112 General and Oral Histology.....	110
DENT 1113 Biochemistry	86
DENT 1115 Physiology.....	108

Clinical Science Courses

DENT 1103 Fundamentals of Operative Dentistry.....	220
DENT 1104 Oral Diagnosis I	38
DENT 1105 Fundamentals of Dental Radiology	22
DENT 1106 Introduction to Preventive Dentistry and Preclinical Dental Prophylaxis.....	68
DENT 1107 Dental Morphology	72
DENT 1108 Principles of Occlusion	48
DENT 1109 Professional Development I	34
DENT 1110 Dental Information Management Skills.....	12
DENT 1111 Infectious Disease Control.....	7
DENT 1116 Growth and Development.....	21
DENT 1117 Cariology	10
DENT 1118 CPR.....	4

TOTAL for First Year 1049

SECOND YEAR

Hours

Basic Science Courses

DENT 2120 Microbiology and Genetics.....	120
DENT 2125 Pathology.....	111
DENT 2122 Pharmacology.....	66

Clinical Science Courses

DENT 2102 Preclinical Fixed Prosthodontics.....	128
DENT 2103 Introduction to Complete Dentures.....	63
DENT 2105 Introduction to Clinical Operative Dentistry.....	112
DENT 2106 Introduction to Periodontics.....	83
DENT 2107 Oral Diagnosis II	28
DENT 2108 Diagnostic Radiology	19
DENT 2109 Oral Surgery	18
DENT 2110 Treatment Planning I	13
DENT 2111 Professional Development II.....	19
DENT 2112 Principles of Occlusion Equilibration.....	44
DENT 2114 Preclinical Endodontics.....	64
DENT 2115 Dental Materials Science	52
DENT 2116 Introduction to Removable Partial Dentures.....	48
DENT 2117 Pediatric Dentistry Lecture I	19
DENT 2118 Introduction to Orthodontics.....	18
DENT 2119 Preclinical Esthetics I.....	28
DENT 2123 Pain Control I	26
DENT 2124 Pain Control II - Part A	24
DENT 2126 Special Prosthodontic Techniques.....	54
DENT 2127 Introduction to Implant Dentistry.....	12

TOTAL for Second Year 1169

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.....	24
DENT 3102 Pediatric Dentistry Lecture II.....	21
DENT 3103 Clinical Advanced Prosthodontics.....	19
DENT 3105 Advanced Clinical Operative Dentistry.....	149
DENT 3106 Intermediate Periodontics	111
DENT 3107 Clinical Fixed Prosthodontics.....	125
DENT 3108 Pediatric Dentistry Clinic	85
DENT 3109 Clinical Endodontics.....	84
DENT 3110 Advanced Oral Surgery	20
DENT 3111 Clinical Orthodontics.....	40
DENT 3112 Oral Diagnosis III and Treatment Planning II	53
DENT 3113 Dental Radiology III	41
DENT 3115 Oral Oncology.....	18
DENT 3116 Oral Medicine and Pharmacology.....	14
DENT 3117 Internal Medicine	24
DENT 3118 Introduction to Temporomandibular Joint Dysfunction.....	28
DENT 3119 Pain Control II - Part B	10
DENT 3120 Clinical Oral Surgery.....	54
DENT 3121 Dental Radiosurgery and Laser Surgery	20
DENT 3122 Professional Development III.....	28
DENT 3123 Implants in Dentistry.....	20
DENT 3126 Preclinical Esthetics II.....	33

TOTAL for Third Year 1193

FOURTH YEAR

Hours

Clinical Science Courses

DENT 4101 General Practice.....	904
DENT 4102 Senior Intermediate Periodontics	50
DENT 4103 Professional Development IV	58
DENT 4104 Pain Control III	18
DENT 4105 Diagnosis and Treatment of Toothache	8
DENT 4106 TMJ Clinic Rotation	12
DENT 4107 Rural Practice Rotation	125
DENT 4108 Advanced Treatment Planning Seminar	40
DENT 4110 Advanced Practice Clinic	104
DENT 4111 CPR.....	4
Elective Courses	0-100

TOTAL for Fourth year 1323-1423

MASTER OF SCIENCE IN ORAL BIOLOGY – MS

This Master of Science in Oral Biology Program is offered through the LSU Health Sciences Center School of Graduate Studies. Please consult the School of Graduate Studies section of this publication for complete information.

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 Council on Dental Education of the American Dental Association 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 general dentistry and oral and maxillofacial surgery also meet the accreditation requirements of the Council on Dental Education of the American Dental Association. 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. More detailed information on each of the programs follows. Inquiries should be directed to the assistant dean for 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 50 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 is September 12 of the year preceding anticipated enrollment. Interviews are held during September and early October, with acceptances, alternates, and rejections announced by October 15.

GENERAL DENTISTRY (PRACTICE RESIDENCY)

The Program in General Dentistry at the LSU Health Sciences Center School of Dentistry and the Medical Center of Louisiana at New Orleans (MCLNO) is a two-year hospital-based residency, which offers an unique opportunity for an advanced clinical and didactic experience in a university hospital environment, with additional training in the arts and sciences basic to a general dental practice. The objectives of the program are to educate dentists to function as a part of a hospital team and to gain competency in diagnosing and rendering comprehensive and preventive dental treatment for the medically compromised patient. A general dentistry certificate is awarded to each resident who successfully completes the program.

The primary teaching hospital is the Medical Center of Louisiana at New Orleans (Charity Hospital campus and University Hospital campus). Other affiliated teaching institutions are the LSU Health Sciences Center School of Dentistry (LSUSD), New Orleans, the LSU Health Sciences Center School of Medicine, New Orleans, the V.A. Medical Center, New Orleans. The rotations are scheduled through the departments of general dentistry, pediatric dentistry, oral and maxillofacial surgery, general anesthesia, internal medicine, otorhinolaryngology, and emergency medicine. Residents are also instructed in hospital protocol and organization. Comprehensive care for dental patients on both an outpatient and inpatient basis, which includes extensive use of the operating room, is emphasized. Residents may also gain experience in teaching pre-doctoral students at LSUSD. Annual salaries for the first- and second- year residents are \$36,413 and \$37,484, respectively.

Appointment to the program is for a twelve-month period beginning July 1 through June 30, with a contract being sent after notification of acceptance. A new contract is signed at the beginning of the second resident year. October 1 is the deadline for accepting new applications for the following year's resident class. The program participates in the Postdoctoral Application Support Service (PASS). A personal interview with faculty members and a tour of the main facilities in New Orleans (MCLNO, LSUSD) are usually arranged during the months of November and/or December. Applications are accepted from senior dental students who will be completing their predoctoral studies or from graduates of dental schools recognized by the Council on Dental Education of the American Dental Association and have successfully completed Part I and II of the National Board Examinations. Applications from graduates of dental schools from outside the United States may be considered for program acceptance with confirmed successful completion of Parts I and II of the National Board Examinations and the Test of English as a Foreign Language (TOEFL). Applicants are required to secure a restricted or full license to practice dentistry in Louisiana upon acceptance as a resident in the program.

Maxillofacial Prosthetics

The Advanced Educational Program in Maxillofacial Prosthetics is a twelve-month course of study, commencing in July of each year. The time spent in the program is directed to the treatment of patients with congenital and acquired defects of the head and neck area. Upon successful completion of the program, the student will be awarded a certificate in maxillofacial prosthetics and will be eligible to take the American Board of Prosthodontics examination. The 12-month course of study includes the following.

1. Seminar and conferences in various medical specialties pertaining to the treatment of the medically compromised dental patient
2. Instruction in the clinical art of maxillofacial prosthetics
3. Multidisciplinary courses that include radiation oncology and reconstructive surgical principles
4. Experience in a hospital environment at the Medical Center of Louisiana and the Lions LSU Clinics in New Orleans
5. Instruction and clinical procedures in acquired maxillary and mandibular defects
6. Laboratory techniques in all phases of prosthodontics to include complete removable, fixed partial dentures, and extraoral prostheses
7. Optional research opportunities in the basic sciences or clinical areas

One applicant is selected each year. Candidates should possess competitive academic credentials and must have completed a residency program in prosthodontics. A personal site visit is encouraged, and applications must be received by October 15.

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 (Charity and University Hospitals in New Orleans) serves as the primary teaching hospital. Other affiliated institutions are Earl K. Long Medical Center in Baton Rouge, Carolinas Healthcare System 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, 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 space permits. 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 \$30.00 processing fee payable to the LSU Health Sciences Center School of Dentistry is required of those applying. After all 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.

Applications are received before October 1st of the preceding year, and 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 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.

ORAL MEDICINE (RESIDENCY)

The Oral Medicine Residency Program at the LSU School of Dentistry and Medical Center of Louisiana (MCLA) is a comprehensive 24-month hospital-based program. There are no tuition costs associated with the certificate program. There is a parallel Master of Science (M.S.) and Master of Public Health (MPH) degree track. There are tuition costs associated with the M.S. and M.P.H. degrees.

The Oral Medicine Program combines extensive advanced didactic and clinical experiences that supplement the General Dentistry Residency (GPR) curricula and has the objective of providing oral care to a medically complex patient population. Additionally, the program provides advanced clinical experiences in internal medicine, emergency medicine, dermatology, neurology, radiology, hematology, oncology, otorhinolaryngology, pain diagnosis/management and psychiatry. Graduates of this program will be able to provide all aspects of oral health care to medically compromised populations. Graduates will also be adept at diagnosis and treatment of oral mucosal disease, salivary gland disorders and orofacial pain.

Successful completion of this intensive program will result in both GPR and oral medicine certificates. This program is fully accredited by the American Board of Oral Medicine, and graduates are eligible for the American Board of Oral Medicine diplomate examination.

The program is chiefly based at The Medical Center of Louisiana at New Orleans. Other affiliated teaching institutions are Louisiana State University School of Dentistry and Touro Medical Center. The program has a competitive salary and benefits package. Salary is \$36,413 (PGY 1) and \$37,484 (PGY 2). Prior research experience, advanced clinical experience or teaching experience is highly desirable.

Prerequisites for application and enrollment into the certificate program include a DMD or DDS degree from an accredited American or Canadian institution. Foreign candidates must possess a DMD, DDS or equivalent degree and demonstrate proficiency in the English language as measured through the Test of English as a Foreign Language (TOEFL) exam. Foreign candidates must have the required student visas. Applicants will be required to secure a restricted or full license to practice dentistry in the state of Louisiana upon acceptance into the program. Degree-seeking candidates may have additional enrollment criteria and prerequisites and should refer to the appropriate section of the catalogue. Personal interviews prior to acceptance are required.

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. The program meets the educational requirements of the American Board of Orthodontics. It was also accredited in 2001 with a status of "A". 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, requiring a combined orthodontic surgical approach to therapy. Guest lecturers introduce other appliance techniques currently used throughout the world.

The opportunity exists for students to obtain a Master of Science degree through one of the basic science departments of the Health Sciences Center. Such a program would require the approval of the head of the Department of Orthodontics and the head of the basic science department in which the degree is desired.

It is estimated that approximately twelve additional months of full-time attendance will be necessary to complete the requirements for the Master of Science degree. 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. A research project is also required of each student. All applicants are required to take the Graduate Record Examination, foreign students must take the TOEFL, and completed applications must be received by September 1 of the year preceding matriculation.

PEDIATRIC DENTISTRY

The Program in Pediatric Dentistry is university-based and balanced with significant hospital and extramural affiliation at the Medical Center of Louisiana, New Orleans and Children's Hospital of New Orleans, 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, Council on Dental Education. 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. Stipends for the program include \$11,000 for the first year and \$16,250 for the second year. Applicants should be graduates in the upper half of their class and are encouraged to take the Graduate Record Examination. Completed applications must be received by November 1 of the year preceding matriculation.

PERIODONTICS

The Periodontic Program begins July 1 of each year and is a thirty-six-month course of study. 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 utilizes 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, minor tooth movement; and multidisciplinary courses such as periodontic-prosthetics, periodontic-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 different full- and part-time faculty to gain experience in and to be able to evaluate firsthand the different techniques available)
5. Research opportunities in either basic science or clinical areas to enable the student to accomplish a meaningful original research project
6. Experience in a hospital environment involving both out-patient and operating-room surgery and rotations in internal medicine and anesthesia
7. Teaching experience in both the classroom and clinic to communicate those principles and skills acquired during training

In addition, faculty input into these various areas is supplemented by several guest lecturers during the year. Up to four applicants are accepted annually. Candidates should possess competitive academic credentials, have passed parts I and II of the National Board examination and have demonstrated a definite interest in periodontics. The Graduate Record Examination is required if a Master of Science degree is to be pursued. Additional experience beyond dental school (internship or residency, military service, private practice, graduate school, etc.) strengthens the applicant's credentials. A personal site visit at a time arranged by the program director is required for the benefit of both the applicant and the faculty. Completed applications are due by August 15th of the year preceding planned entrance.

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; (6) multiple other courses that will allow the student to help tailor the program; and (7) the opportunity to obtain a Master's degree through the Graduate School. Two 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 encouraged for the benefit of the applicant and the faculty. All applications should be received by September 30th.

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 wax carvings of the entire tooth.

DHY 3103 Fundamentals of Dental Radiology

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 and processing 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 Preclinic

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 the various disciplines in dentistry. An overview of the dental specialties as well as an introduction to the dental-assisting and dental laboratory fields will be presented.

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.

DHY 3201 Microbiology

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

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

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

A course that consists of communication concepts and skills, and includes exercises in practical application with the dental patient. 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.

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 I

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.

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

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 4109 Statistical Evaluation of Dental Literature I

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 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 4202 General and Oral Pathology II

This course is a continuation of the first-semester pathology course. During this semester particular emphasis is placed on a review of oral and head and neck pathology.

DHY 4203 Practice Management

A lecture course in dental office management. Emphasis is on the use of recall systems, scheduling of patients, bookkeeping procedures, maintaining the appointment book, ordering supplies and equipment, and studying state laws and ethics. An integral part of the course includes 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, and preparation for job interviews.

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

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 4207 Community Dentistry and Public Health Mechanisms

This course focuses 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. The students learn the principles of basic public-health mechanisms of epidemiology, disease measurement, including dental indices, and public-health program planning.

DHY 4209 Statistical Evaluation of Dental Literature II

This course 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 the 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.

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 panograph, and the growth of the maxilla and mandible. 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 and serve the needs of the dentist.

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 veneers. 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 cases and surgical orthodontic cases.

DLT 3114 Applied Laboratory Techniques I

This internship is designed to provide the student with applied experiences in all phases of laboratory procedure. More specifically, the internship 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 (maxillofacial prosthesis, ceramics). To reinforce and extend the learning previously acquired in the program, small-group seminars will be held periodically.

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 precious and non-precious 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. Laboratory sessions provide experience in materials handling and manipulation and do not emphasize technique. Coordination is made with the physics, chemistry and scientific measurements.

DLT 3214 Applied Laboratory Techniques II

This internship is designed to provide the student with applied experiences in all phases of laboratory procedure. More specifically, the internship 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 (maxillofacial prosthesis, ceramics). To reinforce and extend the learning previously acquired in the program, small-group seminars will be held periodically.

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 laboratory accounting principles and management 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 4102 Advanced Fixed Prosthodontics

This course provides the Bachelor of Science degree candidate with advanced experiences in fixed prosthodontics. During the laboratory course the students will fabricate fixed bridges with non-rigid connectors, crowns as partial denture abutments, substructures for ERA attachments, and an implant substructure. These practical exercises will be enhanced with technical readings.

DLT 4105 Advanced Ceramics

This course is designed to offer further instruction to the candidate for the Bachelor of Science degree beyond that which is provided in the Associate Degree Program. The course involves procedures performed in the student laboratory including all ceramic crowns. Anterior and posterior porcelain-fused-to-metal restorations with intracoronal and extracoronal attachments. Selected reading will enhance the techniques performed in the laboratory.

DLT 4107 Complete Dentures II

This course is designed to give the baccalaureate degree candidate advanced experiences in complete denture techniques. Designed around an independent study/seminar format, the student will have an opportunity to process an implant-retained denture and to complete the partial denture started in removable partial denture 2. In addition, the seminar will be used to present and discuss denture topics chosen by the course director.

DLT 4108 Removable Partial Dentures II

This course is designed for advanced experiences in the design and construction of removable partial dentures beyond those provided in the Associate Degree Program. In seminars the student will increase one's ability in removable-partial-denture design and construction, complete partial dentures using various attachments, and read selected technical publications.

DLT 4115 Dental Materials Science II

This is a course offered by the Department of Operative Dentistry and Biomaterials. The course includes seminars and lectures on advanced dental materials topics.

DLT 4119 Technic Methods

This course is designed to provide the baccalaureate-degree candidate with additional practical laboratory experience working on actual patient cases. The student will be assigned space in the student laboratory to complete cases assigned from the Senior Dental Student Clinic, Graduate Prosthodontics Student Clinic, and the support laboratories within the school. Each case will be completed under the guidance of a dental laboratory technology faculty advisor from the specialty area the student chooses.

DLT 4220 Laboratory Assignments

This course is an extension of Technique Methods and serves as an added opportunity for baccalaureate-degree candidates to sharpen skills in their chosen specialty area under the guidance of dental –laboratory-technology faculty. In addition, students will have an opportunity to rotate through the dental-school service laboratories to pursue advanced work in their specialty area.

DLT 4221 Elective Procedures

Elective laboratory time is given the baccalaureate-degree student to allow added pursuit of the chosen specialty area. The student may choose to spend additional time in a personal interest area, at a rotation site or pursuing a practical project, table clinic, business management module or other designed programs. The elective will be designed and coordinated by the student under the guidance of the student's faculty advisor.

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. There are five required texts, three of which are included in the digital list of texts downloaded to laptops with the remaining two to be purchased from the school of dentistry bookstore by the first day of class, 8-15-05.

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 operative 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 Operative Dentistry and Biomaterials)

DENT 1104 Oral Diagnosis I

An introductory course in oral diagnosis, including didactic and clinical instruction in the techniques of diagnosis. The course will cover the case history, examination of the patient, use of various diagnostic aids, charting procedures, normal anatomy and radiographic techniques. The clinical portion of the course will provide the student with experience in the application of several diagnostic techniques. (Department of Oral Diagnosis, Medicine and Radiology)

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 1106 Introduction to Preventive Dentistry and Pre-clinical Dental Prophylaxis

The preventive dentistry component of the course introduces the student to the theory and practice of preventive dentistry at both the public-health and individual patient-care levels. Through the pre-clinical dental prophylaxis component 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 General Dentistry)

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 General Dentistry)

DENT 1110 Dental Information Management Skills

This course teaches dental students the significance, structure, scope, and availability of information in dentistry and related biomedical subjects. By learning how to locate and evaluate dental information, students develop skills applicable to course work, patient care and research. This course includes instruction in searching MEDLINE and finding print and electronic information. Exercises requiring use of library tools familiarize students with dental library resources. (Department of Medical Bibliography)

DENT 1111 Infectious Disease Control

This is an introductory course providing instruction 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 LSUHSC policies concerning legal issues are also discussed. (Oral Diagnosis, Medicine and Radiology)

DENT 1112 General and Oral 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. 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. In addition to didactic information, the course also includes laboratory sessions in which prepared slides are studied using conventional light microscopy. (Department of Cell Biology and Anatomy)

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 such as blood clotting, HIV and hepatitis virus, calcification, fluoride action, composition of saliva, salivary gland metabolism and biochemical aspects of caries and periodontal disease. (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, language 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 1117 Cariology

In this course, the student will acquire significant insights into the subject of dental cariology, a study of the occurrence and distribution of dental decay, the caries process and progression, and how to effectively treat dental caries as an infectious disease. This course is designed to consolidate information from many disciplines, to emphasize prevention and reduction of dental caries, and to focus on chemical preventive treatment options, stressing minimal operative intervention and individualizing patient care according to the caries risk assessment of each patient. (Department of Operative Dentistry)

DENT 1118 Cardiopulmonary Resuscitation

This course provides basic life support training, at the healthcare provider level, in cardiopulmonary resuscitation. The student will acquire skills for helping victims of all ages. These skills include ventilation with a barrier device, a bag-mask device, and oxygen; the use of an automated external defibrillator; and the relief of foreign-body airway obstructions. (Clinic Administration)

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 Operative Dentistry

In this course the student gains valuable clinical experience and skill in the art and science of operative dentistry. The student will treat the patient using the knowledge and technique acquired from previous didactic and laboratory courses. (Department of Operative 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 2107 Oral Diagnosis II

This course prepares students for the complete and thorough evaluation of the patient. Emphasis is placed upon the evaluation of the patient's systemic health, diagnostic techniques and differential diagnosis of orofacial disease entities using case-based exercises and clinical presentations. The clinical portion of this course requires student to use properly and to interpret diagnostic techniques in the examination and treatment planning of assigned patients. (Department of Oral Diagnosis, Medicine and Radiology).

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

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 Oral Diagnosis, Medicine, and Radiology)

DENT 2111 Professional Development II

This course is an interdisciplinary course that begins with the description of public health and its relationship to dentistry. The course will then cover biostatistics and epidemiology, two disciplines that are important to a dental student's ability to read and to understand medical and dental literature. The objective of the course is to provide the dental student the necessary knowledge to review critically public health, medical and dental literature. The course is taught as an online course through Sharepoint. (Department of General 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 Preclinical Endodontics

The main objectives of this lecture and laboratory course are to provide the student with basic concepts and principles of endodontics and to facilitate student proficiency in the technical aspects of orthograde endodontic therapy. This course is intended to provide the foundation skills for each student to be able to provide clinically competent endodontic therapy (uncomplicated cases) for patients. (Department of Endodontics)

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 Operative 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. The student will review selected topics in the dental literature including the treatment of traumatized anterior teeth, pulp therapy for primary teeth, and the management of the child dental patient. (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 2119 Preclinical Esthetics I

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 (Departments of General Dentistry, Operative Dentistry and Prosthodontics)

DENT 2120 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 2121 Pathology

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. Special emphasis is placed on oral disease, including developmental defects, dental infections, mucosal neoplasms, salivary gland diseases, and odontogenic cysts and tumors. Systemic diseases with oral manifestations and oral diseases with systemic ramifications are discussed. Lectures are reinforced by showing gross and microscopic images of afflicted patients as well as diseased organs and tissues. (Department of Oral and Maxillofacial Pathology, Health Sciences Center)

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 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 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 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 Lecture I to develop further the student's understanding of the principles governing the dental treatment of children. Topics include dental arch space management, minor tooth movement, treatment of oral habits, and dental care for handicapped children. (Department of Pediatric Dentistry)

DENT 3103 Clinical Advanced Prosthodontics

This is an introductory course on dental implants. This course covers basic concepts of implant design, biomaterials and the response of the hard and soft tissues to the implants. The course will also introduce the student to the clinical significance of the use of implants in formulating the most appropriate treatment for a patient. (A multi-disciplinary faculty from the department of oral and maxillofacial surgery, periodontics and prosthodontics will teach this course.)

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 Operative 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 two-week rotation to Children's Hospital as well as pre-clinical simulation laboratory experiences in pediatric dentistry restorative techniques and space maintainer fabrication. (Department of Pediatric Dentistry)

DENT 3109 Clinical Endodontics

In the patient care clinic, all students will treat pulpally involved anterior and bicuspid teeth. 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 III and Treatment Planning II

A 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 Oral Diagnosis, Medicine and Radiology)

DENT 3113 Dental Radiology III

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 Oral Medicine and Pharmacology

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 3117 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 3118 Introduction to Temporomandibular Joint 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 IIB

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 sim 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 3121 Dental Radiosurgery and Laser Surgery

This course will discuss the basic principles of dental radiosurgery and its clinical application. Specific emphasis will be placed upon the types of electronic currents, equipment, indications and limitations in the technique. Additionally, research results and the clinical use for tissue troughing, recontouring pontic spaces and lengthening clinical crowns will be stressed. The laboratory will provide practical experience in using these techniques on meat. This course will also discuss the history and basic principles of laser surgery, the clinical and basic research in laser surgery and the clinical application of laser surgery and case presentations. (Department of Prosthodontics)

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 General 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 I

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 general dentistry, operative dentistry and prosthodontics will teach this course.)

DENT 4101 General Practice

The general 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 General Dentistry)

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 General 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 Diagnosis and Treatment of Toothache

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 General 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 General Dentistry)

DENT 4110 Advanced Practice Clinic

This course is intended to provide senior students the opportunity to perform four-handed dentistry with the experience of practicing in operatories equipped with four different delivery systems. Each student will have their own assistant experienced in four-handed, ergonomic chair-side techniques. The APC is an excellent opportunity for students to expand their exposure to restorative and oral-surgery procedures in a private-practice-style setting, complete with a business -office receptionist. During this 2-week rotation, one of the goals is for the student to use different dental units and delivery systems and to familiarize the student with the concepts of ergonomics and four- handed dentistry. Students will be instructed in providing patient care with a highly trained chair-side assistant while learning to manage the experiences and requirements of a busy practice. In addition, at the beginning of each of the 8 morning sessions, the certified dental assistants will role-play and give instruction on how to interview, hire and fire office personnel as well as how to conduct an office meeting. They will also give additional information on how to complete third- party claim forms as well as information on types of office newsletters that they can produce or subscribe to in their future practices. They also show and discuss a collection of patient informational brochures that are available from the ADA. (Department of Operative Dentistry)

DENT 4111 Cardiopulmonary Resuscitation

This course provides basic life support training, at the healthcare provider level, in cardiopulmonary resuscitation. The student will acquire skills for helping victims of all ages. These skills include ventilation with a barrier device, a bag-mask device, and oxygen; the use of an automated external defibrillator; and the relief of foreign-body airway obstructions. (Clinic Administration)

Dentistry (Electives)

DENT 4120 Case Analysis in Periodontics

[16 hours] Two of the largest growth areas in dentistry are in the fields of implant dentistry and cosmetic dentistry. Both of these areas have a foundation that relies heavily on the field of periodontics. Since proper periodontal management is a prerequisite for achieving optimum results restoratively, the restorative dentist should be aware of what is possible and feasible from the surgical correction and reconstructive standpoint. This course will provide in-depth exposure to advanced surgical techniques in a variety of clinical situations. This knowledge will assist the general practitioners in making treatment-planning decisions in many common, but sometimes complicated clinical situations.

DENT 4125 Digital Photography Elective

[6 hours] This course will provide a basic understanding of digital photography and introduce the special considerations necessary for intraoral photography. Both "point and shoot" and single lens reflex cameras will be discussed. Techniques for clinical photography, including patients, study models, shiny objects, and radiographs will be presented, followed by an introduction to computer imaging and patient case presentation.

DENT 4131 Oral and Maxillofacial Surgery Senior Elective

[30 hours] Students will participate in staff OMS cases at clinic, private hospital, and rounds for one-week period.

DENT 4132 Oral Histopathology

[20 clock hours] The purpose of this course is to acquaint students with the histological features of oral diseases and to correlate these features with the clinical presentation. This course should be especially useful for students contemplating entering a surgical specialty of dentistry (oral surgery, periodontics, and endodontics). Evaluation: Attendance and meaningful oral participation.

DENT 4134 Senior Elective Orthodontics Program

[30 hours] The course will support and apply previous principles and philosophies taught in Growth and Development, the Preclinical Orthodontics didactic and laboratory courses, and junior Orthodontic Clinical Course. Students will treat minor anteroposterior problems, transverse problems and vertical problems in adult and child patients and learn to identify cases that should be referred to a specialist. A final grade of "C" or higher in the third-year Clinical Orthodontics course is a prerequisite.

DENT 4135 Advanced Endodontics

[26 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 4136 Basic CAD-CAM

[22 clock hours] This course will involve four preclinical sessions during which the students will learn how to use the CAD-CAM system. They will prepare teeth and construct porcelain inlay and onlay restorations. Following the preclinical and practice, the student will prepare an inlay using the Cerec CAD-CAM system for a patient.

DENT 4138 Nutrition Applied to Dental Practice

[20 hours] Topics include drugs and nutrient interaction, nutrition of salivary glands, nutrition and prostaglandins, nutrition and immune response, nutritional assessment, nutrition and cardiovascular disease, vitamin B complex and oral health, nutrition and fetal growth, lipoprotein disorders, obesity and related implications.

DENT 4140 Externship/Exchange Program

[5 clock hours/week] An opportunity to travel and broaden horizons by experiencing dentistry being provided in a different environment.

DENT 4141 Clinical Rotation Children's Hospital

[1-100 hours] The purpose of this course is to complement the clinical experience of the pediatric dentistry undergraduate student through direct involvement with Children's Hospital. Students will participate (provide) dental care to patients in the dental clinic and/or in the operating room.

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 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.

**Dentistry
(Advanced Education)**

DENT 5202 Advanced Dental Materials Science

This post-graduate course will review the fundamentals of dental materials, update the information of the latest development in dental materials, and relate them to the clinic applications. The course content will include the study of the compositions, properties, applications, and manipulation of metallic, ceramic and polymeric dental materials. The course also introduces the graduate students to the common methods and equipment used in dental materials research. Besides lectures and final exam, this course also includes literature reviews and presentations. This course is currently offered every other year (2006, 2008)

DENT 5407 Oral Medicine and Clinical Diagnosis

This course is intended to update and expand the graduate dental students' understanding of current concepts in Internal Medicine and Clinical Diagnosis in the management of medically complex dental patients in an outpatient dental setting. The rationale behind this course is the treatment rendered by the dental specialist requires additional information on common diseases and their management with an emphasis on factors that might significantly influence dental treatment and alter outcomes.

DENT 5507 Advanced Radiology

Advanced Dental Radiology is designed to aid the student in understanding the clinical and research aspects of dental radiology. The course consists of lectures and group seminars covering topics ranging from fundamentals of radiology to advanced imaging modalities.

DENT 5509 Principles of Occlusion

Endodontics

ENDO 5100 Endocrinology Board Review

ENDO 5102 Teaching Sophomore Preclinic

ENDO 5103 Endodontic Topical Literature Review

ENDO 5104 Clinical Endodontic Seminar

ENDO 5105 Endodontic Journal Club

ENDO 5106 Clinical Endodontics

ENDO 5107 Research

ENDO 5402 Advanced Endodontics Clinic

ENDO 5403 Emergency Clinic

ENDO 5404 Office Visitation

ENDO 5405 Basic Endodontic Review

ENDO 5406 Teaching Junior Clinic

ENDO 5407 Pulpal Periodontal Biology

General Dentistry

GDENT 5500 Clinical Rotation

GDNET 5504 Pain Control and Sedation

GDENT 5506 Treatment Planning Seminar

Microbiology

MICRO 5401 Advanced Oral Microbiology

MICRO 5402 Immunological Aspects of Oral Health Disease

Oral Biology

(See School of Graduate Studies section for course descriptions.)

Oral Pathology

OPATH 5100 Differential Diagnosis of Oral Lesions

The purpose of this course teaches graduate students and residents the methodology of diagnosing oral diseases. Each classroom session is organized around a clinicopathology conference format during which students are presented with selected oral pathology cases via projected slides and asked to derive a differential diagnosis with emphasis on diagnostic methods and techniques.

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

ORTHO 5201 Orthodontic Seminar

ORTHO 5202 Advanced Orthodontic Technique

ORTHO 5203 Cephalometric

The course covers cephalometric radiology, giving the student a fundamental knowledge of its use in orthodontic diagnosis and treatment planning. Material includes cephalometric radiology, radiographic techniques, cranial anatomy, cephalometric landmarks, tracing techniques, cephalometric analysis, hand-wrist interpretation, visual treatment objective and evaluation of changes due to growth and/or treatment.

ORTHO 5205 Minor Tooth Movement

ORTHO 5207 Orthodontic Theory and Diagnosis

ORTHO 5208 Practice Administration

ORTHO 5209 Journal Club

ORTHO 5210 Research

ORTHO 5211 Biomechanics

ORTHO 5213 Craniofacial Morphogenesis

ORTHO 5214 Surgical Orthodontics

ORTHO 5217 Case Analysis and Treatment Planning

ORTHO 5219 Advanced Orthodontic Technique II

ORTHO 5220 Advanced Orthodontic Laboratory

Pedodontics

PEDO 5300 Advanced Pedodontic Research

PEDO 5301 Dental Pediatrics

PEDO 5302 Advanced Clinical Pedodontics MCLNO

PEDO 5304 Case Analysis and Treatment Planning

PEDO 5306 Advanced Clinical Pedodontics Children's Hospital

PEDO 5307 Advanced Clinical Pedodontics LSU

PEDO 5308 Advanced Pedodontic Seminar

PEDO 5314 Pediatric Rotation MCLNO

PEDO 5315 General Anesthesia Rotation MCLNO

PEDO 5325 Pediatric Anesthesia Rotation

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.

Pharmacology

PHARM 5400 Advanced Dental Pharmacology

Prosthodontics

PROS 5420 Advanced Overview Dental Implantology

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.

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.

PROS 5504 Prosthodontic Journal Club

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 5505 Occlusion and TMJ Dysfunction

PROS 5506 Clinical Management of Mandibular Locomotor System Dysfunction

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.

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.

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.

PROS 5517 Conjoint Treatment Plan

PROS 5518 Postgraduate Implantology

This course will allow students the opportunity to gain knowledge about implant design, the implant bone interface, the implant soft tissue interface and the prosthodontic considerations, which must be incorporated in the restoration to assure long term success.

PROS 5601 Maxillofacial Prosthetics Practicum

PROS 5602 Maxillofacial Prosthetic Literature Review

PROS 5603 Maxillofacial Prosthetic Journal Club

PROS 5604 Maxillofacial Prosthetic Treatment Planning

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 General Dentistry

CAPDEBOSCO, CAMILLE B. JR., DDS, Loyola University (Louisiana), 1963
Emeritus Professor of Operative Dentistry

CARIMI, ANTHONY B., DDS, Loyola University (Louisiana), 1949
Emeritus Professor of Community Health and Dental Hygiene

CARVEL, ROSA I., DDS, Loyola University (Louisiana), 1967
Emeritus Professor of Oral Pathology

CASSINGHAM, ROBERT JACK, DDS, Indiana University School of Dentistry, 1958
Emeritus Professor of Periodontics

CROWE, REUBEN A. JR., DDS, Loyola University (Louisiana), 1959
Emeritus Professor of Operative Dentistry

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 Operative Dentistry

HERBERT, FRANK L., DDS, Loyola University (Louisiana), 1948
Emeritus Professor of General Dentistry

LEGETT, BENJAMIN J., JR., DDS, Loyola University (Louisiana), 1950
Emeritus Professor of General Dentistry

SCHIELE, RAYMOND J., DDS, Loyola University (Louisiana), 1956
Emeritus Professor of Prosthodontics

SHANNON, JOHN L., DDS, Ohio State University, 1964
Emeritus Professor of Prosthodontics

SHAYE, ROBERT, DDS, New York University, College of Dentistry, 1963
Emeritus Professor of Orthodontics

SUNDIN, ROBERT H., DDS, University of Illinois, 1950
Emeritus Professor of General Dentistry

ZINCK, JAMES H., DDS, Loyola University (Louisiana), 1959
Emeritus Professor of Operative Dentistry; Eastman Professor of Operative Dentistry

ZIMNY, MARILYN L., PhD, Loyola University (Illinois), 1954
Emeritus Professor of Cell Biology and Anatomy

AKIN, RICHARD K., DDS, Loyola University (Louisiana), 1968
Clinical Associate Professor of Oral and Maxillofacial Surgery

ALAHARI, SURESH, PhD, Drexel University, 1994
Associate Professor of Biochemistry

ANDREWS, JOHN, DDS, Medical College of Virginia, 1972
Clinical Assistant Professor of Prosthodontics

ANDRIEU, SANDRA C., PhD, University of New Orleans, 1991
Associate Dean for Academic Affairs and Professor

ANZELMO, JOSEPH, DDS, LSU School of Dentistry, 1973
Clinical Assistant Professor of Endodontics

ARMBRUSTER, PAUL C., DDS, LSU School of Dentistry, 1996
Associate Professor of Orthodontics

ARNOLD, DEBRA C., DDS, LSU School of Dentistry, 1977
Clinical Professor of Prosthodontics

ARRIBAS, ALFREDO, DDS, Peruvian University, 1994
Assistant Professor of Clinical General Dentistry

ARRINGTON, DAVID M., DDS, LSU School of Dentistry, 1989
Clinical Assistant Professor of Operative Dentistry and Biomaterials

AUCOIN, LEONARD W., JR., MEd, University of New Orleans, 1996
Associate Professor of Clinical Prosthodontics, Program in Dental Laboratory Technology

BALDO, RONALD, DDS, LSU School of Dentistry, 1985
Clinical Assistant Professor of Oral Diagnosis/Medicine/Radiology

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 Dental Health Resources/Dental Medicaid and Professor of Oral Diagnosis /Medicine/ Radiology

BATES, MICHAEL L., DDS, LSU School of Dentistry, 1992
Assistant Professor of Clinical General Dentistry

BEIER, ERNEST A., DDS, LSU School of Dentistry, 1975
Clinical Assistant Professor of General Dentistry

BENOIT, GENEVIEVE M., MEd, University of Southwestern Louisiana, 1992
Associate Professor of Clinical General Dentistry, Program in Dental Hygiene

BERCIER, EDWIN L. IV, DDS, LSU School of Dentistry, 2004
Assistant Professor of General Dentistry, Program in Dental Hygiene

BERRIER, ALLISON, PhD, Columbia University, 1997
Assistant Professor of Cell Biology and Anatomy

BLANCAS, MONICA L., DDS, LSU School of Dentistry, 2000
Clinical Assistant Professor of General Dentistry, Program in Dental Hygiene

BLATZ, MARKUS B., DMD, PhD, Albert-Ludwigs University of Freiburg, 1994
Associate Professor of Prosthodontics

BLOCK, MICHAEL S., DMD, Harvard School of Dental Medicine, 1979
Professor of Oral and Maxillofacial Surgery

BOUSTANY, FRANCIS E., DDS, LSU School of Dentistry, 1976
Clinical Assistant Professor of General Dentistry, Program in Dental Hygiene

BRADFORD, HENRY B. III, DDS, LSU School of Dentistry, 1991
Clinical Assistant Professor of Operative Dentistry and Biomaterials

ABBOTT, KATHY, DDS, Marquette University, 1984
Clinical Assistant Professor of Periodontics

LSU Health Sciences Center in New Orleans School of Dentistry

- BRANNON, ROBERT B., DDS, Baylor University School of Dentistry, 1966
Associate Professor of Clinical Oral and Maxillofacial Pathology
- BREAUX, JOELLE R., BS, LSU School of Dentistry, 2001
Clinical Instructor of General Dentistry, Program in Dental Hygiene
- BREWER-FORET, DIEDRA L., BS, LSU School of Dentistry, 2000
Clinical Instructor of General Dentistry, Program in Dental Hygiene
- BRISCO, STEPHEN C., DDS, Louisiana State University, 1986
Associate Professor of Clinical General Dentistry
- BRUMBAUGH, BRIAN T. DDS, LSU School of Dentistry, 1999
Clinical Assistant Professor of General Dentistry
- BULLARD, HUGH F., DDS, LSU School of Dentistry, 1985
Clinical Assistant Professor of Pediatric Dentistry
- BURAS, DANIEL E., DDS, Loyola University (Louisiana), 1971
Clinical Assistant Professor of Oral and Maxillofacial Surgery
- BURGESS, JOHN O., DDS, Emory University, School of Dentistry, 1975
Assistant Dean of Clinical Research, Professor and Head of Operative Dentistry and Biomaterials
- BURNS, JAMES E., DDS, LSU School of Dentistry, 1993
Clinical Assistant Professor of Operative Dentistry and Biomaterials
- CADE, JAMES E., DDS, University of Tennessee, 1979
Professor and Acting Head of Oral Diagnosis / Medicine / Radiology
- CAICEDO, RICARDO, DDS, Colegio Odontologico (Colombiano), 1979
Assistant Professor of Endodontics
- CALDWELL, KIMBERLY L., DDS, Meharry Medical College, 2002
Clinical Assistant Professor of General Dentistry
- CARIMI, JOHN M., AS, LSU School of Dentistry, 1979
Instructor Dental Health Resources/Dental Medicaid
- CARR, RONALD F., DDS, Loyola University (Louisiana), 1964
Professor of Oral and Maxillofacial Pathology
- CARRUTH, PHILIP L., DDS, University of Tennessee, 1979
Clinical Associate Professor of Prosthodontics
- CASTELLON, PAULINO, DDS, University of Guadalajara, Mexico, 1996
Assistant Professor of Prosthodontics
- CATCHINGS, SANDRA, DDS, LSU School of Dentistry, 1990
Clinical Assistant Professor of General Dentistry
- CHADHA, JAGDISH M., DDS, University of Iowa, 1964
Assistant Dean for Advanced Education and Professor and Head of Orthodontics
- CHERAMIE, TOBY, DDS, LSU School of Dentistry, 1993
Assistant Professor of Clinical General Dentistry
- CHEUK, SHU L., DDS, Washington University School of Dental Medicine, 1973
Professor of General Dentistry
- CHICHE, GERARD C., DDS, University of Paris (France), 1980
Professor and Head of Prosthodontics
- CHIDLOW, SUSAN L., DDS, LSU School of Dentistry, 2002
Clinical Assistant Professor of Pediatric Dentistry
- CHILIAN, WILLIAM M. PhD, University of Missouri, 1980
Professor and Head of Physiology...
- CHUSTZ, JOSEPH R., DDS, Loyola University (Louisiana), 1965
Clinical Assistant Professor of Operative Dentistry and Biomaterials
- COLEMAN, CHARLES, DDS, Temple University, 1996
Clinical Assistant Professor of General Dentistry
- COMEAX, RANDAL, DDS, LSU School of Dentistry, 1978
Clinical Assistant Professor of Periodontics
- COPELAND, FRANKLYN E., DDS, Loyola University (Louisiana), 1958
Associate Professor of Endodontics
- COREIL, MARK N., DDS, LSU School of Dentistry, 1986
Clinical Assistant Professor of Orthodontics
- CORLL, CONSTANCE B., MA, University of New Orleans, 1995
Instructor of Physiology
- COTHREN, GREGORY T., DDS, University of Tennessee, 1970
Clinical Assistant Professor of General Dentistry
- COURTOIS, THERESA, BS, University of Bridgeport, 1979
Clinical Instructor of General Dentistry, Program in Dental Hygiene
- CUARTAS, PEDRO J., DDS, LSU School of Dentistry, 2000
Clinical Assistant Professor of General Dentistry
- DAGATE, JOHN D., DDS, LSU School of Dentistry, 1980
Assistant Professor of Clinical General Dentistry
- DAVIS, ELISKA C., MS, Wright State University, 1987
Clinical Instructor of General Dentistry, Program in Dental Hygiene
- DEDERICH, DOUGLAS N., DDS, University of Iowa, 1983
Professor and Head of Periodontics
- DEJEAN, GANTT, D.D.S., Loyola University (Louisiana), 1972
Clinical Assistant Professor of General Dentistry, Program in Dental Hygiene
- DELATTE, ROY J., DDS, LSU School of Dentistry, 1980
Clinical Instructor of Oral Diagnosis/Medicine/Radiology
- DE NICOLA, ROSS J., DDS, Loyola University, 1960
Clinical Assistant Professor of Operative Dentistry and Biomaterials
- DICKERSON, ALAN C., DDS, LSU School of Dentistry, 1987
Clinical Assistant Professor of Periodontics
- DUBROC, GLENN C., JR., DDS, LSU School of Dentistry, 1989
Clinical Assistant Professor of Orthodontics
- DUMMETT, CLIFTON O., JR., DDS, Indiana University, 1969
Professor and Head of Pediatric Dentistry
- DYESS, BRIAN N., DDS, LSU School of Dentistry, 1983
Clinical Assistant Professor of Oral and Maxillofacial Surgery
- EVANS, GERALD H., DDS, LSU School of Dentistry, 1979
Professor of Periodontics
- FARRAR, SUZANNE K., BS, Loyola University (Louisiana), 1975
Clinical Assistant Professor of General Dentistry, Program in Dental Hygiene
- FAVALORO, GUY A., DDS, Loyola University (Louisiana), 1963
Clinical Professor of Orthodontics
- FIDEL, PAUL L., PhD, University of Oklahoma, 1988
Associate Dean for Research, Director of Center of Excellence in Oral and Craniofacial Biology and Professor of Microbiology, Immunology, and Parasitology
- FONTENOT, CHARLES J., DDS, LSU School of Dentistry, 1977
Clinical Assistant Professor of Orthodontics
- FORD, HENRI B., DDS LSU School of Dentistry, 1988
Clinical Assistant Professor of Operative Dentistry and Biomaterials

- FOURNET, LEON F., DDS, Loyola University (Louisiana), 1964
Clinical Professor of Oral and Maxillofacial Surgery
- FOWLER, MELANIE M., DDS, LSU School of Dentistry, 2002
Clinical Assistant Professor of Orthodontics
- FRUGE, JAMES F., JR., DDS, LSU School of Dentistry, 1978
Clinical Assistant Professor of Orthodontics
- FUSELIER, GRACE A., DDS, LSU School of Dentistry, 1984
Clinical Associate Professor of Prosthodontics
- GALLO, JOHN R. III, DDS, M.Ed. LSU School of Dentistry, 1992
Associate Professor of Operative Dentistry and Biomaterials
- GARBEE, WILLIAM H., DDS, Virginia Commonwealth University, 1975
Associate Professor of Oral Diagnosis / Medicine / Radiology
- GARDINER, DIANA M., PhD, University of Alabama, 1979
Assistant Dean for Educational Services and Professor
- GIACONA, FRANCIS T., JR., DDS, LSU School of Dentistry, 1977
Clinical Assistant Professor of General Dentistry
- GOTTSEGEN, MARSHALL I., DDS, Loyola University (Louisiana), 1964
Clinical Professor of Orthodontics
- GRUNER, RICHARD E., DDS, Loyola University (Louisiana), 1967
Clinical Professor of Prosthodontics
- GUMPERT, CARL, DDS, Loyola University (Louisiana), 1958
Clinical Assistant Professor of General Dentistry, Program in Dental Hygiene
- HAAS, ARTHUR L. III, PhD, Northwestern Medical School, 1979
Professor and Head of Biochemistry and Molecular Biology
- HAJISHENGALLIS, GEORGE, PhD, University of Alabama, 1994
Assistant Professor – Research of Microbiology, Immunology and Parasitology
- HAROKOPAKIS, EVLAMBIA, DDS University of Athens (Greece), 1989
Assistant Professor of Pediatric Dentistry
- HARRISON, JAMES D., DDS, Saint Louis University, 1951
Professor of Prosthodontics
- HAYCOCK, JOHN W., PhD, University of California, 1975
Professor of Biochemistry and Molecular Biology
- HEBERT, MYRA H., BS, Northeast Louisiana University, 1978
Clinical Instructor of General Dentistry, Program in Dental Hygiene
- HENRY, CRAIG A., DDS, LSU School of Dentistry, 1977
Clinical Associate Professor of Orthodontics
- HERBERT, JACK D., PhD, LSU Medical Center, 1967
Associate Professor of Biochemistry and Molecular Biology
- HILLER, MICHAEL E., DDS, LSU School of Dentistry, 1987
Clinical Assistant Professor of Orthodontics
- HOCHSTEDLER, J Lee, DDS, University of Tennessee, 1976
Associate Professor of Prosthodontics
- HORNSBY, C. GRADY, JR., 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
Dean, LSU School of Dentistry and Professor of Endodontics
- HUBAR, J. SEAN, DMD, University of Manitoba, 1979
Professor of Oral Diagnosis / Medicine / Radiology
- INDOVINA, ANTHONY A., DDS, LSU School of Dentistry, 1974
Clinical Associate Professor of Oral and Maxillofacial Surgery
- IRELAND, EDWARD J., JR., DDS, Loyola University (Louisiana), 1970
Professor of Operative Dentistry and Biomaterials
- JEANSONNE, BILLIE G., DDS, Loyola University (Louisiana), 1968
Associate Professor of Endodontics
- KAPUSTA, RUBIA M., DDS, Federal University Espirito Santo, 2002
Instructor of Pharmacology and Experimental Therapeutics
- KEATS, BRONYA J.B., PhD, Australian National University, 1976
Professor and Head Genetics
- KEE, EDWIN, BS, LSU School of Dentistry, 1999
Assistant Professor of Clinical Prosthodontics, Program in Dental Laboratory Technology
- KENT, JOHN N., DDS, University of Nebraska, 1963
Boyd Professor and Head of Oral and Maxillofacial Surgery
- KIRKENDOL, PAUL L., PhD, University of Tennessee, 1971
Associate Professor of Pharmacology and Experimental Therapeutics
- LALLIER, THOMAS E., PhD, University of California, Irving, 1991
Associate Professor of Cell Biology and Anatomy
- LANDESMAN, LISA S., DDS, LSU School of Dentistry, 2002
Clinical Assistant Professor of Operative Dentistry
- LANIER, STEPHEN M., PhD, University of Tennessee Center for Health Sciences, 1982
Professor and Head of Pharmacology and Experimental Therapeutics
- LAYMAN, DON L., PhD, George Washington University, 1970
Associate Professor of Cell Biology and Anatomy
- LEBLANC, JEFFREY, DDS, LSU School of Dentistry, 1993
Clinical Assistant Professor of Orthodontics
- LEBON, SUSAN S., DDS, LSU School of Dentistry, 1981
Clinical Assistant Professor of Operative Dentistry and Biomaterials
- LEDOUX, WILLIAM R., DDS, LSU School of Dentistry, 1977
Clinical Professor of Orthodontics
- LEIGH, JANET E., DMD, University of Pennsylvania, 1991
Associate Professor of General Dentistry
- LEMON, RONALD R., DMD, University of Kentucky, 1971
Professor and Head of Endodontics
- LIBERTO, VINCENT N., DDS, Loyola University (Louisiana), 1957
Assistant Dean for Continuing Education and Professor of Pediatric Dentistry
- LILES, SAMUEL L., PhD, LSU School of Graduate Studies of the Medical Center, 1968
Professor of Physiology
- LIMKANGWALMONGKOL, PENWADEE, DDS, Prince of Songkla, 1995
Assistant Professor of Prosthodontics
- LOFTON, HARRIET, BS, Loyola University (Louisiana), 1977
Clinical Instructor of General Dentistry, Program in Dental Hygiene
- LONG, JAMES H., DDS, LSU School of Dentistry, 1982
Clinical Assistant Professor of General Dentistry

LSU Health Sciences Center in New Orleans School of Dentistry

- LUFTIG, RONALD B., PhD, University of Chicago, 1967
Professor and Head of Microbiology, Immunology, and Parasitology
- LYNN, LENEISE C., DDS, Harvard University, 1994
Clinical Assistant Professor of Endodontics
- MABRY, CHARLOTTE M CONNICK., MS, Boston University, 1981
Associate Professor of General Dentistry
- MALDONADO, HECTOR R., DDS, LSU School of Dentistry, 1984
Clinical Assistant Professor of Orthodontics
- MALLOY, RANDOLPH, DDS, University of Iowa College of Dentistry, 1971
Associate Professor of Clinical Oral and Maxillofacial Surgery
- MANDERS, JAMIE M., DDS, LSU School of Dentistry, 1979
Clinical Assistant Professor of General Dentistry
- MARKLE, KENNETH F., DDS, LSU School of Dentistry, 1993
Clinical Assistant Professor of Periodontics
- MARTELLO, FRANCIS G., DDS, LSU School of Dentistry, 1979
Clinical Assistant Professor of General Dentistry
- MASON, CAROLINE F., MEd, Loyola University (Louisiana), 1975
Associate Professor of General Dentistry and Coordinator of Program in Dental Hygiene
- MASON, JOHN D., DDS, Virginia Commonwealth (Virginia), 1974
Associate Professor of Clinical Periodontics
- MASSETT, EDWARD C., JR., DDS, Loyola University (Louisiana), 1970
Clinical Associate Professor of Oral and Maxillofacial Surgery
- MATHERNE, RYAN P., DDS, LSU School of Dentistry, 1998
Clinical Assistant Professor of Endodontics
- MC CABE, CHARLES T., DMD, University of Pittsburg, 1976
Clinical Assistant Professor of Periodontics
- MCCLUGAGE, SAMUEL G., PhD University of Cincinnati, 1970
Associate Dean of Admissions for the Medical School, Professor and Interim Head of Cell Biology and Anatomy
- MC COMBS, MICHAEL, DDS, West Virginia University, 1980
Clinical Assistant Professor of General Dentistry
- MC DONALD, GARY T., DDS, Loyola University (Louisiana), 1968
Associate Dean for Clinical and Hospital Affairs and Professor of Prosthodontics
- MC DONALD, GEORGIA K., DDS, LSU School of Dentistry, 1988
Clinical Assistant Professor of Periodontics
- MC KEON, DAVID L., DDS, LSU School of Dentistry, 1991
Assistant Professor of Clinical General Dentistry
- MC KNIGHT, HUGH V., DDS, LSU School of Dentistry, 1978
Clinical Assistant Professor of General Dentistry
- 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 of Prosthodontics
- MENENDEZ, EDUARDO T., DDS, LSU School of Dentistry, 1998
Clinical Assistant Professor of Prosthodontics
- MENERAY, MICHELE A., PhD, Colorado State University, 1979
Professor of Physiology
- MERCANTE, DONALD, PhD, Virginia Poly Technic Institute and State University, 1990
Associate Professor, Research of Operative Dentistry and Biomaterials
- MICHAL, BILLY C., DDS, Loyola University (Louisiana) 1961
Clinical Assistant Professor
- 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
- MOHAMED, SHAWKY E., B.D.S, University of Cairo, 1961
Professor of 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 General Dentistry, Program in Dental Hygiene
- MURPHY, GUY L., DDS, Loyola University (Louisiana), 1967
Clinical Assistant Professor of General Dentistry
- MUZYKA, BRIAN C., DMD, Temple University, School of Dentistry, 1990
Associate Professor of Oral Diagnosis/Medicine/Radiology
- NAKAMOTO, TETSUO, PhD, Massachusetts Institute of Technology, 1978
Professor of Physiology
- NECAISE, DANNA G., BS, Loyola University, 1981
Clinical Assistant Professor of General Dentistry, Program in Dental Hygiene
- NEIDLINGER, JERRY, D.D.S, Indiana University, 1970
Clinical Assistant Professor of Prosthodontics
- NGUYEN, HIEP Q., DDS, LSU School of Dentistry, 2000
Clinical Assistant Professor of General Dentistry, Program in Dental Hygiene
- NGUYEN, PHUONG L., DDS, LSU School of Dentistry, 2000
Assistant Professor of Orthodontics
- NORTH, PATRICK T., DDS, Loyola University (Louisiana), 1961
Clinical Professor of Prosthodontics
- O'BRIEN, MICHEAL, DDS, Loyola University (Louisiana), 1970
Associate Professor of Clinical Oral and Maxillofacial Surgery
- PALMISANO, DONNA, DDS, LSU School of Dentistry, 1990
Clinical Assistant Professor of Prosthodontics
- PARKER, SUSAN, RDH, LSU School of Dentistry, 1975
Assistant Professor of Clinical Periodontics
- PAUL, DENNIS J., PhD, University of British Columbia, 1988
Associate Professor of Pharmacology and Experimental Therapeutics
- PEARSON, BRYAN S., 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
- PERKINS, TERESA, DMD, Harvard University, 1981
Assistant Professor of Pediatric Dentistry
- PHILLIPPE, LYNN, D., DDS, LSU School of Dentistry, 1982
Clinical Assistant Professor of Oral and Maxillofacial Surgery
- POE, CONRAD O., DDS, Loyola University (Louisiana), 1968
Clinical Associate Professor of Pediatric Dentistry
- PORTER, JOHNNY R., PhD, LSU Medical Center, 1973
Professor of Physiology and Medicine

- PORTER-WILLIAMS, ANDRETTA, DDS, Meharry Medical College, 1992
Assistant Professor of Operative Dentistry and Biomaterials
- POTIKET, NARONG, DDS, Chulalongkorn University, 1997
Assistant Professor of Prosthodontics
- POUSSON, REBECCA G., MBA, University of Phoenix, 2001
Director of Clinic Support and Staff Development and Assistant Professor of General Dentistry, Program in Dental Hygiene
- PRICE, HELEN J., DDS, LSU School of Dentistry, 1995
Clinical Assistant Professor of General Dentistry
- RAPPOLD, ALLAN P., DDS, LSU School of Dentistry, 1975
Director of Clinic Operations and Associate Professor of Prosthodontics and Coordinator of Program in Dental Laboratory Technology
- RASMUSSEN, ROBERT H., EdD, University of New Orleans, 1975
Professor of Educational Services
- REGAN, ROBERT L., DDS, LSU School of Dentistry, 1993
Clinical Assistant Professor of Oral and Maxillofacial Surgery
- REISIG, GREER C., DDS, LSU School of Dentistry, 1989
Clinical Assistant Professor of Oral Diagnosis/Medicine/Radiology
- RICHARDSON, DIONNE, DDS, Meharry Medical College School of Dentistry, 1994
Assistant Professor of General Dentistry
- RIPPS, ALAN H., DMD, University of Alabama, 1972
Professor of Clinical Operative Dentistry and Biomaterials
- RITCHIE, JOHN R., DDS, University of Iowa, 1979
Associate Professor and Head of General Dentistry
- RITWIK, PRIYANSHI, DDS, Tamil Nadu Agr University, 2000
Assistant Professor of Pediatric Dentistry
- RODRIGUEZ, MARIO S., DDS, Loyola University (Louisiana), 1969
Associate Professor of Periodontics
- ROSHAN, SUSAN, DDS, Tehran University, 1991
Clinical Assistant Professor of General Dentistry
- ROSKOSKI, ROBERT, JR., PhD, University of Chicago, 1968
Fred G. Brazda Professor of Biochemistry and Molecular Biology
- SARKAR, NIKHIL K., PhD, Northwestern University Dental School, (Chicago), 1973
Professor of Operative Dentistry and Biomaterials
- SARPHIE, THEODORE G., PhD, University of Mississippi, 1972
Associate Professor of Cell Biology and Anatomy
- SAVION, IGAL, DDS, Hebrew University at Hadassahm, 1991
Assistant Professor of Prosthodontics
- SCHIAVO, JULIE H., M.L.I.S., University of Southern Mississippi, 1996
Instructor of Medical Bibliography
- 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
Assistant Professor of Clinical General Dentistry, Program in Dental Hygiene
- SERGENT, ROBERT S., DMD, University of Kentucky College of Dentistry, 1973
Assistant Professor of Operative Dentistry and Biomaterials
- SHAW-SMITH, PAMELA R., DDS, Georgetown University, 1985
Clinical Assistant Professor of Pediatric Dentistry
- SHEA, DANIEL R., DDS, LSU School of Dentistry, 1994
Clinical Assistant Professor of Operative Dentistry and Biomaterials
- SHERWOOD, ROGER, DDS, LSU School of Dentistry, 1976
Clinical Assistant Professor of General Dentistry
- SHETTY, KISHORE, BDS, University of Bombay, 1994
Assistant Professor of Clinical General Dentistry
- SHOPPER, THOMAS P., DDS, Ohio State University, 1972
Associate Professor of Oral Diagnosis/Medicine/Radiology
- SIMMONS, DAVID E. DDS, Loyola University, 1963
Clinical Assistant Professor of Periodontics
- SISON, SHERI M., BS, LSU School of Dentistry, 1999
Clinical Instructor of General Dentistry, Program in Dental Hygiene
- SLIMAN, SHAUNTELLE A., BS, LSU School of Dentistry, 1998
Clinical Instructor of General Dentistry, Program in Dental Hygiene
- SMITH, CHET A., DDS, LSU School of Dentistry, 1990
Assistant Professor of Clinical General Dentistry
- SMITH, DEMARCUS D. IV, DDS, LSU School of Dentistry, 1981
Clinical Assistant Professor of Oral and Maxillofacial Surgery
- SPEIER, MICHELLE B., DDS, University of Minnesota, Cambridge, 1989
Clinical Assistant Professor of Endodontics
- SPRIGGS, LOUAINE, PhD, Tulane University, 1990
Associate Professor, Research of Cell Biology and Anatomy
- SPRINGSTEAD, MARY CATHERINE, MEd, Loyola University (Louisiana), 1975
Associate Professor of General Dentistry, Program in Dental Hygiene
- ST. GERMAIN, JEANNE, BS, LSU School of Dentistry, 1989
Clinical Instructor of Periodontics
- STEEG, CLARENCE J., JR., DDS, Loyola University (Louisiana), 1967
Clinical Professor of Prosthodontics
- STEVENS, HUEY M., DDS, Loyola University (Louisiana), 1954
Clinical Assistant Professor of General Dentistry, Program in Dental Hygiene
- STROTHER, ELIZABETH A., MLS, MBA, University of New Orleans, 1979
Associate Professor of Medical Bibliography
- STURTEVANT, JOY, PhD, Duke University, 1985
Associate Professor of Microbiology, Immunology and Parasitology
- SWEARINGEN, WILBA S., MA, MLS, University of Wisconsin-Milwaukee, 1977
Associate Professor of Medical Bibliography
- THERIOT, SHIHO, DDS, University of Hokkaido School of Dentistry, 1990
Clinical Assistant Professor of General Dentistry
- THUNTHY, KAVAS H., BDS, University of Bombay (India), 1969
Professor of Oral Diagnosis/Medicine/ Radiology
- TOM, SAMMY, DDS, LSU School of Dentistry, 2002
Clinical Assistant Professor of Operative Dentistry and Biomaterials
- TOMASZEWSKI, JAMES P., DDS, LSU School of Dentistry, 1974
Clinical Associate Professor of 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

Van Nortwick, Wallace, DDS, LSU School of Dentistry, 1978
Clinical Assistant Professor of Prosthodontics

VASTARDIS, SOTORIOS, DDS, University of Athens, 1995
Assistant Professor of Periodontics

VELA, DAVID, BS, Southeastern Louisiana University, 1986
Associate Professor of Clinical Prosthodontics, Program in Dental Laboratory Technology

WAUESPACK, GERI M., MS, College of St. Francis, 1987
Clinical Professor of General Dentistry, Program in Dental Hygiene

WALKER, RICHARD S., DDS, University of Missouri, 1975
Associate Professor of Clinical Operative Dentistry and Biomaterials

WALSH, TERENCE E., DDS, Loyola University (Louisiana), 1960
Clinical Associate Professor of Orthodontics

WEIR, JIM C., JR., DDS, University of Tennessee, 1974
Assistant Dean for Admissions, Professor and Head of Oral and Maxillofacial Pathology

WELCH, MARK A., DDS, LSU School of Dentistry, 1977
Clinical Assistant Professor of Oral and Maxillofacial Surgery

WELCH, SARAH J., DDS, Ohio University, 1987
Clinical Assistant Professor of Operative Dentistry and Biomaterials

WHITLEY, JOHN B., DDS, LSU School of Dentistry, 1983
Clinical Associate Professor of Orthodontics

WINKLER, MARK M., DDS, LSU School of Dentistry, 1981
Associate Professor of Operative Dentistry and Biomaterials

Worthylake, Rebecca A., PhD, University of Utah, 1998
Assistant Professor of Pharmacology and Experimental Therapeutics

XU, XIAOMING, PhD, University of New Orleans, 1996
Assistant Professor- Research of Operative Dentistry and Biomaterials

YEADON, WILLIAM R., DDS, LSU School of Dentistry, 1981
Clinical Associate Professor of Oral Diagnosis/ Medicine/Radiology

YOUNG, MICHAEL J., DDS, LSU School of Dentistry, 2003
Clinical Assistant Professor of General Dentistry, Program in Dental Hygiene

YUKNA, RAYMOND A., DMD, Tufts University, 1968
Professor of Periodontics and Coordinator of Postgraduate Program

ZAVALA, JULIO C., BS, LSU School of Dentistry, 1996
Assistant Professor of Clinical Prosthodontics, Program in Dental Laboratory Technology

RECAPITULATION OF FACULTY

Below are listed active faculty members of the School of Dentistry, by department or other designation, academic rank, and in alphabetical order of each:

Biochemistry and Molecular Biology

PROFESSOR: Haas; Haycock; Roskoski

ASSOCIATE PROFESSOR: Herbert

Cell Biology and Anatomy

PROFESSOR: McClugage

ASSOCIATE PROFESSOR: Lallier; Layman; Sarphe, Spriggs

Dental Health Resources, Dental Medicaid

PROFESSOR: Barsley

ASSOCIATE PROFESSOR: Mabry

ASSISTANT PROFESSOR: McKeon; Richardson

INSTRUCTOR: Carimi

Educational Services

PROFESSOR: Gardiner; Rasmussen

Endodontics

PROFESSOR: Hovland; Lemon

ASSOCIATE PROFESSOR: Copeland; Jeansonne

ASSISTANT PROFESSOR: Anzelmo; Caicedo; Lynn; Matherne; Speier

General Dentistry

PROFESSOR: Cheuk

ASSOCIATE PROFESSOR: Brisco; Leigh; Ritchie

ASSISTANT PROFESSOR: Arribas; Bates; Beier; Bercier; Caldwell; Catchings; Cheramie; Coleman; Cuartas; Dagate; Ellington; Giacona; Long; Manders; Martello; McCombs; McKnight; Murphy; Price; Roshan; Sherwood; Shetty; Smith; Theriot

Genetics

PROFESSOR: Keats

Program in Dental Hygiene

PROFESSOR: Andrieu; Waguespack

ASSOCIATE PROFESSOR: Benoit; Mason; Springstead

ASSISTANT PROFESSOR: Blancas; Boustany; Brumbaugh; Dejean; Farrar; Gumpert; Morgan; Necaize; Nguyen; Pousson; Schwartz; Stevens; Young

INSTRUCTOR: Breaux; Brewer-Foret; Courtois; Davis; Hebert; Lofton; Sliman; Sison

Medical Bibliography

ASSOCIATE PROFESSOR: Strother; Swearingen

INSTRUCTOR: Schiavo

Microbiology, Immunology and Parasitology

PROFESSOR: Fidel; Luftig

ASSOCIATE PROFESSOR: Sturtevant

ASSISTANT PROFESSOR: Hajishengallis

Operative Dentistry & Biomaterials

PROFESSOR: Burgess; Ireland; Ripps, Sarkar

ASSOCIATE PROFESSOR: Gallo; Mercante; Walker; Winkler

ASSISTANT PROFESSOR: Arrington; Burns, Chustz; DeNicola; Ford; Giacona; Landesman; LeBon; Porter-Williams; Sergent, Shea; Simmons; Tom; Welch, Xu

Oral and Maxillofacial Surgery

PROFESSOR: Block; Fournet; Kent; Misiek

ASSOCIATE PROFESSOR: Akin; Hornsby, Jr.; Indovina; Malloy; Massett; O'Brien; Towns

ASSISTANT PROFESSOR: Buras; Dyess; Perenak; Philippe; Regan; Smith IV; Welch

Oral Diagnosis, Medicine and Radiology

PROFESSOR: Barsley; Cade; Hubar; Thunthy; Yeadon

ASSOCIATE PROFESSOR: Garbee; Muzyka; Shopper

ASSISTANT PROFESSOR: Baldo; Reisig

INSTRUCTOR: Delatte

Oral & Maxillofacial Pathology

PROFESSOR: Weir; Carr

ASSOCIATE PROFESSOR: Brannon

Orthodontics

PROFESSOR: Chadha; Favaloro; Gottsegen; Ledoux; Schwaninger; Toso

ASSOCIATE PROFESSOR: Armbruster; Henry; McMinn; Walsh; Whitley

ASSISTANT PROFESSOR: Coreil; Dubroc; Fontenot; Fowler; Fruge; Hiller; Leblanc; Maldonado; Nguyen; Schwab

Pediatric Dentistry

PROFESSOR: Dummett; Liberto

ASSOCIATE PROFESSOR: Harokopakis; Poe

ASSISTANT PROFESSOR: Bullard; Chidlow; Michal; Perkins; Ritwik; Shaw-Smith

Periodontics

PROFESSOR: Dederich; Evans; Yukna

ASSOCIATE PROFESSOR: Rodriguez; Mason; Monica

ASSISTANT PROFESSOR: Abbott; Comeaux; Dickerson; Markle; McCabe; McDonald; Parker; Simmons; Vastardis

INSTRUCTOR: St. Germain

Pharmacology and Experimental Therapeutics

PROFESSOR: Lanier

ASSOCIATE PROFESSOR: Kirkendol; Paul

ASSISTANT PROFESSOR: Worthylake

INSTRUCTOR: Kapusta

Physiology

PROFESSOR: Chilian, Liles; Meneray; Nakamoto; Porter

INSTRUCTOR: Corll

Program in Dental Laboratory Technology

ASSOCIATE PROFESSOR: Aucoin; Vela

ASSISTANT PROFESSOR: Kee; Zavala

Prosthodontics

PROFESSOR: Arnold; Chiche; Gruner; Harrison; McDonald; Mendez; Mohamed; North; Steeg

ASSOCIATE PROFESSOR: Barre; Blatz; Carruth; Fuselier; Hochstedler; Moeller; Rappold; Tomaszewski

ASSISTANT PROFESSOR: Andrews; Castellon; Limkangwalmongkol; Menendez; Neidlinger; Palmisano; Potiket; Savion; Van Nortwick

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LSU Health Sciences Center in New Orleans School of Graduate Studies

LSU HEALTH SCIENCES CENTER IN 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 - New Orleans

JACK HINES
Coordinator of Student Affairs

Advisory Council

KATHLEEN MCDONOUGH, PhD, Associate Dean, Chair

RANNEY MIZE, PhD, Cell Biology and Anatomy,
appointed

JUDITH VENUTI, PhD, Cell Biology and Anatomy,
elected

DONALD MERCANTE, PhD, Biostatistics, appointed

CRUZ VELASCO, PhD, Biostatistics, elected

DONALD SCOTT, PhD, Biochemistry and Molecular
Biology, appointed

SURESH ALAHARI, PhD, Biochemistry and Molecular
Biology, elected

DIPTASRI MANDAL, PhD, Genetics, appointed

PAULA GREGORY, Genetics, PhD, elected

ANGELA AMEDEE, PhD, Microbiology, Immunology and
Parasitology, appointed

JEFFREY HOBDEN, PhD, Microbiology, Immunology and
Parasitology, elected

THOMAS LALLIER, PhD, Oral Biology, appointed

EMEL SONGU-MIZE, PhD, Pharmacology and
Experimental Therapeutics, appointed

CHARLES NICHOLS, PhD, Pharmacology and
Experimental Therapeutics, elected

GREGORY BAGBY, PhD, Physiology, appointed

PATRICIA MOLINA, PhD, Physiology, elected

W. DOUGLAS SCHEER, PhD, Pathology, appointed

NALINI SANTANAM, PhD, Pathology, elected

THEODORE WEYAND, PhD, Neuroscience Center of
Excellence, appointed

JEFFREY ERICKSON, PhD, Neuroscience Center of
Excellence, elected

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)

Joseph M. Moerschbaecher, III, PhD (1998-Present)

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**DR. MARILYN L. ZIMNY**  
 December 12, 1927 – January 7, 2006  
 Professor Emeritus of Anatomy  
 Retired Vice Chancellor for Academic Affairs and  
 Dean of the School of Graduate Studies

## CALENDAR 2006 – 2007

### 2006 Fall Semester

#### August

|           |    |                                                                                     |
|-----------|----|-------------------------------------------------------------------------------------|
| Monday    | 14 | Orientation and registration                                                        |
| Wednesday | 16 | Classes begin                                                                       |
| Wednesday | 30 | Final date for adding courses for credit and for dropping courses without a penalty |

#### September

|        |    |           |
|--------|----|-----------|
| Monday | 04 | Labor Day |
|--------|----|-----------|

#### November

|           |    |                                                       |
|-----------|----|-------------------------------------------------------|
| Wednesday | 14 | Final date for submission of theses and dissertations |
| Thursday  | 23 | Thanksgiving Holiday                                  |
| Friday    | 24 | Thanksgiving Holiday                                  |

#### December

|          |    |                      |
|----------|----|----------------------|
| Friday   | 08 | Fall Semester ends   |
| Thursday | 14 | Conferral of Degrees |

### 2007 Spring Semester

#### January

|           |    |                                                                                     |
|-----------|----|-------------------------------------------------------------------------------------|
| Tuesday   | 09 | Registration                                                                        |
| Wednesday | 10 | Classes begin                                                                       |
| Monday    | 15 | Martin Luther King, Jr. holiday                                                     |
| Wednesday | 24 | Final date for adding courses for credit and for dropping courses without a penalty |

#### February

|         |    |                    |
|---------|----|--------------------|
| Tuesday | 20 | Mardi Gras holiday |
|---------|----|--------------------|

#### April

|          |    |                                                                 |
|----------|----|-----------------------------------------------------------------|
| Friday   | 06 | Easter holiday                                                  |
| Thursday | 19 | Final date for submission of approved theses and, dissertations |

#### May

|          |    |                      |
|----------|----|----------------------|
| Friday   | 11 | Spring Semester ends |
| Saturday | 19 | Commencement         |

### 2007 Summer Semester

#### May

|           |    |               |
|-----------|----|---------------|
| Tuesday   | 22 | Registration  |
| Wednesday | 23 | Classes begin |
| Monday    | 28 | Memorial Day  |

#### June

|           |    |                                                                                     |
|-----------|----|-------------------------------------------------------------------------------------|
| Wednesday | 06 | Final date for adding courses for credit and for dropping courses without a penalty |
|-----------|----|-------------------------------------------------------------------------------------|

#### July

|           |    |                                                                 |
|-----------|----|-----------------------------------------------------------------|
| Wednesday | 04 | Independence Day holiday                                        |
| Tuesday   | 11 | Final date for submission of approved theses and, dissertations |

#### August

|          |    |                      |
|----------|----|----------------------|
| Friday   | 03 | Summer Semester ends |
| Saturday | 11 | 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.

### 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 departments 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).

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.

### ADMISSION PROCEDURE

Application Form – Complete the School of Graduate Studies Application Form available on the School of Graduate Studies [Website](#)

Admissions Fee – The admission 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 this office (our code is 6385) an official report of your Graduate Record Exam (GRE) scores. 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 this office (preferably from professors who have taught you in the basic sciences). Use the Letter of Recommendation Form provided on the School of Graduate Studies [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.lsuahsc.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 three hours.

## 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 Department 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 – The format of the thesis should follow the rules formulated in the current edition of Scientific Style and Format: The CBE Manual 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 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 written, oral, or both. 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 either oral or written or both, 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. 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 of 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.

## PROGRAM DESCRIPTIONS

### BIOCHEMISTRY AND MOLECULAR BIOLOGY - MS, PHD

**Arthur L. Haas, PhD**  
**Professor and Chairman**

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 formal didactic training during the first year, students will participate in at least 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. The departmental faculty members have diverse research interests including the cell biology, genetics, and epidemiology of cancer and the underlying mechanisms of cell transformation and the analysis of protein structure and its correlation with function. Interests also include the enzymology of cell regulatory processes including DNA repair and targeted intracellular protein degradation; gene promoter and expression analysis; the molecular biology of aging; 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.

### Core Requirements

|                                                                | 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       |
| BIOCH 207 Introduction to Special<br>Methods of Research ..... | 12      |
| Advanced Topics Electives.....                                 | 17      |
| BIOCH 400 Dissertation Research .....                          | 15      |

**BIOMEDICAL SCIENCES  
CONCENTRATION PROGRAM – MS**  
(A Collaborative Masters Degree Program)

The Masters of Science, Biomedical Sciences Concentration, Collaborative Graduate Program has been established between the University of New Orleans (UNO), Department of Biology, and the Louisiana State University Health Sciences Center in New Orleans School of Graduate Studies (LSUHSC). The degree is awarded by the student's home institution, but the transcript will specify completion of the Biomedical Sciences Concentration Program.

**Admission**

Students are to be accepted into their parent institution and then apply for admission into the Collaborative Program. The student's major professor or graduate coordinator, as well as the faculty of the Department at the affiliated institution, shall approve the student's entry into the Program. Completion of the Program is required before application to the LSUHSC Medical School can be considered.

**Continuance**

Students must maintain a B average (3.0) to avoid probation. A student on probation has one semester to rectify his grade deficiency before being dropped from the Program.

**Curriculum**

Masters level courses from the University of New Orleans and LSUHSC will be determined jointly by the departments involved from each campus. Core courses for each department have been defined and generally include a laboratory rotation course. Elective courses, chosen by the student's major professor and thesis committee, shall include at least 3 hours at the affiliated campus.

**Thesis Committee**

All faculty members serving on the thesis committee must be members of the Graduate Faculty of their own institution and will receive adjunct appointments at the student's home institution. The Committee will be chaired by the student's major professor and members will be selected by the student and major professor. At least one member will be from the affiliated institution.

**BIOMETRY - MS**

The School of Graduate Studies in conjunction with the School of Public Health offers a program in biometry leading to the MS degree. Both classical and newly developed techniques are emphasized. Special areas of faculty competence include design and analysis of clinical research studies, categorical data analysis, sampling, survival analysis, microarray data analysis, multivariate analysis, and cost-effectiveness/cost-benefit analysis. The program is designed to provide sound preparation for students planning a career in biostatistics. Each student is required to write and defend a thesis that would be publishable in the statistical literature.

The core requirements for the MS Program in Biometry for all students are as follows.

**Core Requirements**

|                                                       | Credits |
|-------------------------------------------------------|---------|
| BIOS 6221 Introduction to Biostatistics .....         | 3       |
| BIOS 6222 Biostatistics II .....                      | 3       |
| BIOS 6223 Introduction to Theory of Probability ..... | 3       |
| BIOS 6224 Introduction to Statistical Inference ..... | 3       |
| BIOS 6901-6906 Thesis Research .....                  | 6       |

**CELL BIOLOGY AND ANATOMY – MS, PhD**

**Sam G. McClugage, PhD**  
**Professor and Interim Head**

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, molecular biology, immunology, and genetics. The CAP program is designed to prepare students for professional careers involving instruction in the anatomical sciences, including dissection of the human body, with emphasis upon gross anatomy, histology, embryology, human physiology, and other clinically related sciences. Students in this program may also undertake research projects in the DCN program or those 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, 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.

**Core Requirements**

|                                                       | Credits  |
|-------------------------------------------------------|----------|
| INTER 111 Biochemistry .....                          | 5        |
| INTER 121 Cell Biology .....                          | 3        |
| INTER 122 Molecular Genetic Mechanisms .....          | 2        |
| INTER 123 Control of Gene Expression .....            | 2        |
| INTER 124 Cell Signaling and Cell Cycle Control ..... | 3        |
| INTER 220 Ethics in Biomedical Sciences .....         | 1        |
| INTER 260 Responsible Conduct in Research .....       | 1        |
| ANAT 300 Thesis Research.....                         | Variable |
| ANAT 400 Dissertation Research.....                   | Variable |

**COMBINED GRADUATE AND PROFESSIONAL DEGREE PROGRAM – 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 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.

## HUMAN GENETICS - MS, PhD

Bronya J. B. Keats, PhD

Professor and Chair, Department of Genetics

The goal of the graduate program in human 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, medical and statistical genetics, and gene therapy, 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

### Core Requirements

|                                                                 | Credits |
|-----------------------------------------------------------------|---------|
| GENET 231 Basic Human Genetics .....                            | 3       |
| GENET 236 Genetic Epidemiology and<br>Population Genetics ..... | 3       |
| GENET 246 Molecular Medicine in Disease.....                    | 3       |
| GENET 247 Proposal Writing .....                                | 2       |
| GENET 253 Laboratory Rotation in Molecular Genetics .....       | 3       |
| GENET 271 Medical Genetics Clinic.....                          | 3       |
| INTER 220 Ethics in the Biomedical Sciences.....                | 1       |
| INTER 260 Responsible Conduct in Research.....                  | 1       |
| BIOS 6221 Introduction to Biostatistics .....                   | 3       |
| INTER 111 Biochemistry .....                                    | 5       |
| INTER 121 Cell Biology.....                                     | 3       |
| INTER 122 Molecular Genetic Mechanisms .....                    | 2       |
| INTER 123 Control of Gene Expression .....                      | 2       |
| INTER 124 Cell Signaling and Cell Cycle Control .....           | 3       |
| GENET 292 Human Cytogenetics .....                              | 3       |
| GENET 400 Dissertation Research.....                            | 9       |

## INTERDISCIPLINARY PROGRAM

The Interdisciplinary program was established to provide students with a solid integrated foundation in molecular, cellular, and biological systems and the opportunity to select a mentor from a wide range of disciplines. The program is comprised of seven Basic Science Departments: Biochemistry and Molecular Biology; Cell Biology and Anatomy; Genetics; Microbiology, Immunology, and Parasitology; Pathology; 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 Genetic Mechanisms .....                                  | 2       |
| INTER 123 Control of Gene Expression .....                                    | 2       |
| INTER 124 Cell Signaling and Cell Cycle Control .....                         | 3       |
| <u>Biological Systems</u>                                                     |         |
| INTER 131 GI and Renal.....                                                   | 2       |
| INTER 132 Neural, Endocrine, Cardiovascular,<br>Respiratory Integrative ..... | 5       |
| <u>General Courses</u>                                                        |         |
| INTER 190 Seminar .....                                                       | 1       |
| INTER 191 Journal Club.....                                                   | 1       |



**MICROBIOLOGY, IMMUNOLOGY, AND PARASITOLOGY - MS, PhD**

**Ronald B. Luftig, PhD**  
**Professor and Head**

The program accepts qualified candidates for the MS and PhD degrees. For the MS degree, a minimum of two years of full-time study will generally be required for completing course work and a thesis. For the PhD 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 year, students complete course work that includes medical microbiology, biochemistry, cellular and molecular biology, as well as a selection of microbiology specialty courses. The faculty has major areas of competence in bacteriology, virology, mycology, immunology and parasitology. Students will also participate in research rotations through laboratories of their choice to aid in the selection of a mentor and research project for their dissertation. During the second year of study, students complete didactic course requirements and begin dissertation research.

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. 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](mailto: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.

**Core Requirements**

|                                                    | 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       |
| BIOS 6221 Introduction to Biostatistics            | 3       |
| MICRO 221 Medical Microbiology                     | 5       |
| MICRO 229 Analysis of Research Literature          | 2       |
| MICRO 298 Seminar in Microbiology                  | 4       |
| MICRO 299 Research Proposal in Microbiology        | 3       |
| MICRO 400 Dissertation Research                    | 15      |
| ADVANCED TOPICS ELECTIVES .....                    | 12      |

**NEUROSCIENCE – MS, 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 1<sup>st</sup> 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.

**Core Requirements**

|                                               | Credits |
|-----------------------------------------------|---------|
| INTER 111 Biochemistry .....                  | 4       |
| INTER 122 Molecular Genetic Mechanisms .....  | 2       |
| INTER 123 Control of Gene Expression .....    | 2       |
| 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      |

**ORAL BIOLOGY – MS**

Schools of Dentistry and Graduate Studies

This program allows students already enrolled in an advanced dental education program as well as individuals who have a specialized interest in dentistry or the allied dental sciences to earn the degree, Master of Science in Oral Biology. This program is offered through the School of Graduate Studies and administered by the School of Dentistry and the Center of Excellence in Oral and Craniofacial Biology. The Master of Science Program in Oral Biology is an option for those students with superior academic records and research potential.

Although this program will require dual enrollment in the School of Dentistry and the School of Graduate Studies, students will pay tuition to the School of Dentistry. Prospective students must first apply to and be accepted by the School of Dentistry. Students should state their desire to enter the MS/Advanced Dental Education Program, preferably at the time of application, but no later than the end of the Fall semester, first year.

In addition to the requirements for entering the Advanced Dental Education Program, the criteria for admission to the Master of Science Degree Program for the School of Graduate Studies must be met. In lieu of the baccalaureate degree requirement, students must have earned a DDS or DMD degree, or equivalent, from an accredited dental program. A minimum of two years of full-time study will generally be required for completing course work and thesis requirements for this collaborative MS/Advanced Dental Education Program.

The Program for obtaining the MS can be tailored to the requirement of each individual student. Thesis research can be done in any basic science or clinical science Department participating in the program. The thesis committee will be comprised of five graduate faculty, at least two will be from the participating MS degree program. Curriculum design and course selection must be approved by the student's committee using the following guidelines. The minimum requirement is 33 semester hours of graduate work to include the following. Descriptions for courses numbered greater than 1000 are listed in the School of Dentistry section of this publication.

**Core Requirements**

|                                                                                            | Credits   |
|--------------------------------------------------------------------------------------------|-----------|
| <b>Advanced Dental Core Course Requirements</b> .....                                      | <b>9</b>  |
| ANAT 255 Advanced Head and Neck Anatomy .....                                              | 3         |
| OBIOL 201 Statistical Methods in Health Sciences .....                                     | 3         |
| OBIOL 202 Research Methodology .....                                                       | 1         |
| OBIOL 203 Advanced Oral Biophysiology .....                                                | 2         |
| <b>Basic Science Courses Minimum Requirements</b> .....                                    | <b>9</b>  |
| <b>Advanced Dental Education Specialty Courses Minimum Requirements (from below)</b> ..... | <b>9</b>  |
| ENDO 5407 Pulpal and Periodontal Biology .....                                             | 2         |
| PROS 5505 TMJ Dysfunction, Occlusion, and Facial Pain .....                                | 2         |
| MICRO 241 Microbiology and Oral Disease .....                                              | 1         |
| MICRO 242 Advanced Dental Immunology .....                                                 | 1         |
| DENT 5507 Advanced Radiology .....                                                         | 1         |
| DENT 5407 Oral Medicine and Clinical Diagnosis .....                                       | 2         |
| OPATH 5100 Differential Diagnosis of Oral Lesions .....                                    | 2         |
| OPATH 5501 Pediatric Oral Pathology .....                                                  | 2         |
| PHARM 5400 Advanced Dental Pharmacology .....                                              | 1         |
| PATH 210 Topics in Pathology .....                                                         | 2-6       |
| PATH 300 Thesis Research y .....                                                           | 6         |
| <b>Minimum Total</b> .....                                                                 | <b>33</b> |

**PATHOLOGY - MS, PhD**

**Jack P. Strong, MD**

**Boyd Professor and Head**

The goal of the program is to provide the education and training necessary for graduates to assume positions in academic pathology departments, service clinical and forensic laboratories, or in industry related to the clinical laboratory specialties. The recommended curriculum provides the student with knowledge in the clinical sciences considered particularly relevant to their pathology specialty; general and systemic pathology, clinical pathology, biochemistry, clinical chemistry, molecular pathology and toxicology. Research activities are clinically oriented, examining the causes, mechanisms, and effects of disease. General entry requirements are those of the School of Graduate Studies. Special requirements include a minimum of 16 semester hours of undergraduate chemistry, and biology.

The Program for obtaining the PhD is tailored to the requirements of each individual student, but the core requirements for all students are as follows:

**Core Requirements**

|                                                              | 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 Cell Cycle Control .....        | 3       |
| INTER 131 Biological Systems .....                           | 2       |
| INTER 132 Biological Systems .....                           | 5       |
| INTER 191 Journal Club .....                                 | 1       |
| PATH 202 Introduction to Methods in Pathology II .....       | 1-6     |
| PATH 210 Topics in Pathology .....                           | 1-6     |
| PATH 280 Pathology Seminar .....                             | 1-4     |
| PATH 291 General and Systemic Pathology I .....              | 4       |
| PATH 291A General and Systemic Pathology I Laboratory .....  | 2       |
| PATH 292 General and Systemic Pathology II .....             | 4       |
| PATH 292A General and Systemic Pathology II Laboratory ..... | 2       |
| PATH 400 Dissertation Research .....                         | 15      |

**PHARMACOLOGY AND  
EXPERIMENTAL  
THERAPEUTICS - MS, PhD**

**Stephen M. Lanier, PhD  
Professor and Head**

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 degree program is available at the discretion of the staff 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. Students enrolled in the doctoral program are required to take introductory graduate courses. First year courses are Biochemistry, Cell and Molecular Biology, Biological Systems and Ethics. General Pharmacology, Principles of Pharmacology II, and Biometry are also required. 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.

**Core Requirements**

Credits

|                                                       |          |
|-------------------------------------------------------|----------|
| INTER 111 Biochemistry .....                          | 5        |
| INTER 121 Cell Biology .....                          | 3        |
| INTER 122 Molecular Genetic Mechanisms .....          | 2        |
| INTER 123 Control of Gene Expression .....            | 2        |
| INTER 124 Cell Signaling and Cell Cycle Control ..... | 3        |
| INTER 131 Biological Systems A .....                  | 2        |
| INTER 132 Biological Systems B .....                  | 5        |
| INTER 220 Ethics in Biomedical Sciences .....         | 1        |
| BIOS 6221 Introduction to Biostatistics .....         | 3        |
| INTER 260 Responsible Conduct in Research .....       | 1        |
| PHARM 195 General Pharmacology .....                  | 5        |
| PHARM 199 Seminar .....                               | 1        |
| PHARM 206 Principles of Pharmacology II .....         | 3        |
| PHARM 222 Introduction to Faculty Research .....      | 1        |
| PHARM 251 Research in Pharmacology .....              | Variable |
| PHARM 252 Research in Pharmacology .....              | Variable |
| PHARM 300 Thesis Research .....                       | Variable |
| PHARM 400 Dissertation Research .....                 | Variable |

**PHYSIOLOGY – MS, PhD**

**Michael G. Levitzky, PhD**  
**Professor and Interim Head**

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, or industry. 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, student time is largely devoted to course work in the 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 early in the second year before the student has completed formal course requirements. Beginning in the second year, advanced course work is tailored to a student's needs, and 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. 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. The department also has a program leading to an MS degree, which typically requires at least 2 years to complete. Students in this program take similar courses during the first year and complete the program by conducting mentored research leading to a thesis. Students completing the MS program are prepared for careers in biomedical research in academic institutions or industry, or are prepared to continue their graduate education. Qualified students will be accepted for graduate courses in physiology only after consultation with and approval by the Graduate Faculty of the Department.

The Program for obtaining the PhD is tailored to the requirements of each individual student. Students enrolled in the combined MD/ PhD program satisfy basic biomedical sciences core requirements by completing the first 2 years of medical school. Students in the Ph.D Program should complete course work designated Basic Biomedical Sciences. In addition, Other Core Requirements are for all PhD and combined MD/PhD students.

**Core Requirements**

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 |

Other Core Requirements

|                                                  |          |
|--------------------------------------------------|----------|
| PHYSIO 298, 299 Seminar (4 semesters).....       | 4        |
| PHYSIO 201, 202 Research in Physiology.....      | 2-9      |
| BIOS 6221 Introduction to Biostatistics .....    | 3        |
| INTER 220 Ethics in the Biomedical Sciences..... | 1        |
| INTER 260 Responsible Conduct in Research.....   | 1        |
| PHYSIO 400 Dissertation Research.....            | Variable |

**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.

**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, 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.

**BIOCH 299 Professional Skills for Graduate Students**

[1 Credit]

**BIOCH 300 Thesis Research**

[1-6 Credits]

**BIOCH 400 Dissertation Research**

[1-9 Credits]

## Biometry

(Biometry 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 supplemental 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] 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 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 and given jointly with the Department of Radiology.

### **ANAT 195 Medical Neuroscience**

[6 Credits] An introduction to the structure and function of the nervous system, as well as its dysfunction. This course is also taken by first-year medical students.

### **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 physiologic and anatomic organization of the major structures of the brain and spinal cord. The course will consist of two 2-hour lectures per week, each week being devoted to a different CNS structure and taught by a different 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.

### **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 271 Biomedical Imaging**

[3 Credits] This course will be useful for individuals from both basic science and clinical departments who would like to become educated users of image analysis software and computer equipment. The use of image analysis programs and associated computer hardware has made the non-invasive clinical diagnosis more widespread and opened up new avenues in basic research in many different fields that was not possible only a few years ago. Overall, this course does not intend for the students to be experts at either the software or hardware used in image analysis and processing or to become experts. Therefore, the prerequisites are an interest and professional need for the use of image analysis. Using these systems is the most important part of making image analysis more useful in the student's own work; therefore, small projects will form the backbone of the course. The course will bring in experts in particular fields to address special topics, as well as using faculty from a number of Departments at the LSU Health Sciences Center. Topics that will be discussed are as follows: the use of image analysis and image processing; software packages of several types, including their pitfalls and cost-to-benefit ratio; statistical methods in image processing; an introduction to the types of filters applied to images and how these are implemented; 2D and 3D image processing, including how these can be applied with specific examples; computers for image processing, which will include a discussion by technical representatives from the industry; use of image analysis in specific applications in basic and clinical science, pointing to similarities and differences; and new developments in image analysis and their impact.

### **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]

### **ANAT 400 Dissertation Research**

[1-9 Credits]

## **Human Genetics**

### **GENET 231 Basic Human Genetics**

[3 Credits] Three hours of lecture per week. An introduction to the basic principles of Mendelian genetics, quantitative and multifactorial inheritance, molecular and biochemical genetics, cytogenetics, statistical genetics, and genetic counseling. Examples from human genetics illustrate these principles; selected classical experiments from basic genetics are also resented.

### **GENET 236 Genetic Epidemiology and Population Genetics**

[3 Credits] Three hours of lecture per week. 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 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 253 Laboratory Rotation in Molecular Genetics**

[3 Credits] Student works in faculty laboratory to become acquainted with research projects and techniques.

### **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 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]

### **GENET 400 Dissertation Research**

[1-9 Credits]

## **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, problems 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 Genetic Mechanisms**

[2 Credits] This is an introductory molecular biology course that will focus on basic molecular genetic mechanisms and techniques, DNA structure, the biochemistry of DNA replication, and regulation of gene expression in prokaryotic systems. Prerequisite: INTER 121.

### **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 focus on molecular signaling pathways, signaling pathways that control gene expression, signal integration, regulation of the eukaryotic cell cycle, programmed cell death, cancer, and immunity.

### **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. 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.

### **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. Lecture and discussion sessions will be presented each week to illustrate these principles.

### **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] Number of hours and amount of credit to be stated at time of registration. Permission required. 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 226 Preparation for Instruction in Microbiology**

[3 Credits] Students will be required to demonstrate proficiency in diagnostic and clinical microbiology and immunology and to develop instructional presentations in these topics. Students will be evaluated by both written examinations and on the quality of their presentations. Registration is by permission only.

### **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 230 Oral Immunology**

[2 Credits] Fundamentals of immunology with special reference to the biology, in both health and disease, of the oral cavity. Host microbial interactions important in caries and periodontal diseases are examined in detail. Experiments in immunology are designed to illustrate basic principles of immunobiology.

### **MICRO 231 Molecular Biology of Eukaryotic Pathogens**

[3 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. Each week a lecture is

given on the topic followed by student presentations of seminal papers in the field. All participants are required to present a paper. Students will learn to critically analyze, and present data obtained from experimental, scientific, and translational papers. Course will emphasize essential elements of experimental design, analysis of results and scientific logic.

### **MICRO 263 Tropical Medicine**

[Up to 6 Credits] Opportunities for supervised training in research, clinical tropical medicine, epidemiology, field and laboratory investigation, and public health in Latin America are available in limited numbers. Applications should be submitted eight to 12 months in advance of the training period. Graduate students with appropriate interests will be considered. Applicants should begin the study of Spanish before or immediately after approval of their applications.

### **MICRO 276 General and Molecular Virology**

[3-5 Credits] Number of hours and amount of credit to be stated at time of registration. Permission required. 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. Lectures and seminars.

### **MICRO 277 Advanced Virology**

[3-6 Credits] By arrangement.

### **MICRO 280 Techniques in Microbiology**

[1-6 Credits] Number of hours and amount of credit to be stated at time of registration. Permission required. A laboratory course designed to familiarize the student with modern technology of molecular biology, including analytical and preparative centrifugation, electrophoresis, spectrophotometry, column chromatography, etc. Additional techniques commonly used in immunology, bacteriology, and virology laboratories are also included. Emphasis will be on applications to simple problems conducted at the laboratory bench.

### **MICRO 281 Selected Topics in Microbiology**

Topic and credit by arrangement.

### **MICRO 296 Fundamentals of Immunology**

[3-5 Credits] Number of hours and amount of credit to be stated at time of registration. Permission required. Fundamentals of immunology, including immunochemistry and cellular aspects of the immune response, with illustrative reference to immunological factors in human health and disease.

### **MICRO 297 Advanced Immunology**

[3-6 Credits] By arrangement.

### **MICRO 298 Seminar in Microbiology**

[1 Credit]

### **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 candidate's 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**

[Variable Credits] (only 6 hours may be used for credit toward the master's degree). Registration by permission of the major professor. Amount of credit must be stated at the time of registration.

### **MICRO 400 Dissertation Research**

[1-9 Credits]

## **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 pathophysiological 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 270 Laboratory Rotation**

[4 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.

## **Oral Biology**

### **OBIOL 201 Statistical Methods in Health Sciences**

[3 Credits] This course is designed to present statistical techniques for analysis of dental data. It prepares the advanced education student for: analyzing research results; presenting analyses to an audience; and understanding of analyses that appear in dental literature. This course is equivalent to BIOM 5419 and BIOM 221.

### **OBIOL 202 Research Methodology**

[1 Credit] This course is designed to enhance the advanced education dental student's comprehension of the research process from initiation of a research project to presentation of findings. Traditional as well as innovative approaches to oral health research are presented.

### **OBIOL 203 Advanced Oral Biophysiology**

[2 Credits] The objective of this course is to provide the student with a contemporary view of cell biology and relate this to developmental, structural, functional, and pathologic events associated with the craniofacial complex.

## **Pathology**

### **PATH 201 Introduction to Methods in Pathology I**

[1-3 Credits] A survey course on the principles of research, experimental design, biostatistics, laboratory safety and the theoretical background of the analytical methods and procedures encountered in research and clinical pathology laboratories.

### **PATH 202 Introduction to Methods in Pathology II**

[1-6 Credits] Laboratory work in an area of the Department's research or service laboratories designed to introduce the student to the research and service activities under the direction of an expert in the use of the methodology.

### **PATH 210 Topics in Pathology**

[2-6 Credits] The course is intended to permit students to explore in detail, primarily through laboratory work, some areas of particular interest in pathology, for example clinical chemistry, medical informatics, molecular pathology, toxicology, research in atherosclerosis and cardiovascular disease or cancer epidemiology. The specialty area studied will be indicated on the student transcript in addition to the course title.

### **PATH 232 Advanced Pathology**

[1-3 Credits] One to three hours of lecture per week, to be arranged appropriate to topic and credit to be earned. The course is designed to permit graduate students to explore in an organized format, through lectures and discussions (conferences), advances in specialized areas or subjects in general, systemic or clinical pathology, which are not fully covered in other scheduled courses.

### **PATH 280 Pathology Seminar**

[1 Credit] Topics of general interest in pathology, including reports on current literature are discussed. A maximum of four credits only may be earned during the period of graduate work.

### **PATH 291 General and Systemic Pathology I**

[4 Credits] Four hours of lecture. This course introduces students to the study and language of human disease, its causes, and mechanisms and effects on the body by in-depth discussion of the general principles and reactions to different types of injury shared by most tissues.

### **PATH 291A General and Systemic Pathology I Laboratory**

[2 Credits] Six hours of laboratory. A laboratory course that enables the student to study gross organs and microscopic slides of tissues containing characteristic features of the disease processes studied in Pathology 291. Prerequisite: concurrent registration in Pathology 291.

**PATH 292 General and Systemic Pathology II**

[4 Credits] Four hours of lecture. This course introduces the student to the characteristic effects of common types of injury and of diseases on specific organ systems. The major disease processes are studied in terms of etiology, pathogenesis, and lesions. Prerequisite: Pathology 291A

**PATH 292A General and Systemic Pathology II Laboratory**

[2 Credits] Six hours of laboratory. A laboratory course that enables the student to study gross organs and microscopic slides of tissues containing the characteristic features of the disease processes studied in Pathology 292. Prerequisite: Pathology 291A and concurrent registration in Pathology 292.

**PATH 293 Clinical Pathology**

[4 Credits] Four hours of lecture. This course introduces the students to general concepts in clinical pathology and to the diagnostic and prognostic application of laboratory testing to patients with various diseases of metabolism and of the hematopoietic, genitourinary, gastrointestinal, cardiovascular, and endocrine systems studied in Pathology 292 and 292A. Prerequisite: Pathology 291A and 292.

**PATH 293A Clinical Pathology Laboratory**

[2 Credits] Six hours of laboratory. A laboratory course designed to enable students through laboratory exercises, case studies, and microscopic examination of blood and urine specimens to evaluate the significance of clinical laboratory test results in the management of disease. Prerequisites: Pathology 291, 291A, 292, 292A and concurrent registration in Pathology 293.

**PATH 296 Toxicology**

[2 Credits] Two hours lecture/tutorial per week. A basic introduction to the general principles of toxicology and their application to clinical toxicology and pharmacology. Consideration of specific toxic and therapeutic agents will include discussions of composition of the agent, mode of action and pathologic sequelae. Prerequisites: a degree in Medical Technology and concurrent registration in Pathology 296A.

**PATH 296A Toxicology Laboratory**

[4 Credits] 20 hours laboratory per week. A laboratory course designed to provide the student with knowledge in the laboratory diagnosis of disorders caused by toxic and therapeutic agents, including the underlying principles of methodological approaches and consideration of the pathologic sequelae of specific agents. Prerequisites: a degree in Medical Technology, Pathology 294 and concurrent registration in Pathology 296.

**PATH 300 Thesis Research**

[1-6 Credits]

**PATH 400 Dissertation Research**

[1-9 Credits]

**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 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 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 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 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 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]

**PHARM 400 Dissertation Research**

[1-9 Credits]

**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 220A (120A or 320) 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 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 298 Seminar**

[1 Credit] A maximum of two credits towards the MS or four credits towards the PhD may be earned.

**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]

**PHYSIO 400 Dissertation Research**

[1-9 Credits]

## FACULTY ROSTER

### Emeriti

BARKER, LOUIS, PhD, Tulane University, 1968  
*Emeritus Professor of Pharmacology and Experimental Therapeutics*

BEELER, 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*

LAYMAN, DON L., PhD, George Washington University, 1970  
*Emeritus Associate Professor of Cell Biology and Anatomy*

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*

MILLER, JOSEPH H., PhD, New York University, 1953  
*Emeritus Professor of Microbiology, Immunology, and Parasitology*

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, CHANDRASEKARAPURANH, 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*

ROHEIM, PAUL, MD, Medical College of Budapest Hungary, 1951  
*Emeritus Professor of Physiology*

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*

TOTH, LOUIS A., PhD, University of Rochester, 1936  
*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

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*

ALLIEGRO, MARK C., PhD, State University of New York, Buffalo, 1986  
*Professor of Cell Biology and Anatomy*

AMEDEE, ANGELA M., PhD, LSU Health Sciences Center, School of Graduate Studies, 1992  
*Assistant Professor of Microbiology, Immunology, and Parasitology*

ANAND, RENE, PhD, Ohio State University, 1989  
*Associate Professor of Biochemistry and Molecular Biology*

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*

- BROWN, JULIE, PhD, University of Virginia, 1989  
*Assistant Professor of Biochemistry and Molecular Biology*
- 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  
*Assistant Professor of Otorhinolaryngology*
- CHEN, VIVIEN W., PhD, University of Oklahoma 1978, *Professor of Pathology and Public Health*
- CHICHE, GERALD, DDS, University of Paris (France), 1977  
*Professor and Head of Prosthodontics*
- CHILIAN, WILLIAM., PhD, University of Missouri, 1980  
*Professor of Physiology*
- 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*
- CORRIVEAU, RODERICK, PhD, University of California, San Diego, 1994  
*Assistant Professor of Cell Biology and Anatomy*
- 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*
- De BENEDETTI, ARRIGO, PhD, SUNY, Albany, 1985  
*Associate Professor of Biochemistry and Molecular Biology,*
- DEDERICH, DOUGLAS N., DDS, University of Iowa 1983  
*Associate Professor and Head of Periodontics*
- 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*
- DUMMETT, CLIFTON O. JR, DDS, Indiana University, 1969  
*Professor and Head of Pediatric Dentistry*
- 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 of Microbiology, Immunology, and Parasitology*
- FONTHAM, ELIZABETH T., Dr PH, Tulane University, 1983  
*Professor and Dean, School of Public Health*
- GAUMER, H. RICHARD R., PhD, University of North Carolina, 1971  
*Associate Professor of Pathology*
- GEBHARDT, BRYAN M., PhD, Tulane University, 1967  
*Professor of Microbiology, Immunology, and Parasitology; and Ophthalmology*
- GNARRA, JAMES., PhD, University of Virginia, 1987  
*Associate Professor of Biochemistry and Molecular Biology*
- 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*
- HAGENSEE, MICHAEL E., PhD, Baylor College, 1986, MD, Baylor College of Medicine, 1988,  
*Associate Professor of Microbiology, Immunology, and Parasitology and Medicine*
- HAAS, ARTHUR, PhD, Northwestern University Medical School, 1979,  
*Professor and Head of Biochemistry and Molecular Biology*
- HAPPEL, LEO T. JR., PhD, LSU Medical Center School of Graduate Studies, 1972  
*Professor of Neurology, Neurosurgery, Physiology and Neuroscience*
- HARRISON-BERNARD, LISA, PhD, Tulane University, 1990  
*Associate Professor of Physiology*
- HEMPE, JAMES, PhD, University of Missouri, 1987  
*Assistant Professor of Pediatrics*
- HERBERT, JACK D. PhD, LSU Medical Center School of Graduate Studies, 1967  
*Associate Professor of Biochemistry and Molecular Biology*
- 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  
*Assistant Professor of Microbiology, Immunology, and Parasitology*
- HOCHSTEDLER, J. L., DDS, University of Tennessee, 1976,  
*Assistant Professor of Prosthodontics*
- HOOD, LINDA, PhD, University of Maryland, 1983  
*Associate Professor of Otorhinolaryngology*
- 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*
- JAZWINSKI, STANISLAW. M., PhD, Stanford University, 1975  
*Professor of Biochemistry and Molecular Biology*
- 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*
- KAUFMAN, HERBERT E., MD, Harvard University, 1956  
*Professor of Ophthalmology, and Pharmacology and Experimental Therapeutics*

- KEATS, BRONYA, PhD, Australian National University (Australia), 1976  
*Professor and Head of Genetics; Neuroscience, Otorhinolaryngology and Communication and Pathology*
- KENT, JOHN N., DDS, University of Nebraska, 1963  
*Boyd Professor and Head of Oral and Maxillofacial Surgery*
- KIRKENDOL, PAUL L., PhD, University of Tennessee, 1971  
*Associate Professor of Pharmacology and Experimental Therapeutics*
- KLYCE, STEPHEN D., PhD, Yale University, 1971  
*Professor of Ophthalmology*
- KRATZ, KENNETH E., PhD, Kansas State University, 1975  
*Professor of Cell Biology and Anatomy and Neuroscience*
- LALLIER, THOMAS E., PhD, University of California (Irvine), 1990  
*Associate Professor of Cell Biology and Anatomy*
- LAMOTTE, LYNN, PhD, Texas, &, University, 1969  
*Professor of Biostatistics*
- LAN, MICHAEL S., PhD, Duke University, 1986  
*Associate Professor of Pediatrics/Genetics*
- LANIER, STEPHEN, PhD, University of Tennessee Center for Health Sciences, 1982  
*Professor and Head of Pharmacology and Experimental Therapeutics*
- LAWRENCE, LOUANN, DrPH, University of Texas School of Public Health, 1994  
*Associate Professor of Medical Technology*
- LEIERER, STEPHEN J., PhD, Florida State University, 1993  
*Assistant Professor of Rehabilitation Counseling*
- LEVITZKY, MICHAEL G., PhD, Albany Medical College, 1975  
*Professor and Interim Head of Physiology*
- LINDBERG, IRIS, PhD, University of Wisconsin, 1980  
*Professor of Biochemistry and Molecular Biology*
- 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*
- MALLOY, RANDOLPH, DDS, PhD, LSU Medical Center School of Graduate Studies, 1975  
*Associate Professor of Oral and Maxillofacial Surgery*
- 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 Interim Head of Cell Biology and Anatomy*
- MC CULLOCH, JOSEPH M., PhD, University of New Orleans, 1981  
*Professor of Physical Therapy*
- 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  
*Associate Professor, School of Public Health*
- MILLINGTON, MICHAEL J., PhD, University of Wisconsin, 1993  
*Assistant Professor of Rehabilitation Counseling*
- 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*
- MOHAMED, SHAWKY E., DDS, University of Iowa, 1970  
*Professor of Prosthodontics*
- MOHANAKRISHNAN, PAREKKAT, PhD, Indian Institute of Science, 1976  
*Assistant Professor of Radiology*
- 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*
- NEWMAN, WILLIAM P., III, MD, LSU School of Medicine in New Orleans, 1967  
*Professor of Pathology and Medical Technology*
- PALKAMA, ARTO K., PhD, University of Helsinki, 1962  
*Research Professor of Ophthalmology*
- PAUL, DENNIS J., PhD, University of British Columbia, 1988  
*Associate Professor of Pharmacology and Experimental Therapeutics*
- 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  
*Associate Dean of Research, Evaluation and Graduate Studies, and Professor, School of Public Health*
- PORTER, J. R., PhD, LSU Medical Center School of Graduate Studies, 1973  
*Professor of Physiology, Medicine, Neuroscience, and Pharmacology*
- POTTER, B. 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, 1985  
*Professor of Medicine and Gene Therapy*
- RAO, JAYARMAN, MBBS, University of Mysore (India), 1969,  
*Professor of Neurology, Otorhinolaryngology and Biocommunication and Cell Biology and Anatomy*
- REDDIX, RHODA, PhD, Indiana University, 1990  
*Assistant Professor of Pharmacology and Experimental Therapeutics*
- REID, DENNIS H., PhD, Florida State University, 1975  
*Associate Professor of Interdisciplinary Human Studies*
- REISER, JAKOB, PhD, University of Basel, 1976  
*Associate Professor of Medicine and Microbiology*

RUIZ, BERNARDO, MD, Universidad del Valle School of Medicine (Columbia), 1983, PhD, LSU Medical Center School of Graduate Studies, 1995  
*Associate Professor of Pathology*

SARKAR, NIKHIL K., PhD, Northwestern University, 1973  
*Professor of Biomaterials*

SARPHIE, THEODORE G., PhD, University of Mississippi, 1972  
*Associate Professor of Cell Biology and Anatomy*

SCHEER, W. DOUGLAS, PhD, LSU Medical Center School of Graduate Studies, 1976  
*Professor of Pathology, Genetics, and Medical Technology*

SCOTT, DONALD K., PhD, Saint Louis University School of Medicine, 1991  
*Associate Professor of Biochemistry and Molecular Biology*

SCRIBNER, RICHARD, MD, University of Southern California, Los Angeles, 1984  
*Assistant Professor, School of Public Health.*

SHEPHERD, RAYMOND E., PhD, Washington State University, 1974  
*Professor of Physiology*

SONGU-MIZE, EMEL, PhD, University of Pennsylvania, 1979  
*Professor of Pharmacology and Experimental Therapeutics*

STARÝ, HERBERT C., MD, Heidelberg University, 1958  
*Professor of Pathology*

STRONG, JACK P., MD, LSU School of Medicine in New Orleans, 1951  
*Professor and Head of Pathology*

STURTEVANT, JOY, PhD, Duke University, 1985  
*Assistant Professor of Microbiology*

SVEC, FRANK, MD, Case Western Reserve University, 1974, PhD, Case Western Reserve University, 1974  
*Professor of Medicine*

SWARTZ, WILLIAM J., PhD, Loyola University (Illinois), 1971,  
*Professor of Cell Biology and Anatomy*

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*

VARNER, KURT J., PhD, Michigan State University, 1987  
*Professor 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*

WEINBERG, ROGER, PhD, University of Texas, 1954, PhD, University of Michigan, 1970  
*Professor of Biometry and Genetics*

WEIR, JIM C., DDS, University of Tennessee, 1974  
*Professor of Oral Pathology*

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*

WOLTERING, EUGENE, MD, Ohio State University College of Medicine, 1975  
*Professor of Surgery*

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## 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*

BRANNON, ROBERT B., MSD, Indiana University, 1973  
*Associate Professor of Oral Pathology*

BOULARES, HAMID, PhD, University of Connecticut, 1997  
*Assistant Professor of Pharmacology*

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  
*Assistant Professor of Genetics*

DAVILA, EDUARDO, PhD, Mayo Clinic Graduate School of Medicine, 2002

*Assistant Professor of Pediatrics*

DICKINSON, BONNY, PhD, Tulane University, 1995  
*Assistant Professor of Pediatrics*

DOLAN, JOHN, RhD, Southern Illinois University, 1983  
*Professor of Rehabilitation Counseling*

EASON, JANE, PhD, University of Florida, 1996  
*Associate Professor of Physical Therapy*

FOX, DEBORAH S., PhD, University of Cincinnati  
*Assistant Professor of Pediatrics*

GOULD, HARRY, M. D., PHD, LSU Medical School, 1990  
*Associate Professor of Neurology*

HARRISON, JAMES D., DDS, St. Louis University, 1951  
*Professor of Prosthodontics*

HOLLENBACH, ANDREW, PhD, Johns Hopkins University, 1994  
*Assistant Professor of Genetics*

HUNT, JOHN P., MD, University of North Carolina, 1998  
*Associate Professor of Surgery*

KIM, JONG, PhD, East Tennessee State University, 1994  
*Assistant Professor of Pathology*

KOOCHEKPOUR, SHAHRIAR MD, Shiraz Medical School, 1990, PhD, King's College School of Medicine, 1995  
*Assistant Professor of Microbiology, Immunology and Parasitology*

LAZARTIGUES, ERIC, PhD, University Paul Sabatier - Doctoral School of Toulouse, 1999  
*Assistant Professor of Pharmacology*

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*

NICHOLS, CHARLES PhD, Carnegie Mellon University, 1997  
*Assistant Professor of Pharmacology*

OUHTIT, ALLAL, PhD, University of Claude Bernard, 1995  
*Assistant Professor, Pathology*

PARKINS, CHARLES W., MD, University of Rochester Medical School, 1963  
*Professor of Otolaryngology*

PELLETT, ANDREW, PhD, LSU Medical Center School of Graduate Studies, 1991  
*Associate Professor of Cardiopulmonary Science*

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

SANTANAM, NALINI, PhD, Christian Medical College and Hospital, India, 1992  
*Associate Professor of 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*

STRICKLIN, SARINTHA, PhD, University of New Orleans, 1997  
*Associate Professor of Interdisciplinary Human Studies*

SU, JOSEPH, PhD, University of North Carolina at Chapel Hill, 1998  
*Assistant Professor, 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  
*Associate Professor, Genetics and School of Public Health*

TURNER, ROBERT G., PhD, University of Florida, 1975  
*Professor of Communication Disorders*

WANG, GUOSHUN, PhD, Peking University of China, 1992  
*Assistant Professor of Medicine and Genetics*

WANG, PING, PhD, Cornell University, 1999  
*Assistant Professor of Pediatrics and Microbiology*

WEISS, LARRY, MD, Hahnemann Medical College, 1979  
*Clinical Professor of Medicine and Public Health*

WESSELY, OLIVER, PhD, University of Vienna, 1992  
*Assistant Professor of Cell Biology and Anatomy*

WILSON, PHILIP G., PhD, University of Illinois at Urbana-Champaign, 1991  
*Associate Professor of Interdisciplinary Human Studies*

WINKLER, MARK M., PhD, Northwestern University, 1991  
*Associate Professor of Operative Dentistry and Biomaterials*

WU, GUANGYU, PhD Peking Medical College, 1992  
*Assistant Professor of Pharmacology*

WORTHYLAKE, DAVID, PhD, University of Utah, 1998  
*Assistant Professor of Biochemistry*

XU, XIAOMING, PhD, University of New Orleans, 1996  
*Assistant Professor of Operative Dentistry and Biomaterials*

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## Affiliate Membership

ARMBRUSTER, PAUL C., DDS, LSU School of Dentistry  
*Assistant Professor of Orthodontics and Dentofacial Orthopedics*

BEDIMO, ARIANE LISANN, PhD, Tulane University  
*Assistant Professor of Research, School of Public Health*

BICKEL, C. SCOTT, PhD, University of Georgia, 2002  
*Assistant Professor of Physical Therapy*

BRESLIN, MARY B., PhD, Louisiana State University, 1998,  
*Assistant Professor of Pediatrics and Biochemistry*

FIRMANI, MARCIA, PhD, University of California, Berkeley, 2002  
*Assistant Professor of Clinical Laboratory Sciences*

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*

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*

MATROUGUI, KHALID, PhD, University of Paris VI, 1998  
*Assistant Professor – Research of Pharmacology*

ROBERTS, ELLIOTT, MA, George Washington University, 1963  
*Professor, School of Public Health*

SEVIN, BART M., PhD, Auburn University, 1998  
*Assistant Professor, School of Allied Health Professions*

VASTARDIS, SOTIRIOS, DDS, University of Athens (Greece), 1995  
*Assistant Professor of Periodontics*

VELASCO, CRUZ, PhD, Tulane University Graduate School, 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 nine Graduate Programs 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, Jazwinski, Lindberg, Vedeckis  
ASSOCIATE PROFESSOR: Alahari, Gnarra, Herbert, Scott  
ASSISTANT PROFESSOR: Ouhitit, WorthyLake

### Biostatistics

PROFESSOR: LaMotte, Volaufova  
ASSOCIATE PROFESSOR: Mercante, Thompson  
ASSISTANT PROFESSOR: Velasco, Horswell

### Cell Biology and Anatomy

PROFESSOR: Alliegro, Delcarpio, Green, Kratz, McClugage, Mize, Swartz  
ASSOCIATE PROFESSOR: Cork, Lallier, Malloy, Sarphe, Venuti, Weyand, Whitworth  
ASSISTANT PROFESSOR: Corriveau, Oliver, Wessely, Xiu,

### Genetics

PROFESSOR: Keats, Ramsay  
ASSOCIATE PROFESSOR: Gregory, Lan, Reiser  
ASSISTANT PROFESSOR: Cui, Grabczyk, Hollenbach, Mandal, Wang, Wesley,

### Microbiology, Immunology, and Parasitology

PROFESSOR: Fidel, Johnston, Luftig, Thompson, Cutler, Pincus, Ramsay  
ASSOCIATE PROFESSOR: Aiyar, Hagensee, Quayle, Sturtevant  
ASSISTANT PROFESSOR: Amedee, Davila, Dickinson, Hobden, Koochekpour, Ferris, Fox, Wang, Zea

### Neuroscience

PROFESSOR: Bazan, H., Bazan, N.  
ASSOCIATE PROFESSOR: Anand, Canavier, Erickson  
ASSISTANT PROFESSOR: Chen, Lukiw

### Pathology

PROFESSOR: Chen, Newman, Scheer, Strong  
ASSOCIATE PROFESSOR: Gaumer, Ragan, Ruiz, Santanam  
ASSISTANT PROFESSOR: Kim, Ouhitit, Sakamuro

### Pharmacology and Experimental Therapeutics

PROFESSOR: Backes, Barbee, Kapusta, Lanier, Moerschbaecher, Porter, Songu-Mize, Varner, Winsauer  
ASSOCIATE PROFESSOR: Erickson, Kirkendol, Lucchesi, Paul, Wu  
ASSISTANT PROFESSOR: Boulares, Catling, Lazartigues, Matrougui, Nichols, Reddix, WorthyLake

### Physiology

PROFESSOR: Bagby, Levitzky, McDonough, Molina, Porter, Shepherd  
ASSOCIATE PROFESSOR: Harrison-Bernard, Potter

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LSU Health Sciences Center in New Orleans School of Medicine

# LSU HEALTH SCIENCES CENTER IN NEW ORLEANS SCHOOL OF MEDICINE



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

Appointed to the Deanship: January 1, 2004

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

Faculty Academic Rank: Professor of Surgery

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

Telephone Number: (504) 568-4800

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

## Administration

LARRY H. HOLLIER, 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*

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

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

RUSSELL C. KLEIN, MD  
*Associate Dean for Alumni Affairs and  
Development*

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*

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

KEITH G. SCHROTH  
*Associate Dean for Fiscal Affairs*

## Administrative Council

LARRY H. HOLLIER, MD

*Chancellor, New Orleans; Chairman*

WAYNE BACKES, PhD

*Associate Dean for Research*

NICOLAS BAZAN, MD, PhD

*Director of the Neuroscience Center*

DONALD BERGSMA, MD

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

LEONARD BOK, MD

*Head of the Department of Radiology (October 2006)*

RICHARD DICARLO, MD

*Assistant Dean for Undergraduate Education*

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*

BRONYA KEATS, PhD

*Head of the Department of Genetics and Director of Molecular and Human Genetics Center*

RUSSELL C. KLEIN, MD

*Associate Dean for Alumni Affairs & Development*

FRANK CULLICCHIA, MD

*Head of the Department of Neurosurgery*

STEPHEN LANIER, PhD

*Head of the Department of Pharmacology*

KIM E. 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*

RONALD B. LUFTIG, PhD

*Head of the Department of Microbiology, Immunology, and Parasitology*

SAMUEL G. McCLUGAGE, PhD

*Associate Dean for Admissions & Interim 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*

LEE NESBITT, MD

*Head of the Department of Dermatology*

THOMAS NOLAN, MD

*Head of the Department of Obstetrics and Gynecology*

DANIEL W. NUSS, MD

*Head of the Department of Otorhinolaryngology and Biocommunication*

AUGUSTO OCHOA, MD

*Interim Director of Stanley S. Scott Cancer Center*

J. PATRICK O'LEARY, MD

*Head of the Department of Surgery*

FRANK OPELKA, MD

*Associate Dean for Healthcare Quality and Safety*

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*

BARRY L. RIEMER, MD

*Head of the Department of Orthopaedics*

CHARLES V. SANDERS, MD

*Head of the Department of Medicine*

KEITH G. SCHROTH, MD

*Associate Dean for Fiscal Affairs & Administration*

RICARDO SORESENSEN, MD

*Head of the Department of Pediatrics*

JACK P. STRONG, MD

*Head of the Department of Pathology and Director of the Cardiovascular Center*

J. CHRISTIAN WINTERS

*Head of the Department of Urology (October 2006)*

AUSTIN J. SUMNER, Sr., MD

*Head of the Department of Neurology*

WILBA SWEARINGEN, MA, MLS, AHIP (ex-officio)

*Director of LSU Health Science Center John P. Ische Library*

WARREN SUMMER, MD

*Director of Ernest N. Morial Asthma and Respiratory Disease Center and CEO of the Medical Center of Louisiana*

PETER WINSAUER, PhD

*Elected Basic Science Faculty, Faculty Assembly*

## HISTORY

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

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

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

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

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

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

## CHRONOLOGY

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

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

## MISSION STATEMENT

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

### Medical Education Mission Objectives

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

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

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

### Research Mission Objectives

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

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

### Service Mission Objectives

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

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

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

## CALENDAR 2006 – 2007

### June

|         |    |                                                         |
|---------|----|---------------------------------------------------------|
| Friday  | 16 | Senior registration, 12:00 noon<br>Senior Classes begin |
| Monday  | 19 | Junior registration, 12:30 pm                           |
| Tuesday | 20 | Junior Ophthalmology and Radiology begin                |
| Friday  | 30 | Junior Ophthalmology and Radiology ends                 |

### July

|        |    |                                                               |
|--------|----|---------------------------------------------------------------|
| Monday | 10 | First Senior and Junior blocks begin                          |
| Monday | 24 | Sophomore registration, 12:00 noon<br>Sophomore classes begin |

### August

|           |    |                                |
|-----------|----|--------------------------------|
| Friday    | 4  | First Senior Block ends 5 p.m. |
| Monday    | 07 | Second Senior block begins     |
| Thursday  | 10 | Freshman registration          |
| Friday    | 11 | Freshman orientation           |
| to        | to |                                |
| Tuesday   | 15 |                                |
| Wednesday | 16 | Freshman classes begin.        |

### September

|         |    |                                                |
|---------|----|------------------------------------------------|
| Friday  | 01 | Second Senior block ends, 5:00 pm              |
| Tuesday | 05 | Third Senior block begins                      |
| Friday  | 01 | Labor Day Holidays begin, 5:00 pm              |
| Tuesday | 05 | Classes resume                                 |
| Friday  | 29 | Third Senior and First Junior blocks end, 5 pm |

### October

|        |    |                                              |
|--------|----|----------------------------------------------|
| Monday | 02 | Fourth Senior and Second Junior blocks begin |
| Friday | 27 | Fourth Senior block ends, 5 pm               |
| Monday | 30 | Fifth Senior block begins.                   |

### November

|         |    |                                      |
|---------|----|--------------------------------------|
| Tuesday | 21 | Fifth Senior block ends, 5 pm        |
| Tuesday | 21 | Thanksgiving holidays begin, 5:00 pm |
| Monday  | 27 | Classes resume                       |
| Monday  | 27 | Sixth Senior block begins            |

### December

|         |    |                                                                                          |
|---------|----|------------------------------------------------------------------------------------------|
| Friday  | 22 | Sixth Senior and second Junior blocks end at 5:00 pm<br>Winter holidays begin at 5:00 pm |
| Tuesday | 26 | Optional seventh Senior block begins (Must have permission)                              |

### January

|         |    |                                                                                                 |
|---------|----|-------------------------------------------------------------------------------------------------|
| Monday  | 08 | Classes resume and third Junior block begins<br>Freshmen begin 1 week of clinical preceptorship |
| Friday  | 12 | Martin Luther King holidays begin, 5:00 pm                                                      |
| Tuesday | 16 | Freshman classes begin                                                                          |
| Tuesday | 16 | Classes resume                                                                                  |
| Friday  | 19 | Optional seventh Senior block ends, 5:00 pm                                                     |
| Monday  | 22 | Eighth Senior block begins                                                                      |

### February

|           |    |                                                                     |
|-----------|----|---------------------------------------------------------------------|
| Friday    | 16 | Eighth Senior block ends, 5:00 pm<br>Mardi Gras holiday begins 5 pm |
| Wednesday | 21 | Classes Resume<br>Ninth Senior block begins                         |

### March

|          |    |                                                           |
|----------|----|-----------------------------------------------------------|
| Thursday | 15 | Senior Matching Holiday<br>No call or classes (Tentative) |
| Friday   | 16 | Ninth Senior block ends, 5 pm                             |
| Monday   | 19 | Tenth Senior block begins                                 |
| Friday   | 30 | Third Junior block ends, 5:00 pm                          |

### 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 end, 5:00 pm |
| Friday   | 11 | Senior classes end, 5:00 pm        |
| Friday   | 18 | Pre-Commencement                   |
| Saturday | 19 | Commencement                       |
| Friday   | 25 | 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<br>Senior registration, Class of 2007, 12:00 noon to 5:00 pm |
| Monday  | 25 | Junior registration, 12:30 p.m.                                                           |
| Tuesday | 26 | Summer Semester ends                                                                      |



## ADMISSIONS

LOCATION: Medical Education Building, Room 3201

PHONE: (504) 568-6262

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

## METHOD OF APPLICATION

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

### Stage I

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

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

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

### Stage II (Complete Application)

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

## DATES FOR FILING

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

## EARLY DECISION PROGRAM (EDP)

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

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

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

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

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

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

## THE MEDICAL COLLEGE ADMISSIONS TEST

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

The MCAT registration packet is also available by writing directly to

MCAT Program Office  
2225 North Dubuque Road  
P.O. Box 4056  
Iowa City, IA 52243-4056

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

## SELECTION FACTORS

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

- Academic factors such as recent grades and test scores within the last three years
- The strength of the letters of recommendations

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

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

## COMMITTEE ON ADMISSIONS

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

## INTERVIEWS

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

## PROVISION GOVERNING ACCEPTANCE OF APPLICANT

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

interview. Official transcripts of all course work must be received prior to registration.

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

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

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

## REQUIRED SUBJECTS

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

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

Current policy precludes acceptance of advanced placement or correspondence courses for credit toward fulfilling specific requirements in the sciences (biology, chemistry, and physics). The School of Medicine does not accept pass/fail grades for required science courses. Transfer credit from medical schools outside of the United States is not permissible.

## Other Recommended Courses

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

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

## Selection of Courses

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

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

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

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

## EVALUATION OF COLLEGE RECORDS

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

## TRANSFER TO ADVANCED STANDING

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

1. Louisiana residents will be given first priority.

2. Only those students who are in good academic standing at their school of medicine will be accepted. It is preferred to accept students after they have completed the first two years of medical school but on occasion the program will consider students for transfer after completion of the first year.
3. The number of students accepted will not exceed that number which will restore the third year class to its original size.
4. The prospective student must meet the same qualifications and requirements needed for admission to the School of Medicine.
5. The applicant must be able to meet all requirements for graduation with the class which the student is entering.
6. The student must send or have sent to the Associate Dean for Student Affairs and Records the following documents.
  - A. From the medical school which the student is attending
    - a. A letter of good standing from the dean of the medical school
    - b. An academic transcript
    - c. Two letters of recommendation from faculty members
    - d. A letter from the finance office
  - B. Additional required documents include
    - a. A completed application form
    - b. Scores from the Medical College Admissions Test
    - c. Academic transcripts from all pre-medical schools attended
    - d. An application fee
    - e. A personal, handwritten, letter describing the student and the reasons for seeking a transfer to the School of Medicine
    - f. The prospective student must become available for a series of interviews and a tour of the School of Medicine. The time for the interviews and tour is to be arranged with the Associate Dean for Student Affairs and Records
    - g. The deadline for filing a completed application (to include transcripts and letters of recommendation) is January 15 for transfer in the Summer of the same year
    - h. The decision by the Committee on Transfers to accept, reject or place on a waiting list will be made at the earliest possible time and in all instances by March 1
    - i. The Committee for Admittance of Transfer Students will be composed of members of the Pre-clinical and Clinical Sciences Faculty and Associate Dean for Admissions. The Associate Dean for Student Affairs and Records will serve as chairman of the Committee

## ADVANCED STANDING AND EXEMPTION OF COURSES

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

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

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

## ADDITIONAL ADMISSIONS INFORMATION

Additional information can be obtained by writing to

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

## REGISTRATION

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

## FEES

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

## ADDITIONAL EXPENSES

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

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

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

Approximate expenses for books and equipment are estimated as follows.

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

## Leave Of Absence

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

## Withdrawal

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

## Re-Admission Process

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

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

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

## STUDENT AID

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

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

## SCHOLARSHIPS

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

[The Medical Alumni Association Scholarships](#)

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

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

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

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

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

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

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

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

[The Timothy Ware Schurtz Memorial Scholarship](#)

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

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

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

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

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

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

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

[The Charlene Baker Memorial Scholarship](#)

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

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

[The Bobbie A. Millet Scholarship](#)

[The Sandi Rottschafer Memorial Scholarship](#)

[St. Claude Medical Foundation Scholarships](#)

[Hotel Dieu Medical Staff Scholarships](#)

[Morris Sherman, MD Scholarship](#)

[Richard Vial, MD Memorial Scholarship](#)

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

[John Foret, MD Scholarship](#)

[Shira Kansas, MD Memorial Scholarship](#)

## OTHER SCHOLARSHIPS

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

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

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

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

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

## FELLOWSHIPS

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

## LOAN FUNDING OPPORTUNITIES

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

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

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

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

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

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

## **EMPLOYMENT**

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

## STANDARDS

### TECHNICAL STANDARDS

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

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

#### Observation

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

#### Communication

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

#### Motor Function and Coordination

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

gross and fine muscular movements, equilibrium, and coordinated use of the senses of touch and vision.

### Intellectual Abilities: Conceptual, Integrative and Quantitative

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

### Behavioral and Social Attributes

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

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

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

### ACADEMIC STANDARDS

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



responsibilities and the means by which the curriculum is processed.

## Statement of Requirements and Notification of Progress

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

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

## Promotion

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

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

## Removal of Deficiency Status

A grade of F (failure) in any course is indicative of an academic deficiency. All academic deficiencies must be removed before a student is eligible for promotion. This requires additional work or some corrective action on the part of the student. Permission to remove a deficiency is granted the student by the appropriate promotions committee. The manner in which a deficiency may be removed and the length of time to be allowed for the removal of a deficiency is to be specified by the department or faculty of the course in which the deficiency has occurred. The completed work is indicated on the student's record as "Re-examination," or "Summer Make-Up." A grade of honors, high pass, pass or fail may be assigned for the Summer make-up or re-examination. However, honors hours cannot be earned from honors grades achieved from Summer make-up or from re-examination.

## Statement of Satisfactory Academic Progress

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

## Promotions Committees

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

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

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

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

In the event that a student fails to remove a deficiency, the committee shall decide which of the remaining alternatives stated above is to be followed. When a student is given permission to repeat a year, grades are recorded but no hours are earned and no credit is given for honors hours for

the failing year. Full credit is given when repeating and honors hours may be earned.

## Academic Dismissal

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

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

## Disciplinary Action

For a student who has engaged in cheating, unprofessional conduct, or other improper behavior, occurring within or outside the confines of the teaching programs, dismissal or other specified disciplinary action may be recommended after a review by the appropriate committee and school official.

Accusations against students are to be submitted in writing to any member of the Student Faculty Council on Professional Conduct, consisting of eight active representatives: one student from each of the four classes, two faculty from the Basic Sciences and two faculty from the Clinical Sciences. An equivalent group of four students and four faculty will serve as alternates. Chairmanship of the Council is shared by one student and one faculty representative. The president of the Student Body and a faculty alternate to the Council will conduct a preliminary investigation of the allegation and three members of the Council will serve as an ad hoc panel to determine if there is sufficient cause to convene a formal hearing of the Council. If sufficient cause is determined, a formal hearing of the Student Faculty Council on Professional Conduct will be convened. If the Council finds the accused guilty, the Dean, on review of the case, specifies the action to be taken.

The student has the right to appeal a decision of the Dean, providing that the appeal occurs within five days of receiving notification of the disciplinary action. In cases of appeal, the student is given the opportunity to appear before a Student Faculty Appeals Committee of six, including: the class presidents of the Sophomore, Junior, and Senior years, a faculty member chosen by the student initiating the appeal, a faculty member chosen by the Dean, and a faculty member

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

## ATTENDANCE

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

## GRADING AND EVALUATION OF PERFORMANCE

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

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

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

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

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

F (Fail) is the grade assigned to students who are considered to be inadequate in meeting the minimum

course requirements and have demonstrated a degree of deficiency which makes them ineligible to be promoted, or in some instances, to continue in school without appropriate remedial action.

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

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

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

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

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

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

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.

## 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.

## GRADUATION

### REQUIREMENTS

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

### INTERNSHIP AND RESIDENCIES

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

### AWARDS

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

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

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

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

The Richard M. Paddison Medical Alumni Association Award - This award, sponsored by the LSU Medical School Alumni Association, consists of a certificate and a check. The late Dr. Paddison served as the first Assistant Dean for Alumni Affairs

from 1980-1984. Prior to 1980, he served with distinction as the Head of the Department of Neurology. The student selected for this award is chosen by his/her classmates and is the physician they would seek if they required medical attention. Qualities considered for this award include: compassion, integrity, sincerity and care of patients.

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

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

The John Bobear Award in Pulmonology - This cash award and trophy is presented to a graduating senior student who has demonstrated outstanding performance in the pulmonary medicine consultation service. The creation of this award is in honor of Dr. John Bobear for his outstanding clinical leadership and personal qualities exhibited during his years as chief of the section of Pulmonary Medicine.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Carl F. Tucker Memorial Pathology Award - This award is made in memory of Dr. Carl F. Tucker, an LSU graduate and distinguished pathologist, from a fund created by members of his family and colleagues. The award is presented during the junior year to that student who demonstrated the highest proficiency in Pathology during the sophomore year, and has a demonstrated interest in clinical medicine and research.

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

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

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

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

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

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

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

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

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

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

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

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

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

## OTHER INFORMATION

### STUDENT GOVERNMENT

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

The Council, along with representatives from the various student groups in the School, meets on a weekly basis with both the Dean of the School and the Associate Dean 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.

### PUBLICATIONS

The "Scoop" is revised and published yearly for first year students. It contains information about various aspects of the first year of medical school, including which books to buy, where to park, information about courses, and other topics of concern to new students.

### HONORARY AND PROFESSIONAL GROUPS

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

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

### ALUMNI AFFAIRS

LOCATION: 533 Bolivar Street

TELEPHONE: (504) 568-4894

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

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

### CONTINUING EDUCATION

LSU Health Sciences Center

Institute of Professional Education

1600 Canal Street, Suite 1034

New Orleans, LA 70112

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

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

Personal learning experiences are also available by special arrangement with various academic departments of the Health Sciences Center. These may take the form of participation in ongoing activities of the department or short term learning experiences such as mini-residencies. Those who desire specific information should contact the Office of Continuing Medical Education.

### INSTITUTIONAL AFFILIATIONS

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

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

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

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

MEDICAL CENTER OF LOUISIANA AT NEW ORLEANS, Charity Hospital in New Orleans, La., is the site where the majority of students obtain their clinical education. The hospital, one of the nation's oldest, was originally constructed in 1736 and has been reconstructed a total of six times, most recently in 1939. At that date the total bed capacity was 3,530, making it the second largest hospital in the United States. From 1940 to the present the hospital has undergone functional changes consistent with changes in methods of treatment. Its history and tradition have been to provide quality medical care to the indigent of Louisiana. In 1995, Charity Hospital merged with

Hotel Dieu to form the Medical Center of Louisiana, New Orleans: Charity Campus and University Hospital Campus. In 1997 management of Medical Center of Louisiana, New Orleans was assumed by LSU, currently operating at 1,039 beds, and is located adjacent to the School of Medicine, near the city's central business district in a metropolitan urban area of approximately 1.2 million people. The LSU Health Sciences Center conducts a broad spectrum of teaching programs for medical students, residents and fellows at Medical Center of Louisiana, New Orleans with nearly 90 residency and fellowship programs at the current time. Following Hurricane Katrina in August 2005 and its flooding, Charity and University campuses were forced to close; emergency services were quickly re-established and University Hospital is slated to reopen in Fall 2006.

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

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

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

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

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



## DESCRIPTION OF DEPARTMENTS

### ANESTHESIOLOGY

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

The Department of Anesthesiology provides clinical and academic instruction in the medical specialty of Anesthesiology. Subspecialty trained faculty in the fields of Pain Management, Obstetric Anesthesia, Pediatric Anesthesia, and Critical Care Medicine offer exposure to these specialty practices. Both clinical and didactic exposure to the field of Anesthesiology is made available to medical students as a fourth year elective rotation. The Department of Anesthesiology is responsible for the Anesthesia Service of the Medical Center of Louisiana at New Orleans and Northshore Medical Center in Slidell and oversees the Anesthesia service at Earl K. Long Medical Center in Baton Rouge and University Medical Center in Lafayette.

### BIOCHEMISTRY AND MOLECULAR BIOLOGY

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

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

### CELL BIOLOGY AND ANATOMY

Sam G. McClugage, PhD  
Interim Head of the Department

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

### DERMATOLOGY

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

Dermatology encompasses the treatment of the skin, hair and nails. Our faculty and residents treat complex diseases, interpret skin pathology, provide preventative maintenance

skin programs, perform surgery on benign and malignant skin lesions and offer a wide array of cosmetic dermatologic procedures.

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

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

### FAMILY MEDICINE

Kim Edward LeBlanc, MD, PhD, FAAFP, FACS  
Professor and Head of the Department

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

### GENETICS

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

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

### MEDICAL BIBLIOGRAPHY

Wilba Swearingen, MA, MLS  
Head of the Department

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

## **MEDICINE**

Charles V. Sanders, MD  
Head of the Department

### **Allergy and Clinical Immunology**

Prem Kumar, MD  
Chief of Section

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

### **Cardiology**

Roberto Quintal, MD  
Chief of the Section

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

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

### **Comprehensive Medicine**

David Borne, MD  
Interim Chief of the Section

The Comprehensive Medicine Section is dedicated to excellence in the practice and teaching of internal medicine in the inpatient and outpatient setting. In the hospital students are assigned to faculty lead teams that care for patients with a variety of illnesses. Students will learn the basic diagnostic and therapeutic approaches to common inpatient diseases such as pneumonia, ischemic heart disease, heart failure, and

obstructive lung disease. In the clinic students evaluate patients with residents and faculty in the MCLANO Medicine Clinic. Students will learn the principles of preventive medicine and the basic management of common chronic diseases such as hypertension, diabetes, asthma, and heart disease. Outside the Health Sciences Center, students can do electives in internal medicine and spend a month with a practicing faculty internist of their choice anywhere in the State of Louisiana. Students will have the opportunity to learn the practical applications of the principles of clinical medicine from an experienced clinician.

### **Emergency Medicine**

Keith W. Van Meter, MD  
Chief of the Section

The Emergency Medicine Section sponsors a 4-year residency program and is responsible for teaching students and house officers the recognition, evaluation, stabilization, and disposition of patients with emergency medical conditions. Three emergency medicine board certified faculty are physically present in the Emergency Department 24 hours a day to supervise, teach, and deliver patient care. The Section sponsors emergency medicine interest groups at LSUHSC and Tulane University, as well as a one month senior elective with clinical and research options. Participation in the organization and management of pre-hospital care, including aeromedical services, is a major activity of the section. Toxicology, disaster planning, administrative responsibilities, and medicolegal principles are taught in a special one-month rotation. Scheduled educational activities include six hours per week of conferences covering core curriculum topics as well as monthly Journal Club and M & M Conferences. Research in a variety of emergency medicine areas is carried out in the Section. Residents are required to participate in academic pursuits in order to complete the residency program.

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

### **Endocrinology and Metabolism**

Frank Svec, MD, PhD  
Chief of the Section

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

## Gastroenterology

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

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

## Geriatrics

Today, people over 60 years-of-age comprise 25% of the U.S. population and this number is expected to rise dramatically in the next few decades. This elective course addresses skills needed to treat an increasing geriatric population. Students will develop interviewing skills through direct patient contact and gain an understanding of the patient's illness across the adult life span through medical, sociological, and psychological contexts. Special attention will be given to teaching students about the common and chronic illnesses of older patients. Limited to 30 freshman students, this course is available beginning with the second half of the freshman year and will last until the end of the second semester. Course Objectives: 1) Exposure to the assessment and management of the medical, social, physical, nutritional, and psychiatric problems of elderly patients; 2) Relate student knowledge from basic science courses to the diseases of geriatric patients; 3) Increase awareness of the multiple needs of patients; and 4) Encourage learning about team care concepts in primary health management. Students are assigned to follow the care and progress of a selected patient in a chronic care facility. There will be a tutorial for one hour per week during which one or more of the patients will be presented and discussed. Readings on medically relevant topics will be encouraged. Performance in the course, based on attendance and oral presentation, will be graded.

## Hematology and Oncology

Charles V. Sanders, MD  
Interim Chief of the Section

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

## HIV

C. Lyn Besch, MD  
HIV Division Director

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

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

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

## Infectious Diseases

David H. Martin, MD  
Chief of the Section

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

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

## Nephrology

Efrain Reisin, MD  
Chief of the Section

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

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

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

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

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

## Nutrition

Alfredo Lopez, MD, PhD  
Chief of the Section

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

## Physical Medicine and Rehabilitation

Gary Glynn, MD  
Chief of the Section

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

## Pulmonary / Critical Care Medicine

Steve Nelson, MD  
Chief of the Section

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

## Rheumatology

Luis R. Espinoza, MD  
Chief of the Section

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

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

Ronald B. Luftig, PhD  
Head of the Department

The Department of Microbiology, Immunology, and Parasitology is responsible for the instruction of medical students in the concepts of bacteriology, mycology, virology, parasitology, immunology, and the application of these principles to the diagnosis, prevention, and treatment of infectious diseases. In illustration, a series of laboratory exercises is included in lecture time to demonstrate diagnostic approaches.

## **NEUROLOGY**

Austin J. Sumner, MD  
Head of the Department

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

## **NEUROSURGERY**

Frank Culicchia, MD  
Head of the Department

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

## **OBSTETRICS AND GYNECOLOGY**

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

### **Gynecologic Oncology**

Giles Fort, MD  
Chief of the Section

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

### **Gynecologic Services**

Ralph Chesson, MD  
Chief of the Section

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

### **Maternal / Fetal Medicine**

Joseph M. Miller, MD  
Chief of the Section

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

## **Reproductive Endocrinology**

Richard Dickey, MD, PhD  
Chief of the Section

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

## **OPHTHALMOLOGY**

Donald R. Bergsma, MD  
Head of the Department

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

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

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

## **ORTHOPAEDICS**

Barry L. Riemer, MD  
Head of the Department

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

The Introduction of Clinical Medicine Course in the spring of the sophomore 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 Junior 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 senior year for students who are interested in a more comprehensive exposure to Orthopaedic Surgery. The senior year rotation month includes one week each of the Charity service, University service, Pediatric service and one week on the private service.

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

## **OTORHINOLARYNGOLOGY AND BIOCOMMUNICATION**

Daniel W. Nuss, MD, FACS  
George D. Lyons Professor and Head of the  
Department

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

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

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

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

## **PATHOLOGY**

Jack P. Strong, MD  
Head of the Department

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

## **PEDIATRICS**

Ricardo U. Sorensen, MD  
Head of the Department  
Robin English, MD  
Director, Pediatric Student Programs

## **Ambulatory/Hospitalist Pediatrics**

Suzanne LeFevre, MD  
Director of the Division

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

## **Hospitalist at Children's Hospital**

Robin English, MD

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

## **Clinical Genetics**

Yves Lacassie, MD, FACMG  
Director of the Division

Medical students have varied opportunities to learn clinical genetics during their rotation in Pediatrics. Attendance at our genetics clinics at Children's Hospital and Children's Hospital's satellite clinics in Lafayette, 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 remarkable opportunities for learning about varied genetic anomalies. The fourth year medical students may elect to take a four week elective in genetics.



## Neonatology

Brian Barkemeyer, MD  
Director of the Division

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

## Pediatric Allergy and Immunology

Cleveland Moore, MD  
Director of the Division

Third year students attend forum discussions of allergy and immunological disorders and participate in the allergy/immunology clinics of Children's Hospital in New Orleans, Louisiana. Students will gain knowledge about patients with allergies and immune disorders, skin tests and related diagnostic tools. An elective block is offered to fourth year students.

## Pediatric Cardiology

Aluizio Stopa, MD  
Director of the Division

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

## Pediatric Emergency Medicine

Raghubir K. Mangat, MD  
Director of the Division

In previous years, fourth-year medical students could elect to take a month-long course designed to improve diagnostic and clinical skills in a pediatric emergency department setting. Working eight-hour shifts and one weekend, the students evaluated, diagnosed, and clinically managed acutely ill and injured children and adolescents in the Pediatric Emergency Room (PER) at University Hospital, under the supervision of staff physicians. Additionally, third-year students during the pediatric block attended several shifts in the ED, observing as well as evaluating common pediatric problems. All of that ceased on August 29, 2005 when Hurricane Katrina damaged the PER and ended operations at the facility. While the rotating program for medical students in the PER no longer exists, third-year students will continue to attend teaching forums conducted by LSU Pediatric Emergency Medicine faculty at Children's Hospital in New Orleans.

## 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 inpatient rounds. Diabetes clinics offer exposure and participation in a multidisciplinary team approach to the care of children with diabetes and their families. A weekly divisional conference includes case discussions of special clinical and research topics as well as periodic journal review. Ongoing research studies in the division are centered around the prevention of childhood diabetes and its complications, as well as disorders of growth. The participant concentrating in research will learn the basics of project design, data collection and analysis and organization/presentation of research findings. Typically student participation is through a one month elective during the year or a sponsored student research program during the summer months. Special arrangements can be made for longer-term research involvement. Prerequisites required for participation in the program are intellectual curiosity and initiative.

## Pediatric Gastroenterology and Nutrition

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

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

## Pediatric Hematology and Oncology

Raj Warriar, 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 and childhood cancer. The student becomes part of the Comprehensive Cancer Care Team. The fourth year elective integrates the student as a member of the team at a sub-intern level performing procedures such as bone marrow aspiration and participation in the Pediatric Tumor Board meetings. The students are also encouraged to write up a case report or be involved in a clinical research project for possible publication.

## **Pediatric Infectious Diseases**

Rodolfo E. Bégué, MD  
Director of the Division

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

## **Pediatric Nephrology**

Matti Vehaskari, MD, PhD  
Director of the Division

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

## **Pediatric Pulmonary/Critical Care**

Robert L. Hopkins, 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 the Medical Center of Louisiana and at Children's Hospital. An election rotation is available for fourth year students.

## **Pediatric Rheumatology**

Abraham Gedalia, MD, FACR  
Director of the Division

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

A one month elective is offered to senior students. The rotation in pediatric rheumatology will provide the Senior Student the opportunity to experience and study in-depth the various rheumatic diseases in children. Clinical component includes supervised patient evaluations in clinics, outreach clinics, and inpatient settings, under the guidance of experienced pediatric rheumatologist. The teaching component includes the daily pediatric rheumatology clinic and inpatient rounds, individual discussions and seminars on special topics held weekly with the pediatric residents on rotation, a weekly divisional multidisciplinary meeting, a weekly combined Pediatric Rheumatology/Rheumatology Grand Rounds and Journal Clubs at the Section of Rheumatology at LSU, and a monthly City-wide Rheumatology conferences. Clinical Research opportunities in the field of pediatric rheumatology are available at Children's Hospital, and basic research through the Section of Rheumatology at LSUHSC.

## **PHARMACOLOGY AND EXPERIMENTAL THERAPEUTICS**

Stephen M. Lanier, PhD  
Head of the Department and Professor

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

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

## **PHYSIOLOGY**

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

The Department of Physiology is committed to excellence in teaching, research, and service. In the School of Medicine, the Physiology Department is responsible for Physiology 100, a 130 hour Human Physiology Course for first year medical students. In addition, the physiology faculty is involved in numerous other teaching activities. These include participation in the Science and Practice of Medicine 100 Course and providing lectures and research experience in residency and fellowship training programs. The department also sponsors the Medical Spanish Elective (Physiology 120, 220, or 320).

## **PSYCHIATRY**

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

### **Division of Addictive Disorders**

The Division of Addictive Disorders (DAD) provides professional consultation, education, and training in the areas of addictive disorders and co-occurring disorders. Through collaborative efforts with professional organizations and the community, the DAD conducts research pertaining to the prevention, etiology, and treatment of addictive disorders and co-occurring disorders. Medical students, psychiatry residents, psychologists, social workers, and other interns all benefit from the training opportunities available through the Division of Addictive Disorders.

### **Geriatric Psychiatry**

Geriatric Psychiatry is a subspecialty of Psychiatry that employs a multidisciplinary approach to care. Geriatric Psychiatry involves a special body of knowledge about developmental tasks, biological aging, psychopharmacology dosing and responses, adverse effects from medications, psychotherapeutic approaches and modifications for cognitive impairment, community resources, family issues, medical and neurological co-morbidities, health care policies, housing options, and increased reliance on multidisciplinary care to name a few. Without this information, inappropriate treatment or ineffective treatment becomes the norm. The Geriatric Psychiatry Section is responsible for the assessment, diagnosis, and treatment of emotional and behavioral disorders of older adults. It coordinates a city-wide consortium for geriatric psychiatry training with LSU, Ochsner, the VA, Tulane, and Kenner Regional. The section offers the only ACGME approved geriatric psychiatry fellowship program in the State, in addition to multidisciplinary graduate education and medical school education. In addition to specialty inpatient and outpatient programs, it has a nursing home consultation program, community outreach, dementia assessment program, and clinical trials. Special experience in somatic treatments such as ECT and rTMS are provided. Special areas of interest of faculty include dementia, health care systems, ethnicity and mental health, psychotherapy of the elderly, long-term care, and competency determination. Medical student and advanced residency electives, and a Geriatric Psychiatry Residency (fellowship) are available in addition to core programs.

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

Martin J. Drell, MD  
Chief of the Section

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

### **Psychology**

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

### **Social Work**

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

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

## **RADIOLOGY**

Leonard Bok, MD

Head of the Department (effective October 2006)

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

## **SURGERY**

J. Patrick O'Leary, MD

Head of the Department

## **Cardiothoracic Surgery**

Herman A Heck, Jr, MD, FACS

Interim Chief of the Section

Adult cardiothoracic surgery, to include both general thoracic surgery (pulmonary, esophageal, mediastinal, etc) and cardiovascular surgery (CABG, valves, thoracic/thoraco-abdominal aorta, etc), is a section of the Department of Surgery in conjunction with Pediatric cardiac surgery, the latter service provided at the Children's Hospital Medical Center in uptown New Orleans. While there is no fellowship training program in cardiothoracic surgery, the service provides two to three month subspecialty rotations in adult cardiothoracic surgery for first and third year residents within the five year general surgery training program. The first year resident has the responsibility for preoperative and consult workups, postoperative floor care of thoracic and cardiac patients, and occasional first assistance in the OR. Occasional basic surgical procedures (tracheostomy, pericardial window, lung biopsy, tube thoracostomy, etc) are afforded to first year residents. The third year resident rotating on the service is responsible for the cardiac surgery intensive care unit and patient critical care immediately post operatively and for harvesting conduits and first assisting the faculty with cardiac cases. A hands-on operative experience is afforded the third year resident with most major thoracic cases (decortications, lung resections, mediastinal mass resections, etc) and a few vascular cases (carotids associated with CABG). 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 to students in overview by a two week rotation in the third year of medical school as part of their surgery subspecialty block rotation. During this time, students are attendant on morning ICU rounds, participate as second assistants in selected surgical cases during the day, and make afternoon consult rounds with faculty and the first year surgical resident. During these times various diagnostic modalities (coronary angiography, CT scans, nuclear medicine scans, etc) are reviewed and discussed and the student is exposed to the basic tenets of critical care and the surgical procedures of patients with complex cardiac and thoracic problems. Students who are not in surgery on a given day assist the first year surgical resident on the service in the workup and data collection of preoperative and consult patients, and in the post-operative floor care of convalescent surgical patients who have left the ICU. This is accomplished under the mentoring of a clinical nurse specialist in cardiothoracic surgery to facilitate the students' acclimation to this busy service. During each of four surgical blocks throughout the year, a lecture is given by each of the attending faculty on a broad topic focusing on various aspects of the specialty. Longer electives in thoracic surgery are available in the fourth year and consist of student internships on the cardiothoracic surgical service at University Hospital with levels of increased responsibility and participation commensurate with abilities.

## **Pediatric Surgery**

Evan P. Valerie, MD  
Chief of the Section

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

## **Peripheral Vascular Surgery**

Robert S. Batson, MD  
Chief of the Section

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

## **Plastic Surgery**

Charles Dupin, MD  
Chief of the Section

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

## **Surgical Endoscopy**

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

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

## **UROLOGY**

Jerry W. Sullivan, MD  
J. Christian Winters, MD (effective October 2006)  
Head of the Department

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

## DOCTOR OF MEDICINE PROGRAM

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**DOCTOR OF MEDICINE  
CURRICULUM**

**First Year**

REQUIRED COURSES

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

ELECTIVES

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

**Second Year**

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

**Third Year**

REQUIRED COURSES

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

REQUIRED CLERKSHIPS

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

**Fourth Year**

REQUIRED CLERKSHIPS

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

## COURSE DESCRIPTIONS

### Biochemistry and Molecular Biology

#### **BIOCH 100 Medical Biochemistry**

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

### Cell Biology and Anatomy

#### **ANAT 100 Gross Anatomy**

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

#### **ANAT 101 Human Prenatal Development**

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

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

### Dermatology

#### **DERM 200 Dermatology**

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

### Family Medicine

#### **FMMD 300 Principles and Practice of Family Medicine**

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

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

#### **FMMD 415 Family Medicine**

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



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

### **FMMD 419 Elective Acting Internship**

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

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

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

## **Medicine**

### **MED 300 Internal Medicine Clerkship**

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

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

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

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

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

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

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

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

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

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

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

## Neurology

### NEURO 400 Neurology

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

## Neurosurgery

### NSURG 400 Neurosurgery

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

## Obstetrics And Gynecology

### OBGYN 300. Obstetrics and Gynecology

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

### OBGYN 419 Obstetrics and Gynecology Acting Internship

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

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

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

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

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

## Ophthalmology

### OPHTH 300. Ophthalmology and Systemic Diseases

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

## Pathology

### PATH 200 General and Systemic Pathology

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

### PATH 201 Clinical Pathology

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

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

## **Pediatrics**

### **PEDI 300. Clinical Pediatrics**

[304 hours] A clinical clerkship of eight weeks is served on the general pediatric, newborn wards and ambulatory clinics of the Children's Hospital of New Orleans or the University Hospital of the Medical Center of Louisiana, 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, or Earl K. Long Memorial Hospital, Baton Rouge. Students are assigned patients on admission by rotation, and are responsible for taking histories, examining patients, performing necessary laboratory procedures, 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 bearing upon the child's health, and role in society. Teaching rounds and conferences are held daily, but the student is expected to exercise initiative in learning about his/her own patients as well as other patients on the team. Students present cases to the pediatrics faculty and other members of their block. Significance and techniques of health/maintenance are emphasized through participation in well child clinics. Students spend time in local pediatricians' offices in order to get a balanced appreciation of the practice of pediatrics.

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

[152 hours] The Senior programs in ambulatory pediatrics are designed to provide opportunities for each student to augment or reinforce knowledge and skills learned in the pediatric core curriculum, as they apply to child health problems encountered in an outpatient setting. To facilitate accomplishment of this overall goal, the following basic program options are made available within a four week block of time. 415a: Ambulatory Pediatrics Medical Center of Louisiana, New Orleans: Students are assigned to general and sub-specialty pediatric clinics and the pediatric emergency room/walk in clinic. 416a: Pediatric Emergency Room/Walk in Clinic Medical Center of Louisiana, New Orleans: Students are assigned to evening (4 p.m.-12 p.m.) or day shifts in the Pediatric Emergency Room and see patients under the direct supervision of the medical staff. 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 outpatient department of Children's Hospital. 415i: Ambulatory Pediatrics Earl K. Long Memorial Hospital, Baton Rouge: Major assignments are to local health department sponsored well child and mental health clinics, to LSU, Baton Rouge special education facilities, and to pediatricians in private practice. For all programs, evaluation of students will be based primarily on staff assessment of the student's abilities and attitudes in the student's day to day work with patients.

### **PEDI 419 Clinical Pediatrics**

[152 hours] The student functions as an intern in the evaluation, diagnosis, and treatment of acutely and chronically ill hospitalized children and adolescents under the direct supervision of house officers and faculty. The student will be on call in the hospital every fourth night to receive

admissions. Evaluation will be based on day-to-day observation by faculty and house officers while the student is performing assigned duties. The experience is offered at University Hospital (419a) and at Children's Hospital (419e).

## **Pharmacology And Experimental Therapeutics**

### **PHARM 200 Medical Pharmacology**

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

## **Physiology**

### **PHYSIO 100 Human Physiology**

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

## **Psychiatry**

### **PSYC 200 Psychiatry**

[50 hours] This second semester course focuses on the diagnosis and treatment of patients with psychiatric conditions within the broader context of primary care medicine. Developed in conjunction with the Department of Pharmacology, the course emphasizes the connection

between the acquisition of basic clinical science information and its application in direct patient care. The Diagnostic and Statistical Manual published by the American Psychiatric Association serves as a basis for introducing the preclinical student to the classification of psychiatric disorders and the multi-axial approach to the assessment of the patient. Pharmacological interventions focus on an understanding of the neurobiological underpinnings of psychiatric conditions. A multimedia approach to this complex area offers the student multiple opportunities for mastering this challenging material.

### **PSYC 300 Clinical Psychiatry**

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

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

## **Radiology**

### **RADI 300 Radiology**

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

## **Special Topics**

### **SPTP 400 Special Topics**

[152 hours]

## **Surgery**

### **SURG 300 Clinical Surgery**

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

### **SURG 419 Clinical Surgery**

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

## **Interdisciplinary Teaching Programs**

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

### **CELLBIO 100 Cell Biology and Microanatomy**

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

### **CSLE 120 Community Service**

[20 hours]

### **MCLIN 200 Introduction to Clinical Medicine**

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

### **MCLIN 120 Introduction to Geriatrics**

[28] hours]

### **MED 100 Science and Practice of Medicine**

[167 hours]

### **MED 120 Problem Based Learning**

[38 hours]

### **MED 200 Science and Practice of Medicine**

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

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

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

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

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

### **NRSC 100 Neurosciences**

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

## FACULTY ROSTER

### Emeriti

- ADATTO, CARL P., MD, University of Chicago, 1942  
*Emeritus Clinical Professor of Psychiatry*
- ALLISON, FRED, JR., MD, Vanderbilt University, 1946  
*Emeritus Professor of Medicine*
- LOUIS BARKER, PhD, Tulane University of Louisiana, 1968  
*Emeritus Professor of Pharmacology*
- BEELEER, MYRTON F., MD, New York Medical College, 1949  
*Emeritus Professor of Pathology*
- BERLIN, CHARLES I., PhD, University of Pittsburgh, 1958  
*Emeritus Professor of Otolaryngology*
- BOBBIN, RICHARD, PhD, Tulane U of Louisiana, 1969  
*Emeritus Professor of Otolaryngology*
- BOBEAR, JOHN B., MD, Albany Medical College, 1950  
*Emeritus Professor of Medicine*
- BRUCK, ROBERTA, PhD, Cornell University Medical College, 1967  
*Emeritus Assistant Professor of Cell Biology and Anatomy*
- CASTANEDA-ZUNIGA, WILFRIDO, MD, Mexico Univ of, 1965  
*Emeritus Professor of Radiology*
- CHURNEY, LEON, PhD, University of Pennsylvania, 1939  
*Emeritus Professor of Physiology*
- CRAIGHEAD, CLAUDE C., JR., MD, LSU School of Medicine in New Orleans, 1939  
*Emeritus Professor of Surgery*
- CODDINGTON, R. DEAN, MD, University of Rochester, 1951  
*Emeritus Professor of Psychiatry*
- COHN, JR., ISIDORE, MD, University of Pennsylvania, 1945  
*Emeritus Professor & Chairman of Surgery*
- DASCOMB, HARRY E., MD, University of Rochester, 1943  
*Emeritus Professor of Medicine*
- DAVIS, GEORGE D., PhD, Yale University, 1951  
*Emeritus Professor of Physiology*
- DESSAUER, HERBERT, C., PhD, LSU Medical Center School of Graduate Studies, 1952  
*Emeritus Professor of Biochemistry and Molecular Biology*
- DYER, ROBERT F., PHD, University of Pittsburgh, 1966  
*Emeritus Professor of Cell Biology and Anatomy*
- EGGEN, DOUGLAS A., PhD, University of Chicago, 1957  
*Emeritus Professor of Pathology*
- FERRISS, GREGORY S., MD, Tulane University School of Medicine, 1951  
*Emeritus Professor of Neurology*
- GALLAHER, WILLIAM, PhD, Harvard University, 1972  
*Emeritus Professor Microbiology, Immunology and Parasitology*
- GASSER, RAYMOND F., PhD, University of Alabama, 1965  
*Emeritus Professor of Cell Biology and Anatomy*
- GUIDRY, DIEU-DONNE, PhD, LSU School of Graduate Studies of the Medical Center, 1955  
*Emeritus Professor Microbiology, Immunology and Parasitology*
- HACKETT, EARL R., MD, Case Western Reserve University, 1957  
*Emeritus Professor of Neurology and Physiology*
- HASTINGS, PAUL, MD, LSU Medical Center, 1970  
*Emeritus Professor of Surgery*
- HENECHAN, JAMES B., PhD, University of Notre Dame, 1962  
*Emeritus Professor of Physiology*
- HERBERT, JACK, PhD, LSU Medical Center, 1967  
*Emeritus Associate Professor of Biochemistry*
- HOLLIS, WALTER J., MD, LSU School of Medicine in New Orleans, 1945  
*Emeritus Professor of Medicine*
- JOLLY, HENRY W. JR., MD, LSU School of Medicine in New Orleans, 1941  
*Emeritus Professor of Dermatology*
- JUMEL, MIGNON W., MD, LSU School of Medicine in New Orleans, 1950  
*Emeritus Associate Professor of Medicine*
- KASTEN, FREDERICK H., PHD, University of Texas, 1954  
*Emeritus Professor of Anatomy*
- LYONS, GEORGE D. JR., M. D., LSU School of Medicine in New Orleans, 1954  
*Emeritus Professor of Otolaryngology*
- MACOMBER, ANN H., MLS, Emory University, 1953  
*Emeritus Professor of Medical Bibliography*
- MALCOM, GRAY T., PhD, La State University Medical Center, 1979  
*Emeritus Professor of Pathology*
- MARCUS, IRWIN, MD, University of Illinois, 1943  
*Emeritus Professor of Psychiatry*
- MARKS, CHARLES A., MD, University of Cape Town (Republic of South Africa), 1945; PhD, Tulane University School of Medicine, 1973  
*Emeritus Professor of Surgery*
- MARTINEZ-LOPEZ, JORGE I., MD, La State University School of Medicine, New Orleans, 1950  
*Emeritus Professor of Medicine*
- MAYO, JOHN A, PhD, University of New Mexico, 1970  
*Emeritus Professor of Microbiology, Immunology, and Parasitology*
- MENERAY, MICHELE, PhD, Colorado State University, 1979  
*Emeritus Professor of Physiology*
- MILLER, HARVEY, PhD, Hahnemann Medl C and Hosp, 1961  
*Emeritus Professor of Physiology*
- MILLER, JOSEPH H., PhD, New York University, 1953  
*Emeritus Professor of Microbiology, Immunology, and Parasitology*
- MILLER, MARVIN F., MD, University of Iowa, 1949  
*Emeritus Professor of Psychiatry*
- MORGAN, LEE R., JR., PhD, Tulane University School of Medicine, 1960; MD, LSU School of Medicine in New Orleans, 1971  
*Emeritus Professor of Pharmacology and Experimental Therapeutics*
- NANCE, FRANCIS C., MD, University of Tennessee, 1959  
*Emeritus Professor of Physiology and Surgery*
- NARAYANAN, CHANDRASEKAR H., PHD, University of Kansas, 1964  
*Emeritus Professor of Anatomy*
- OESCHGER, MAX, PhD, Johns Hopkins University, 1964  
*Emeritus Associate Professor of Microbiology, Immunology, and Parasitology*
- O'QUINN, SILAS E., MD, University of Michigan Medical School, 1949  
*Emeritus Professor of Dermatology*
- PARKINS, CHARLES W., MD, University of Rochester Medical School, 1963  
*Emeritus Professor of Otolaryngology*

PELIAS, MARY Z., PhD, Tulane University, 1970; JD, Loyola University, 1989  
*Emeritus Professor of Genetics*

RICHARDSON, LYMAN K., MD, Washington University, 1933  
*Emeritus Clinical Professor of Surgery*

ROBERTSON, HUGH, MD, Ottawa Univ, 1959  
*Emeritus Professor of Radiology*

ROHEIM, PAUL S., MD, Medical College of Budapest (Hungary), 1951  
*Emeritus Professor of Physiology*

RUBY, JOHN, PhD, University of Pittsburgh, 1963  
*Emeritus Professor of Cell Biology and Anatomy*

SANCHEZ, RAFAEL C., MD, LSU School of Medicine in New Orleans, 1950  
*Emeritus Professor of Family Medicine*

SEABURY, JOHN H., MD, University of Michigan, 1940  
*Emeritus Professor of Medicine*

SMITH, DIANE, PhD, University of Pennsylvania, 1968  
*Emeritus Professor of Cell Biology and Anatomy*

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*

STEWART, WILLIAM H., MD, LSU School of Medicine in New Orleans, 1945  
*Emeritus Professor of Pediatrics*  
*Emeritus Chancellor of the Louisiana State University Medical Center*

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

TOTH, LOUIS A., PhD, University of Rochester, 1936  
*Emeritus Professor of Physiology*

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*

WARREN, LIONEL G., PHD, Johns Hopkins University, 1957  
*Emeritus Professor of Microbiology, Immunology, and Parasitology*

WEBSTER, DOUGLAS B., PHD, Cornell University, 1960  
*Emeritus Professor of Otolaryngology*

WHITE JR., CHARLES A., MD, University of Utah School of Medicine, 1955; D.V.M., Colorado State University, 1945  
*Emeritus Professor of Obstetrics and Gynecology*

WILSON, LAWRENCE A., PHD, University of North Carolina at Chapel Hill, 1969  
*Emeritus Professor of Microbiology, Immunology and Parasitology*

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## Full-Time Faculty

ACCOUSTI, WILLIAM, MD, Georgetown University, 1996  
*Assistant Professor*

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

AIYAR, ASHOK, PhD, Case Western Reserve University, 1994  
*Associate Professor*

ALAHARI, SURESH, PhD, Drexel University, 1994  
*Associate Professor*

AL-BATAINEH, MOHAMMAD A., MD, Jordan Univ of, 1992  
*Assistant Professor*

ALBRECHT, DIANNE, MD, LSU Medical Center, 1988  
*Assistant Professor*

ALI, JUZAR, Dow Medical Coll, 1973  
*Professor*

ALLIEGRO, MARK, PhD, SUNY at Buffalo All Cam, 1986  
*Professor*

ALONSO-RUBIANO, ELIZABETH, MD, Columbia Natl Univ of, 1985  
*Assistant Professor*

AMEDEE, ANGELA, PhD, LSU Medical Center, 1992  
*Assistant Professor*

AMOSS, JOHN, MD, LSU Medical Center, 1991  
*Assistant Professor*

ANAND, RENE, PhD, Ohio State U Main Campus, 1989  
*Associate Professor*

ANTHONY, LOWELL, MD, Vanderbilt University, 1979  
*Associate Professor*

ARMSTRONG, JADA, MD, LSU Medical Center, 1992  
*Assistant Professor*

ASMUS, GARY, PhD, LSU and A&M C, 1998  
*Assistant Professor*

ATHAS, GRACE, PhD, Tulane U of Louisiana, 1994  
*Instructor*

ATZEMIS, ADRIENNE, MD, Creighton University, 2000  
*Assistant Professor*

AUSTIN, SHAUL, Northern Arizona University, 1992  
*Assistant Professor*

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

BACKES, WAYNE, PhD, West Virginia University, 1979  
*Professor*

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

BALART JR., LUIS, MD, LSU Medical Center, 1973  
*Associate Professor*

BARBATO, LOUIS, MD, LSU Medical Center, 1972  
*Assistant Professor*

- BARBEE, JAMES, MD, Tulane U of Louisiana, 1978  
*Professor*
- BARCELONA, TINA, Sthestn La University, 1983  
*Instructor*
- BAREFIELD, DARREN, Northeast Louisiana U, 1986  
*Assistant Professor*
- BARKEMEYER, CHARLES, MD, LSU Medical Center, 1973  
*Assistant Professor*
- BARKEMEYER, BRIAN, MD, LSU Medical Center, 1987  
*Associate Professor*
- BARNES, STEPHEN, MD, Tulane U of Louisiana, 1984  
*Assistant Professor*
- BAROOTES, BRYAN, MD, Saskatchewan Univ, 1980  
*Assistant Professor*
- BARRON, BRUCE, MD, Michigan-Ann Arbor, U, 1980  
*Professor*
- BARTON, CAROLINE, MD, Suny Hlth Sci Ctr Stny Bk, 1996  
*Assistant Professor*
- BATES, KAREN, MD, LSU Medical Center, 1989  
*Assistant Professor*
- BAYHI, DANIEL, MD, LSU Medical Center, 1976  
*Associate Professor*
- BAZAN, HAYDEE, PhD, Bahia Blanca Natl Coll of, 1975  
*Professor*
- BAZAN, NICOLAS, MD, PhD, Tucuman Univ, 1971  
*Professor*
- BECKER, CAROL, MD, LSU Medical Center, 1986  
*Assistant Professor*
- BECK-WALSH, PAMELA, PhD, Texas at Austin, U of, 1987  
*Instructor*
- BEGUE, RODOLFO, MD, Peru State College, 1984  
*Associate Professor*
- BERGSMAN, DONALD, MD, Columbia U Central Off, 1965  
*Professor*
- BERRY, SUSAN, MD, Med & Dent of NJ Newark, C, 1981  
*Associate Professor*
- BESCH, CERYL, MD, LSU Medical Center, 1979  
*Associate Professor*
- BHATTACHARJEE, PARTHA, PhD, University of Liverpool, 1994, *Assistant Professor*
- BISHOP-BAIER, MARGARET, MD, LSU Medical Center, 1990  
*Assistant Professor*
- BLALOCK, ROBERT, MD, Miami, University of, 1971  
*Assistant Professor*
- BLUMER, JOE, PhD, Emory University, 2000  
*Assistant Professor*
- BOK, LEONARD, MD, Wayne State U, 1981  
*Professor*
- BOND, THOMAS, MD, LSU Medical Center, 1999  
*Assistant Professor*
- BORNE, DAVID, MD, LSU Medical Center, 1987  
*Associate Professor*
- BORNE, JESSICA, MD, Tulane U of Louisiana, 1986  
*Associate Professor*
- BOUDREAUX, J, MD, LSU Medical Center, 1978  
*Professor*
- BOULARES, ABDEL, PhD, Connecticut College, 1997  
*Assistant Professor*
- BOULIGNY, RANDY, MD, Cornell U Medical Center, 1992  
*Assistant Professor*
- BOURGEOIS, MICHAEL, MD, LSU Medical Center, 1969  
*Associate Professor*
- BRAZDA, FREDERICK, MD, LSU Medical Center, 1970  
*Professor*
- BRESLIN, MARY, PhD, LSU Medical Center, 1998  
*Assistant Professor*
- BRIERRE, STEPHEN, MD, LSU Medical Center, 1997  
*Assistant Professor*
- BROUSSARD, ALAN, MD, LSU Medical Center, 1994  
*Assistant Professor*
- BROWN, RAYNORDA, MD, Pittsburg Main Campus, U of, 1976  
*Associate Professor*
- BROWN III, JOSEPH, MD, LSU Medical Center, 1969  
*Professor*
- BUIS, MINNIE, MD, Tenn Ctr Health Sci, U of, 1979  
*Assistant Professor*
- BURNS, LEIGHANNE, Louisiana Tech University, 1992  
*Instructor*
- CABALLERO, ARMANDO, PhD, LSU Medical Center, 1993  
*Assistant Professor*
- CALDERON-ABBO, JOSE, MD, Nacional Autonoma de Mexi, 1995  
*Assistant Professor*
- CAMPBELL, JAMES, MD, Virginia All Cam, U of, 1981  
*Assistant Professor*
- CANAVIER, CARMEN, PhD, Rice University, 1991  
*Associate Professor*
- CAREY, MICHAEL, MD, Cornell U Medical Center, 1960  
*Professor*
- CARROLL, JAMES, MD, LSU Medical Center, 1994  
*Assistant Professor*
- CARSON, THOMAS, MD, Cincinnati All Cam, U of, 1978  
*Associate Professor*
- CASPI, JOSEPH, MD, Hebrew Univ, 1976  
*Professor*
- CASSIDY, WILLIAM, MD, LSU Medical Center, 1983  
*Associate Professor*
- CATLING, ANDREW, PhD, Glasgow Univ, 1992  
*Assistant Professor*
- CEFALU, CHARLES, MD, LSU Medical Center, 1974  
*Professor*
- CHALEW, STUART, MD, Maryland All Cam, U of, 1977  
*Professor*
- CHAPPUIS JR., CHARLES, MD, LSU Medical Center, 1979  
*Associate Professor*
- CHAU, ANN, MD, LSU Medical Center, 1992  
*Associate Professor*
- CHAUVIN, SHEILA, PhD, La State U and A&M C, 1992  
*Professor*
- CHEN, CHU, PhD, Tulane U of Louisiana, 1993  
*Assistant Professor*
- CHEN, QIAOYI, MD, PhD, Monash Univ, 1996  
*Assistant Professor*
- CHESSON, RALPH, MD, Med Coll of Virginia, 1972  
*Professor*
- CHILIAN, WILLIAM, PhD, Missouri-Columbia, U of, 1980  
*Professor*
- CHITNIS, SHILPA, MD, Grant Medical College, 1989  
*Assistant Professor*
- CHOU, CHAU-WEN, PhD, Arizona State University, 1996  
*Assistant Professor*



CHUANG, CHERNG-ZEE, PhD, LSU Medical Center, 1991  
*Assistant Professor*

CLARK, REBECCA, MD, Washington, University of, 1984  
*Associate Professor*

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

COHEN, JAMES, PhD, Mississippi Medl Ctr, U of, 1976  
*Professor*

COLLINS, SEAN, MD, LSU Medical Center, 1997  
*Assistant Professor*

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

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

CORLL, CONNIE, , New Orleans, University of, 1995  
*Instructor*

CORRIVEAU, RODERICK, PhD, Cal-San Diego, U of, 1994  
*Assistant Professor*

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

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

CRAIG, MARY, Pennsylvania, U of, 1998  
*Instructor*

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

CUI, JIANGUO, MD, PhD, Bengbu Medical College Chi, 1982  
*Instructor*

CUI, YAN, PhD, Alberta Univ, 1995  
*Assistant Professor*

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

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

DABERKOW II, DAYTON, MD, LSU Medical Center, 1990  
*Associate Professor*

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

DASS, B, PhD, Inst of Post Grad Med, 1991  
*Instructor*

DAVILA, EDUARDO, PhD, Mayo Medical School, 2002  
*Assistant Professor*

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

DAVIS-JACKSON, RACHEL, MD, LSU Medical Center, 1994  
*Assistant Professor*

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

DEBATA, CHITTARANJAN, MD, Utkal Univ, 1986  
*Instructor*

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

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

DENTON, STANLEY, , Tulane U of Louisiana, 1985  
*Assistant Professor*

DEPUTY, STEPHEN, MD, Nthwstn St U of La, 1992  
*Assistant Professor*

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

DICARLO, RICHARD, MD, LSU Medical Center, 1987  
*Associate Professor*

DICKINSON, BONNY, PhD, Tulane U of Louisiana, 1995  
*Assistant Professor*

DICKSON, AMY, Nova University, 1998  
*Assistant Professor*

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

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

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

DITTA, TERRI, MD, LSU Medical Center, 1992  
*Assistant Professor*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

FLOYD, JANET  
*Instructor*

- FLOWER, RONDA, MD, LSU Medical Center, 1992  
*Assistant Professor*
- FOGARASI, SIMONE, MD, Georgetown University, 2001  
*Assistant Professor*
- FONTENOT, CATHI, MD, LSU Medical Center, 1984  
*Associate Professor*
- FOX, DEBORAH, PhD, Cincinnati Main Cam, U of, 1999  
*Assistant Professor*
- FREY, DANIEL, MD, LSU Medical Center, 1982  
*Professor*
- FULLER, IRA, MD, Ark Medl Sci Campus, U of, 1965  
*Assistant Professor*
- GALLAND, HOLLEY, MD, Tulane U of Louisiana, 1976  
*Professor*
- GARDNER, RENEE, MD, Harvard University, 1975  
*Professor*
- GASPARINI, SONIA, PhD, Milan Univ of, 1998  
*Assistant Professor*
- GASTANADUY, ARTURO, MD, San Marcos Univ of, 1974  
*Associate Professor*
- GAUMER, H, PhD, NC All Campuses, U of, 1971  
*Associate Professor*
- GEDALIA, ABRAHAM, MD, Hebrew Univ at Hadassahm, 1970  
*Professor*
- GIAIMO, MARY, Tulane U of Louisiana, 1979  
*Instructor*
- GILBERT, JILL, MD, Alabama in Birmingham, U, 1994  
*Assistant Professor*
- GILL, STEVEN, D.O., Houston All Campuses, U of, 1984  
*Assistant Professor*
- GLANCY, DAVID, MD, Johns Hopkins University, 1961  
*Professor*
- GNARRA, JAMES, PhD, Virginia Cen Office, U of, 1987  
*Associate Professor*
- GOMEZ, RICARDO, MD, Javeriana Univ, 1990  
*Assistant Professor*
- GONZALEZ, ARTURO, MD, Mexico Univ of, 1979  
*Associate Professor*
- GORDON, WILLIAM, PhD, South Florida, U of, 1977  
*Associate Professor*
- GORDON, STEWART, MD, LSU Medical Center, 1990  
*Associate Professor*
- GOTTSCHALK, SHEILA, MD, LSU Medical Center, 1969  
*Associate Professor*
- GOULD III, HARRY, MD, PhD, Brown University, 1974  
*Associate Professor*
- GRABCZYK, EDWARD, PhD, Harvard University, 1992  
*Assistant Professor*
- GRAHAM JR., WILLIAM, MD, Tulane U of Louisiana, 1975  
*Assistant Professor*
- GRANT, SANDRA, MD, Meharry Medical College, 1978  
*Assistant Professor*
- GREEN, JEFFREY, PhD, State U NY Sys All Inst, 1981  
*Professor*
- GREGORY, PAULA, PhD, Tulane U of Louisiana, 1990  
*Associate Professor*
- GRIEBROK-ASSERCQ, JULE, MD, PhD, Alabama in Birmingham, U, 1976  
*Assistant Professor*
- GRIFFIES, WILLIAM, MD, LSU Medical Center, 1982  
*Assistant Professor*
- GUIDRY, JESSIE, Auburn U Main Campus, 1991  
*Instructor*
- GUIDRY, LONN, MD, LSU Medical Center, 1984  
*Assistant Professor*
- GUTIERREZ, AMPARO, MD, Universidad Central Del Este, 1985  
*Associate Professor*
- GUZMAN, MARIA, MD, Autonomous University of Guadalajara Medical School, 1990  
*Associate Professor*
- HAAS, ARTHUR, PhD, Northwestern University, 1979  
*Professor*
- HAGENSEE, MICHAEL, MD, PhD, Baylor University, 1986  
*Associate Professor*
- HAIRE, HENRY, MD, Miami, University of, 1971  
*Associate Professor*
- HAMIDE, JOHN, MD, LSU Medical Center, 2000  
*Assistant Professor*
- HAPPEL, KYLE, MD, LSU Medical Center, 1997  
*Assistant Professor*
- HAPPEL JR., LEO, PhD, LSU Medical Center, 1972  
*Professor*
- HARDY, MATTIE, Cheyney State College, 1975  
*Instructor*
- HARELSON, SAMUEL, MD, LSU Medical Center, 1976  
*Associate Professor*
- HARRISON-BERNARD, LISA, PhD, Tulane U of Louisiana, 1990  
*Associate Professor*
- HAU, TOAN, MD, La State U Shreveport, 1996  
*Assistant Professor*
- HAYDEN, DOROTHY, MD, LSU Medical Center, 1990  
*Assistant Professor*
- HE, JUICHENG, PhD, Kyoto University, 1999  
*Instructor*
- HEBERT, CATHERINE, MD, LSU Medical Center, 1997  
*Assistant Professor*
- HECK, MADELEINE, MD, LSU Medical Center, 1984  
*Assistant Professor*
- HECK, HERMAN, MD, LSU Medical Center, 1972  
*Associate Professor*
- HELM, EDWARD, MD, Ill Medl Ctr Chgo, U of, 1976  
*Professor*
- HELMCKE, FREDERICK, MD, LSU Medical Center, 1980  
*Assistant Professor*
- HEMPE, JAMES, PhD, Missouri-Columbia, U of, 1987  
*Associate Professor*
- HESCOCK JR., GEORGE, MD, Maryland All Cam, U of, 2000  
*Assistant Professor*
- HEW JR., ALFRED, MD, Tulane U of Louisiana, 1968  
*Professor*
- HILL, JAMES, PhD, Baylor College Medicine, 1971  
*Professor*
- HILL, CHARLES, MD, LSU Medical Center, 1972  
*Associate Professor*
- HILTON JR., CHARLES, MD, LSU Medical Center, 1976  
*Professor*
- HOBDEN, JEFFERY, PhD, LSU Medical Center, 1992  
*Assistant Professor*
- HOFFMAN, MICHAEL, Miss University for Women, 1992  
*Instructor*
- HOFFMAN, SUSAN, Tulane U of Louisiana, 1997  
*Instructor*

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

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

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

HOPKINS, ROBERT, MD, University of Alabama, 1972  
*Professor*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

JUNG, FLAVIA, MD, Freie Universitat, 1980  
*Associate Professor*

KAMBOJ, SANJAY, DDU College, 1984  
*Instructor*

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

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

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

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

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

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

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

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

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

KIELTYKA, ROBERTA, PhD, Tulane U of Louisiana, 2003  
*Assistant Professor*

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

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

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

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

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

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

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

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

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

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

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

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

KRATZ, KENNETH- PhD, Kansas State University, 1975  
*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, JEAN, MD, LSU Medical Center, 1978  
*Assistant Professor*

LAKSHMIPRASAD, LEELA, MD, Institute Med Sciences, 1979  
*Assistant Professor*

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

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

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

LANIER, STEPHEN, PhD, Tenn Ctr Health Sci, U of, 1982  
*Professor*

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

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

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

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

LEBLANC, KIM, MD, PhD, La State U and A&M C, 1998  
*Professor*

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

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

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

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

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

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

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

LEUNG, JOCELYN, MD, State U New York Sys Off, 1993  
*Associate Professor*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

MARBLE, MICHAEL, MD, Indiana U All Campuses, 1986  
*Associate Professor*

MARCHAND, KRISTINA, LSU Medical Center, 2000  
*Instructor*

MARCHESELLI, VICTOR, PhD, New Orleans, University of, 2003  
*Associate Professor*

MARINO, MARK, MD, LSU Medical Center, 1999  
*Assistant Professor*

MARQUART, MARY, PhD, Saint Louis U All Cam, 1997  
*Assistant Professor*

MARR, ALAN, MD, East Carolina University, 1981  
*Associate Professor*

MARTIN, DAVID, MD, Harvard University, 1969  
*Professor*

MARTIN, LOUIS, MD, Brown University, 1976  
*Professor*

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

MASSON, MARY, Alabama in Birmingham, U, 1999  
*Instructor*

MATROUGUI, KHALID, PhD, Paris Univ of, 1998  
*Assistant Professor*

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

MCGOEY, ROBIN – MD, LSU Medical Center, 2000  
*Instructor*

MCGUIRE, SHANNON, MD, LSU Medical Center, 1996  
*Assistant Professor*

MCCLUGAGE, SAMUEL, PhD, Cincinnati Main Cam, U of, 1970  
*Professor*

MCDONOUGH, KATHLEEN, PhD, Mo Cen Admin Cen Off, U of, 1977  
*Professor*

MCLAUGHLIN, KEVIN, MD, Emory University, 1994  
*Assistant Professor*

MCLEAN, ANGELA, MD, Cal-San Francisco, U of, 1991  
*Assistant Professor*

MCWHORTER, ANDREW, MD, Johns Hopkins University, 1995  
*Assistant Professor*

MILLER, FERN, PhD, Tulane U of Louisiana, 2002  
*Instructor*

MILLER, JOSEPH, MD, Duke University, 1973  
*Professor*

MILLER, THOMAS  
*Instructor*

MIRE, LOUIS, MD, LSU Medical Center, 1973  
*Associate Professor*

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

MIZE, EMEL, PhD, Pennsylvania, U of, 1979  
*Professor*

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

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

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

MONCADA, ROGELIO, MD, Mexico Univ of, 1959  
*Professor*

- MONTGOMERY, ELIZABETH, La State U and A&M C, 1992  
*Instructor*
- MOORE, CLEVELAND, MD, Stanford University, 1976  
*Associate Professor*
- MORGAN, BARBARA, MD, 1973, LSU Medical Center, 1973  
*Assistant Professor*
- MORRIS, DIEP, Okla Health Sci Ctr, U of, 1991  
*Instructor*
- MORSE, STEPHEN, D.O., Okla State U All Campuses, 1982  
*Assistant Professor*
- MORSE, PATRICIA, PhD, Tulane U of Louisiana, 1990  
*Associate Professor*
- MOUALLEM, RAJA, MD, Damascus Med Sch, 1964  
*Assistant Professor*
- MROCZKOWSKI, TOMASZ, MD, Warsaw Univ of, 1968  
*Associate Professor*
- MUKHERJEE, PRANAB, PhD, Calcutta Univ of, 1974  
*Assistant Professor*
- MULDER, THEODORUS, MD, Amsterdam Univ, 1987  
*Assistant Professor*
- MUNCIE, HERBERT, MD, Medical College of Georgia, 1971  
*Professor*
- MURPHY, MARY, MD, New York Medical College, 1985  
*Assistant Professor*
- MVULA, MOSANDA, MD, LSU Medical Center, 1986  
*Assistant Professor*
- NELSON, STEVE, MD, Mcgill Univ, 1978  
*Professor*
- NEPUSTIL, IVAN, MD, Medl College Ohio-Toledo, 1989  
*Assistant Professor*
- NERVEZ, CECILIA, MD, Far Eastern Univ, 1962  
*Associate Professor*
- NEUMANN, DUANE, MD, LSU Medical Center, 1984  
*Assistant Professor*
- NEVILLE, R. SCOTT  
*Instructor*
- NEVILS, BOBBY, MD, LSU Medical Center, 1963  
*Assistant Professor*
- NEWMAN III, WILLIAM, MD, LSU Medical Center, 1967  
*Professor*
- NGUYEN, DOAN, PhD, LSU Medical Center, 1997  
*Instructor*
- NICHOLS, CHARLES, PhD, Carnegie-Mellon U, 1997  
*Assistant Professor*
- NOLAN, THOMAS, MD, Virginia Commonwealth University,  
Medical College, 1977  
*Professor*
- NSUAMI, MALANDA, Tulane U of Louisiana, 1993  
*Assistant Professor*
- NUSS, DANIEL, MD, LSU Medical Center, 1981  
*Professor*
- O'CALLAGHAN, RICHARD, PhD, Mississippi Medl Ctr, U of,  
1970  
*Professor*
- OCHOA, AUGUSTO, MD, Antiuguia Univ of, 1981  
*Professor*
- O'LEARY, JAMES, MD, Florida, University of, 1967  
*Professor*
- OLEJNICZAK, PIOTR, MD, Wroclaw Univ of, 1984  
*Associate Professor*
- OLISTER, STACI, MD, LSU Medical Center, 1991  
*Assistant Professor*
- OLIVER, PETER, PhD, Southern California, U of, 1981  
*Instructor*
- OPELKA, FRANK, MD, University of Health Sciences, Chicago  
Medical School, 1981  
*Professor*
- OSOFSKY, JOY, PhD, Syracuse U All Campuses, 1969  
*Professor*
- OSOFSKY, HOWARD, MD, PhD, Syracuse U Main Campus,  
1974  
*Professor*
- OSPINA, MARIA, MD, St. George's Univ School of Med, 1998  
*Assistant Professor*
- OVELLA, TY, MD, LSU Medical Center, 1996  
*Assistant Professor*
- PADIN-ROSADO, JOSE, MD, PR Arecio Coll U, 1995  
*Assistant Professor*
- PADNOS, IRA, MD, Sthn Illinois U All Inst, 1990  
*Assistant Professor*
- PAIGE, JOHN, MD, Cal-San Diego, U of, 1994  
*Assistant Professor*
- PALMER, GLEN, PhD, Leicester Univ of, 2001  
*Assistant Professor*
- PAN, FUMING, Houston All Campuses, Univ of, 1998  
*Instructor*
- PARIS, KENNETH, MD, LSU Medical Center, 2000,  
*Assistant Professor*
- PARKER, JANE, Tulane U of Louisiana, 1992  
*Assistant Professor*
- PASTERNAK, RYAN, MD, Eastern Virginia Medical School,  
1999  
*Assistant Professor*
- PATEL, KIRIT, MD, Gujarat Univ of, 1971  
*Assistant Professor*
- PAUL, DENNIS, PhD, British Columbia Univ, 1988  
*Associate Professor*
- PEI, LEO, MD, Tulane U of Louisiana, 1981  
*Associate Professor*
- PELON, WILLIAM, PhD, Kansas St U Agr & App Sci, 1954  
*Professor*
- PENN, DUNA, MD, Wayne State University, 1971  
*Professor*
- PERRET, ROBERT, MD, LSU Medical Center, 1978  
*Professor*
- PETTITT, TIMOTHY, MD, Rutgers the St U Cen Off, 1990  
*Associate Professor*
- PIAZUELO, MARIA, MD, Columbia Natnl Univ of, 1986  
*Instructor*
- PINCUS, SETH, MD, New York University, 1973  
*Professor*
- PINDARO, CAROLE, Mississippi Main Cam, U of, 1990  
*Instructor*
- PORTER, JOHNNY, PhD, LSU Medical Center, 1973  
*Professor*
- POST, ROBERT, MD, Missouri-Columbia, U of, 1989  
*Assistant Professor*
- POTTER, BARRY, PhD, London Univ of, 1975  
*Associate Professor*
- POU, ANNA, MD, LSU Medical Center, 1990  
*Associate Professor*
- QUAYLE, ALISON, PhD, Edinburgh Univ, 1988  
*Associate Professor*

- QUINTANA, HUMBERTO, MD, SUNY Downstate Medl Ctr, 1977  
*Associate Professor*
- RAGAN JR., FRANCIS, PhD, University of Alabama, 1978  
*Associate Professor*
- RAJ, MADHWA, PhD, Indian Inst of Science, 1969  
*Professor*
- RAMADHYANI, USHA, MD, Bangalore Medical College, 1978  
*Associate Professor*
- RAMCHARAN, THIAGARAJAN, MD, Kilpauk Medical College, 1991  
*Assistant Professor*
- RAMSAY, ALISTAIR, PhD, New Zeland Univ, 1986  
*Professor*
- RAO, JAYARAMAN, MD, Kasturbia Medical College, 1969  
*Professor*
- RAO, JAYASHREE, MD, Kasturbia Medical College, 1970  
*Associate Professor*
- RAUM, WILLIAM, MD, PhD, Bowling Grn St U All Cam, 1974  
*Associate Professor*
- REDDIX, RHODA, PhD, Indiana State U All Cam, 1990  
*Assistant Professor*
- REED, KEVIN, MD, LSU Medical Center, 1990  
*Assistant Professor*
- REED, JAMES, PhD, Nevada Reno, U of, 1995  
*Assistant Professor*
- REEHLMANN, DAVID, Tulane U of Louisiana, 1975  
*Assistant Professor*
- REES, ALBERT, MD, LSU Medical Center, 1964  
*Associate Professor*
- REID, JOSEPH, MD, LSU Medical Center, 1990  
*Assistant Professor*
- REINBOLD, WILLIAM, MD, Tulane U of Louisiana, 1977  
*Assistant Professor*
- REISER, JAKOB, PhD, Basel Univ, 1976  
*Associate Professor*
- REISIN, EFRAIN, MD, Cordoba Natl Univ of, 1966  
*Professor*
- RICCIARDI, JAMES, MD, Marquette University, 1968  
*Associate Professor*
- RICHARD, SHAWN, MD, LSU Medical Center, 1995  
*Assistant Professor*
- RICHARDS, ROBERT, MD, LSU Medical Center, 1991  
*Assistant Professor*
- RIEMER, BARRY, MD, Pittsbg All Campuses, U of, 1975  
*Professor*
- RIGBY, PETER, MD, Virginia All Cam, U of, 1988  
*Associate Professor*
- RIOPELLE, JAMES, MD, Emory University, 1986  
*Professor*
- RIVERA, DANA, MD, LSU Medical Center, 1991  
*Associate Professor*
- ROCA, HENRI, MD, LSU Medical Center, 1997  
*Assistant Professor*
- ROCIC, PETRA, PhD, Alabama in Birmingham, U, 2001  
*Instructor*
- ROCK, JOHN, MD, LSU Medical Center, 1972  
*Professor*
- RODRIGUEZ JR, FRED, MD, La State U Medical Center, 1975  
*Professor*
- RODRIGUEZ, PAULO, LSU Medical Center, 2000  
*Instructor*
- ROJAS, RAFAEL, MD, Mexico Univ of, 1985  
*Associate Professor*
- ROONEY, RONALD, MD, New York Medical College, 1967  
*Associate Professor*
- ROSE, MARCY, PhD, Texas Tech University, 2003  
*Assistant Professor*
- RUAN, SANBAO, MD, Tianjin Unversity, 1982  
*Instructor*
- RUDNER-HOBDEN, XIAOWEN, PhD, Wayne State University, 1992  
*Assistant Professor*
- RUIZ, BERNARDO, MD, PhD, LSU Medical Center, 1995  
*Associate Professor*
- SADOWSKA-KROWICKA, HALINA, MD, PhD, Silesian University, 1985  
*Assistant Professor*
- SAKAMURO, DAITOKU, PhD, Osaka University, 1991  
*Assistant Professor*
- SALINAS, ORLANDO, MD, University of Texas, 1994  
*Assistant Professor*
- SANDERS, CHARLES, MD, LSU Medical Center, 1964  
*Professor*
- SANTANAM, NALINI, PhD, Christian Medical College, 1992  
*Associate Professor*
- SANTIAGO, KERRI, MD, LSU Medical Center, 1992  
*Instructor*
- SARMINI, MAHMOUD, MD, Beirut American Univ, 1988  
*Assistant Professor*
- SARPHIE, THEODORE, PhD, Mississippi Medl Ctr, U of, 1969  
*Associate Professor*
- SARWAR, SYEDA F., MD, Sir Salimullah Med Coll, 1981  
*Assistant Professor*
- SCHEER, WILLIAM, PhD, LSU Medical Center, 1976  
*Professor*
- SCHMIDT-SOMMERFELD, EBERHARD, MD, PhD, Gottingen Univ, 1971  
*Professor*
- SCHURR, JILL, North Texas St University, 1992  
*Instructor*
- SCHUTH-SHEPHERD, CLAUDIA, MD, LSU Medical Center, 1970  
*Associate Professor*
- SCOTT, DONALD, PhD, Saint Louis U All Cam, 1991  
*Associate Professor*
- SCOTT, JACK, PhD, Northern Colorado, U of, 1996  
*Assistant Professor*
- SEAGO, NEVA, MD, LSU Medical Center, 1987  
*Assistant Professor*
- SELBY, MARIAN, PhD, La State U and A&M C, 1998  
*Instructor*
- SELLARDS, ROBERT, MD, Medical College of Ga, 1995  
*Assistant Professor*
- SHAH, SAROJ, MD, Grant Medical College, 1979,  
*Assistant Professor*
- SHEAHAN III, MALACHI, MD, Boston University, 1994  
*Assistant Professor*
- SHEAHAN, CLAUDIE, MD, Boston University, 1995  
*Assistant Professor*
- SHELLITO, JUDD, MD, Tulane U of Louisiana, 1974  
*Professor*
- SHEPHERD, RAYMOND, PhD, Washington St University, 1975  
*Professor*

- SHIMIZU, TOKO, MD, PhD, Kurume Univ School of Medicine, 1990  
*Assistant Professor*
- SHOLAS, MAURICE, MD, PhD, Harvard University, 1998  
*Assistant Professor*
- SIDANI, MOHAMAD, MD, Beirut American Univ, 1987  
*Assistant Professor*
- SILVERSTEIN, DOUGLAS, MD, State U NY Sys All Inst, 1987  
*Associate Professor*
- SINCLAIR, HEIDI, MD, Tulane U of Louisiana, 2000  
*Assistant Professor*
- SINGLETON, TAMMUELLA, MD, LSU Medical Center, 1995  
*Assistant Professor*
- SMOLEK, MICHAEL, PhD, Indiana U Bloomington, 1986  
*Assistant Professor*
- SORENSEN, RICARDO, MD, Chile Univ of, 1984  
*Professor*
- SORRELLS, KELLY, MD, LSU Medical Center, 1994  
*Assistant Professor*
- SPILLER, CATHERINE, MD, LSU Medical Center, 2000  
*Assistant Professor*
- SPRIGGS, LOUAINE, PhD, Tulane U of Louisiana, 1990  
*Associate Professor*
- ST. JOHN, PATTI, LSU Medical Center, 1992  
*Instructor*
- STARR, SHANNON, MD, Texas Tech University, 1992  
*Assistant Professor*
- STOCK, MARK, MD, Guadalajara Univ, 1974  
*Assistant Professor*
- STOPA, ALUIZIO, MD, Universidad de Los Andes, 1968  
*Associate Professor*
- STRONG, JACK, MD, LSU Medical Center, 1951  
*Professor*
- STUART, MICHAEL, MD, LSU Medical Center, 1986  
*Assistant Professor*
- STURTEVANT, JOY, PhD, Duke University, 1985  
*Assistant Professor*
- SUAREZ, ALFREDO, MD, Central Univ of Venezuela, 1965  
*Associate Professor*
- SUBRAMANIAM, PRAMILLA, MD, LSU Medical Center, 1979  
*Professor*
- SULLIVAN, JERRY, MD, Louisville, University of, 1968  
*Professor*
- SUMMER, WARREN, MD, Georgetown University, 1965  
*Professor*
- SUMNER, AUSTIN, MD, New Zealand Univ, 1963  
*Professor*
- SVEC, FRANK, MD, PhD, Case Western Reserve U, 1974  
*Professor*
- SWARTZ, WILLIAM, PhD, Loyola U of Chicago, 1971  
*Professor*
- TARDO, CARMELA, MD, Tulane U of Louisiana, 1969  
*Associate Professor*
- TAYLOR, STEPHANIE, MD, LSU Medical Center, 1988  
*Associate Professor*
- THIBODAUX, ROBERT, MD, LSU Medical Center, 1992  
*Assistant Professor*
- THOMAS, DWAYNE, MD, LSU Medical Center, 1984  
*Associate Professor*
- THOMAS, MARY, MD, LSU Medical Center, 1980  
*Assistant Professor*
- THOMPSON, JAMES, PhD, Iowa, University of, 1970  
*Professor*
- THOMPSON, HILARY, PhD, LSU Medical Center, 1986  
*Associate Professor*
- TIEL, ROBERT, MD, Minnesota All Cam, U of, 1980  
*Associate Professor*
- TILTON, ANN, MD, Texas Medl Ctr Joint Lib, 1978  
*Professor*
- TOWNSEND, MARK, MD, Tulane U of Louisiana, 1988  
*Associate Professor*
- TRAN, TRI, MD, Hue Medical School, 1990  
*Assistant Professor*
- TRUEHILL, BRIANA, MD, LSU Medical Center, 1999  
*Instructor*
- URRUTIA, GUILERMO, MD, San Carlos Univ, 1958  
*Associate Professor*
- VALERIE, EVANS, MD, Brown University, 1994  
*Assistant Professor*
- VARGAS, ALFONSO, MD, Columbia Natl Univ of, 1973  
*Professor*
- VARNELL, EMILY, Northeastern University, 1958  
*Assistant Professor*
- VARNER, KURT, PhD, Michigan State University, 1987  
*Professor*
- VEDECKIS, WAYNE, PhD, Northwestern University, 1974  
*Professor*
- VEHASKARI, VIRGINA, PhD, Saint Louis U Main Campus, 1997  
*Assistant Professor*
- VEHASKARI, VESA, MD, PhD, Helsinki Univ of, 1981  
*Professor*
- VELEZ-YANGUAS, MARIA, MD, Puerto Rico All Cam, U of, 1987  
*Associate Professor*
- VENTERS, CHARMAINE, MD, Baylor College Medicine, 1977  
*Assistant Professor*
- VENUTI, JUDITH, PhD, SUNY at Buffalo All Cam, 1986  
*Associate Professor*
- VISWANATHAN, SUSHEELA, MD, Jawaharlal Nehru Ag Univ, 1976  
*Associate Professor*
- WALL, BRYAN, MD, Emory University, 1999  
*Assistant Professor*
- WANG, WILSON, MD, LSU Medical Center, 1998  
*Instructor*
- WANG, GUOSHUN, DVSc, PhD, Nanjing Univ, 1985  
*Assistant Professor*
- WANG, PING, PhD, Cornell U All Campuses, 1991  
*Assistant Professor*
- WANG, YI-ZARN, DDS, MD, Oregon Hlth Sci Ctr, U of, 1990  
*Associate Professor*
- WARRIER, RAJASEKHARAN, MD, Kasturbia Medical College, 1973  
*Professor*
- WEILBAECHER, THOMAS, MD, LSU Medical Center, 1975  
*Associate Professor*
- WEIMER, MARIA, MD, LSU Medical Center, 1994  
*Assistant Professor*
- WEINTRAUB, SHARON, MD, New York Medical College, 1995  
*Assistant Professor*
- WELSH, DAVID, MD, Washington, University of, 1989  
*Assistant Professor*

WELSH, RONALD, MD, Tex Medl Br Galveston, U, 1950  
*Professor*

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

WESSELY, OLIVER, PhD, Vienna Univ of, 1997  
*Assistant Professor*

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

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

WILCOX, RONALD, MD, Kansas All Campuses, U, 1992  
*Assistant Professor*

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

WILLIAMS, 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  
*Associate Professor*

WINTERS, J. CHRISTIAN, MD, LSU Medical Center, 1988  
*Professor*

WISE, M. WHITTEN, MD, University of South Alabama, 1998  
*Assistant Professor*

WOJCIK, EDWARD, PhD, University of Michigan, 1994  
*Assistant Professor*

WOLTERING, EUGENE, MD, Ohio State U All Campuses, 1975  
*Professor*

WONG, JOAQUIN, MD, Panama Univ, 1984  
*Assistant Professor*

WORTHYLAKE, DAVID, PhD, Utah, University of, 1998  
*Assistant Professor*

WORTHYLAKE, REBECCA, PhD, Utah, University of, 1998  
*Assistant Professor*

WU, GUANGYU, PhD, Beijing Medical University, 1992  
*Assistant Professor*

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

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

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

ZACHARY, JAMES, MD, LSU Medical Center, 1983  
*Assistant Professor*

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

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

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

ZHANG, PING, MD, PhD, Bengbu Medical College Chi, 1990  
*Associate Professor*

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

ZHANG, ZILI, MD, PhD, NC All Campuses, U of, 1996  
*Instructor*

## RECAPITULATION OF FACULTY

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

### Anesthesiology

PROFESSOR: Kaye; Riopelle

ASSOCIATE PROFESSOR: Bayhi; Eyrich; Ramadhyani; Viswanathan

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

### Biochemistry and Molecular Biology

PROFESSOR: Claycomb; Haas; Jazwinski; Lindberg; Vedeckis

ASSOCIATE PROFESSOR: Alahari; Gnarra; Herbert; Scott

ASSISTANT PROFESSOR: Kim; Wojcik; WorthyLake

INSTRUCTOR: Beck-Walsh

### Biometry and Genetics

PROFESSOR: Keats

ASSOCIATE PROFESSOR: Gregory

ASSISTANT PROFESSOR: Grabczyk; Hollenbach; Iwakuma; Mandal

INSTRUCTOR: Miller; Schurr

### Cell Biology and Anatomy

PROFESSOR: Alliegro; Berthoud; Delcarpio; Dobie; Dyer; Gasser; Green; Guido; Kratz; Martinez; McClugage; Mize; Ruby; Smith; Swartz

ASSOCIATE PROFESSOR: Kaye; Lallier; Sarphe; Spriggs; Venuti; Weyand; Whitworth

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

INSTRUCTOR: Oliver

### Family Medicine

PROFESSOR: Cefalu; Laravia; Leblanc; Muncie

ASSOCIATE PROFESSOR: Galland; Haire; Howe; Jones; Mire; Rees

ASSISTANT PROFESSOR: Austin; Barootes; Blalock; Bond; Broussard; Campbell; Griebrok-Assercq; Hau; Humble; Larzelere; Lebato; Moncada; Post; Reehlmann; Roca; Sidani; Soileau; Starr; Stock; Werner

INSTRUCTOR: Chen;



## Medical Bibliography

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

## Medicine

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

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

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

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

## Microbiology, Immunology and Parasitology

PROFESSOR: Fidel; Johnston; Luftig; Thompson

ASSOCIATE PROFESSOR: Aiyar; Quayle; Sturtevant

ASSISTANT PROFESSOR: Amedee; Hobden; Koochekpour;  
Palmer; Zea

## Neurology

PROFESSOR: Fisch; Happel; Rao; Sumner; Tilton

ASSOCIATE PROFESSOR: Gould; Gutierrez; Olejniczak; Tardo

ASSISTANT PROFESSOR: Barkemeyer; Barton; Chitnis;  
Deputy; Mader; Mcguire; Ospina; Padin; Weimer; Wong

INSTRUCTOR: Miller

## Neuroscience Center

PROFESSOR: Bazan H; Bazan N

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

ASSISTANT PROFESSOR: Chen; Erickson H; Mukherjee; Xia

INSTRUCTOR: Cui; Hardy; He

## Neurosurgery

PROFESSOR: Carey

BOYD PROFESSOR: Kline

ASSOCIATE PROFESSOR: Tiel

## Obstetrics and Gynecology

PROFESSOR: Chesson; Miller; Nolan; Raj; Rock

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

ASSISTANT PROFESSOR: Dildy; Neumann; Nevils; Vehaskari;  
Winfield

INSTRUCTOR: Craig; Floyd; Mains; Marchand; Masson;  
Truehill

## Ophthalmology

PROFESSOR: Barron; Bazan; Bergsma; Hill; Jacob; Klyce;  
Khoobehi

BOYD PROFESSOR: Bazan; Kaufman

ASSOCIATE PROFESSOR: DiIoreto; Thompson

ASSISTANT PROFESSOR: Fuller; Gill; Smolek; Varnell

INSTRUCTOR: Dass; Nguyen

## Orthopaedics

PROFESSOR: King; Riemer

ASSOCIATE PROFESSOR: Ricciardi; Rooney; Zembo

ASSISTANT PROFESSOR: Accousti; Sellards; Ward; Wilson

## Otorhinolaryngology and Biocommunication

PROFESSOR: Nuss

ASSOCIATE PROFESSOR: Kluka; Pou; Rigby;

ASSISTANT PROFESSOR: McLaughlin; McWhorter

INSTRUCTOR: Montgomery; St.John

## Pathology

PROFESSOR: Brazda; Carr; Craver; Espinoza; Hew; Kao;  
Lipscomb; Newman; Rodriguez; Scheer; Stary; Tracy;  
Vial; Welsh

BOYD PROFESSOR: Strong

ASSOCIATE PROFESSOR: Gaumer; Lipscomb; Liuzza; Ragan;  
Ruiz; Santanam; Suarez; Weilbaecher

ASSISTANT PROFESSOR: Carson; Kaye; Kim; Hayden;  
Lorusso; Sakamuro; Sarwar; Sorrells; Stern;

INSTRUCTOR: Athas; Huber; McGoey; Santiago; Troxclair

## Pediatrics

PROFESSOR: Chalew; Cutler; Feinstein; Gardner; Gedalia; Hopkins; Howes; Lacassie; Ochoa; Osofsky; Penn; Pincus; Schmidt-Sommerfeld; Sorensen; Vargas; Vehaskari; Warrior; Yu

ASSOCIATE PROFESSOR: Aviles; Barkemeyer; Begue; Berry; Bonis; Brown, R.; Dal Corso; Desselle; Estrada; Gastanaduy; Gordon; Gottschalk; Hempe; Jung; Lan; Leiva; Leung; Lo; Mangat; Marble; Moore; Nervez; Rao; Rivera; Schuth-Shepherd; Silverstein; Stopa; Velez-Yanguas; Venters; Williams; Yazdani

ASSISTANT PROFESSOR: Aita-Levy; Albrecht; Alonso-Rubiano; Armstrong; Atzemis; Barnes; Breslin; Buis; Davila; Davis-Jackson; Dickinson; Dimitriades; Duhon; English; Ferris; Fogarasi; Fox; Gomez; Graham; Grant; Hescock; Jayasinghe; Khouri; Kieltyka; Kirby; Lefevre; Linares; Mouallem; Mulder; Mvula; Olistier; Paris; Pasternak; Sadowska-Krowicka; Seago; Sinclair; Singleton; Spiller; Thomas; Tran; Wang; Wilson; Zatarain

INSTRUCTOR: Debata; Rodriguez; Zhang

## Pharmacology and Experimental Therapeutics

PROFESSOR: Backes; Barbee; Bobbin; Kapusta; Lanier; Moerschbaecher; Porter; Songu-Mize; Varner;

ASSOCIATE PROFESSOR: Erickson; Kirkendol; Lucchesi; Paul; Winsauer

ASSISTANT PROFESSOR: Berthold; Blumer; Boulares; Catling; Lazartigues; Matrougui; Nichols; Reddix; Reed; Worthylake; Wu

INSTRUCTOR: Guidry

## Physiology

PROFESSOR: Bagby; Chilian; Levitzky; McDonough; Meneray; Miller; Molina; Porter; Shepherd

ASSOCIATE PROFESSOR: Harrison-Bernard; Potter

INSTRUCTOR: Gialmo; Rocic

## PSYCHIATRY

PROFESSOR: Barbee; Drell; Osofsky

ASSOCIATE PROFESSOR: Morse; Quintana; Townsend; Urrutia

ASSISTANT PROFESSOR: Bishop-Baier; Calderon; Conrad; Costa; Dalton; Denton; Dickson; Drennan; Griffies; Hutton; Jackson; Leffler; Reinbold; Richard; Rose;

INSTRUCTOR: Embley; Hoffman; Many; Selby

## Radiology

PROFESSOR: Bok; Castaneda; Moncada; Perret; Robertson

ASSOCIATE PROFESSOR: Borne; Ferreyro; Gonzalez; Rojas

ASSISTANT PROFESSOR: Becker; Hamide; Reid

## Surgery

PROFESSOR: Boudreaux; Caspi; Frey; Hastings; Helm; Hollier; Lee; Letourneau; Martin; O'Leary; Opelka; Woltering

ASSOCIATE PROFESSOR: Chappuis; Dupont; Harelson; Heck; Hill; Hunt; Labat; Marr; Pettit; Raum; Wang; Wilk

ASSISTANT PROFESSOR: Paige; Ramcharan; Sheahan; Valerie; Weintraub; Wise; Zhang

INSTRUCTOR: Barcelona

## Urology

PROFESSOR: Sullivan; Winters

ASSISTANT PROFESSOR: Collins

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LSU Health Sciences Center in New Orleans School of Nursing

# LSU HEALTH SCIENCES CENTER IN NEW ORLEANS SCHOOL OF NURSING



## **Elizabeth A. Humphrey, EdD, Dean**

Appointed to the Deanship: April 1, 1996

Appointed to the Health Sciences Center Faculty: August 1, 1974

Helen A. & James B. Dunn Professor February 1, 2000 - present

Faculty Academic Rank: Professor of Nursing

Address: School of Nursing  
1900 Gravier Street  
New Orleans, LA 70112

Telephone Number: (504) 568-4106

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

## **Administration**

ELIZABETH A. HUMPHREY, EdD  
*Dean and Helen A. & James B. Dunn Professor*

DEMETRIUS PORCHE, DNS  
*Associate Dean for Research and Evaluation and  
St. Charles General Hospital Professor*

JANE SUMNER, PhD  
*Acting Associate Dean for Undergraduate  
Programs*

KATHLEEN WREN, PhD  
*Acting Associate Dean for Faculty Practice and  
Clinical Services*

KAY LOPEZ, DSN  
*Acting Assistant Dean for Student Services*

THOMAS SPIERS, BS, MBA  
*Assistant Dean for Business Affairs*

## **Administrative Council**

ELIZABETH A. HUMPHREY, EdD  
*Chairman*

LARRY H. HOLLIER, MD  
*Chancellor, Ex-Officio*

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

BARBARA KEARNEY, MEd, MS  
*Associate Professor of Nursing*

KAY LOPEZ, DSN  
*Acting Assistant Dean for Student Services*

DEMETRIUS PORCHE, DNS  
*Associate Dean for Research and Evaluation*

JACQUELINE RHOADS, PhD  
*Professor of Nursing*

SUSAN S. RICK, DNS  
*Associate Professor of Nursing*

JERILYN SCHALLER, MN  
*Assistant Professor of Clinical Nursing*

JANE F. SUMNER, PhD  
*Associate Professor of Nursing*

ANGELIQUE WHITE-WILLIAMS, DNS  
*Instructor of Nursing*

WREN, KATHLEEN, PhD  
*Associate Professor of Nursing*

## 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.

## **ORGANIZATION**

The Dean is the Chief Administrator in the School.

There are three Associate Deans.

- Associate Dean for Academic Administration
- Associate Dean for Research and Evaluation
- Associate Dean for Professional Services & Community Activities

There are two Assistant Deans.

- Assistant Dean for Student Services
- Assistant Dean for Business Affairs

## **CHRONOLOGY**

Three 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)

Elizabeth A. Humphrey, EdD (1996-present)

## **PHILOSOPHY**

The School of Nursing faculty ascribes to the following beliefs. Nursing is a human process and a professional discipline whose spirit is caring. Nursing science and art are blended through the process of caring and genuine presence in response to human needs related to health. Individuals are unique and exist in the totality of their own experience. Individuals, in caring relationships, are dynamically interrelated with others and the community. Caring relationships in nursing exist for the "protection, promotion, and optimization of health and abilities; prevention of illness and injuries; alleviation of suffering through the diagnosis and treatment of human response; and advocacy in the care of individuals, families, communities and populations" (ANA, 2004). Nursing collaborates with other disciplines to promote human wholeness and healing.

The role of the School of Nursing community is to create a caring environment in which all are respected, nurtured, and celebrated. Nursing education fosters the innate desire for learning. The role of faculty is to support and cultivate the student's learning, scholarship, and practice. Learning is a life-long, active, engaging, and transformative experience. Ways of knowing in nursing include empirical, personal, ethical, aesthetic, and sociopolitical. In addition, faculty embrace the concept of "unknowing" which refers to approaching individuals without the preconceptions and assumptions that would interfere with receiving knowledge that only the individual can provide. Learners (clients/patients, students, faculty) recognize patterns and develop insights that enable them to find meaning in human experiences such as health and illness.

(Accepted as a Working Document by faculty ballot 6/8/04)

**CALENDAR 2006 – 2007**

**2006 Fall Semester**

**August**

|           |    |                                                                                                                                                    |
|-----------|----|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Friday    | 11 | Family Day; Orientation for new undergraduate students                                                                                             |
| Monday    | 14 | Registration for undergraduate students; Annual registration for nurse anesthesia students                                                         |
| Tuesday   | 15 | Registration for graduate students; Level orientations for returning undergraduate students; Late registration ends                                |
| Wednesday | 16 | Classes begin                                                                                                                                      |
| Friday    | 18 | Orientation for new graduate students; Graduate course orientation                                                                                 |
| Saturday  | 19 | Graduate course orientations                                                                                                                       |
| Wednesday | 30 | Final date for converting an "I" to a grade; Final date to withdraw from a course without receiving a grade of "W"; Final date for adding a course |

**September**

|        |   |                                                                                                            |
|--------|---|------------------------------------------------------------------------------------------------------------|
| Friday | 1 | Final date for receipt or postmark of applications and supporting documents for admission for Spring, 2007 |
|--------|---|------------------------------------------------------------------------------------------------------------|

Monday 4 Labor Day Holiday

**November**

|           |    |                                                                                                                                                                                                                                                   |
|-----------|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Friday    | 3  | Final date for defense of theses or dissertations for December, 2006 commencement                                                                                                                                                                 |
| Thursday  | 9  | General examinations for doctoral candidacy                                                                                                                                                                                                       |
| Friday    | 10 | General examinations for doctoral candidacy; Final date to withdraw from a course or resigning from the university without receiving a failing grade; Final date for submitting approved theses and dissertations for December, 2006 commencement |
| Monday    | 13 | Student Health documents due for Spring 2007 enrollment                                                                                                                                                                                           |
| Wednesday | 22 | Last date to withdraw from a course with a failing grade                                                                                                                                                                                          |
| Thursday  | 23 | Thanksgiving Holiday                                                                                                                                                                                                                              |
| Friday    | 24 | Thanksgiving Holiday                                                                                                                                                                                                                              |
| Tuesday   | 28 | Reading day (no classes; no exams)                                                                                                                                                                                                                |
| Wednesday | 29 | Final examination period begins                                                                                                                                                                                                                   |

**December**

|          |    |                                                             |
|----------|----|-------------------------------------------------------------|
| Monday   | 4  | Graduating students grades due in Office of Student Affairs |
| Tuesday  | 5  | Final examination period ends                               |
| Friday   | 8  | All grades due in Office of Student Affairs                 |
| Monday   | 11 | Semester ends                                               |
| Thursday | 14 | Commencement                                                |

**2007 Spring Semester**

**January**

|           |    |                                                                                                                                            |
|-----------|----|--------------------------------------------------------------------------------------------------------------------------------------------|
| Friday    | 5  | Family Day; Orientation of new undergraduate students                                                                                      |
| Monday    | 8  | Registration for undergraduate students                                                                                                    |
| Tuesday   | 9  | Registration for graduate students; Level orientations for returning undergraduate students                                                |
| Wednesday | 10 | Classes begin                                                                                                                              |
| Friday    | 12 | Graduate course orientations                                                                                                               |
| Saturday  | 13 | Graduate course orientations                                                                                                               |
| Monday    | 15 | Martin Luther King Holiday                                                                                                                 |
| Wednesday | 24 | Final date for converting an "I" to a grade; Final date to withdraw from a course without receiving a "W"; Final date for adding a course. |

**February**

|          |    |                                                                                                     |
|----------|----|-----------------------------------------------------------------------------------------------------|
| Thursday | 1  | Final date for receipt of postmark of application and supporting documents for Fall, 2007 semester. |
| Tuesday  | 20 | Mardi Gras Holiday                                                                                  |

**April**

|          |    |                                                                                                                                             |
|----------|----|---------------------------------------------------------------------------------------------------------------------------------------------|
| Tuesday  | 3  | Spring Break begins at 7 PM                                                                                                                 |
| Tuesday  | 10 | Classes resume at 7 AM; Final date for defense of theses and dissertations for May, 2007 commencement                                       |
| Friday   | 13 | Last date to withdraw from a course or to resign from the university without receiving a failing grade.                                     |
| Thursday | 19 | General examinations for doctoral candidacy                                                                                                 |
| Friday   | 20 | General examinations for doctoral candidacy; Final date for submitting approved dissertations and theses for May 2007 commencement          |
| Friday   | 27 | Student Health documents due to Student Health Office for Summer 2007 enrollment; Last date to withdraw from a course with a failing grade. |

**May**

|           |    |                                                                 |
|-----------|----|-----------------------------------------------------------------|
| Monday    | 7  | Classes end.                                                    |
| Tuesday   | 8  | Reading Day (No classes; no exams)                              |
| Wednesday | 9  | Final examinations begin                                        |
| Monday    | 14 | Graduating students grades due in the Office of Student Affairs |
| Tuesday   | 15 | Final examinations end                                          |
| Wednesday | 16 | All grades due in Office of Student Affairs                     |
| Thursday  | 17 | Semester ends                                                   |
| Saturday  | 19 | Commencement                                                    |



**Summer Term 2007**

**May**

|           |    |                                         |
|-----------|----|-----------------------------------------|
| Monday    | 21 | Registration for undergraduate students |
| Tuesday   | 22 | Registration for graduate students      |
| Wednesday | 23 | Classes Begin                           |
| Friday    | 25 | Graduate course orientations            |
| Saturday  | 26 | Graduate course orientations            |
| Monday    | 28 | Memorial Day Holiday                    |

**June**

|           |    |                                                                                                                                                  |
|-----------|----|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Wednesday | 6  | Final date for converting and "I" to a grade; Final date for adding a course; Final date to withdraw from a course without receiving a "W" grade |
| Thursday  | 28 | Last date to defend theses and dissertations for Summer, 2007 graduation                                                                         |

**July**

|           |    |                                                                                                                                                                                                                    |
|-----------|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Wednesday | 4  | Independence Day Holiday                                                                                                                                                                                           |
| Thursday  | 5  | General exams for doctoral candidacy; Last date to withdraw from a course or resign from the university without receiving a failing grade.                                                                         |
| Friday    | 6  | General exams for doctoral candidacy; Final date for submitting approved theses and dissertations for August 2007 commencement; Student Health documents due to Office of Student Health for Fall, 2007 enrollment |
| Thursday  | 19 | Classes end; Last date to withdraw from a course with a failing grade                                                                                                                                              |
| Friday    | 20 | Reading Day                                                                                                                                                                                                        |
| Monday    | 23 | Final exams begin                                                                                                                                                                                                  |
| Tuesday   | 24 | Final exams end                                                                                                                                                                                                    |
| Wednesday | 25 | Graduating students grades due in the Office of Student Records                                                                                                                                                    |
| Monday    | 30 | All grades due in the Office of Student Records                                                                                                                                                                    |

**August**

|          |    |               |
|----------|----|---------------|
| Friday   | 3  | Semester ends |
| Saturday | 11 | Commencement  |

**ADMISSIONS**

**APPLICATION PROCESS**

LSUHSC School of Nursing uses an application procedure managed by the applicant. This procedure significantly lessens the possibility of late or misplaced documents and 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. Because it may take up to 4 weeks to request and receive the transcripts, which must be submitted by the student with the remaining application materials, the applicant should plan the application period allowing sufficient time to meet the deadlines. Self-managed application kits are available from the Office of Student Affairs and Records (504) 568-4197. Application forms are also available online at the School of Nursing Website at [Http://nursing.lsuhsoc.edu/](http://nursing.lsuhsoc.edu/)

**ACCEPTANCE DEPOSIT**

Applicants who have been notified of acceptance for admission are expected to submit a deposit of \$50 within 21 days of notification. 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.

**FOREIGN STUDENTS**

Applicants whose native language is not English are required to document proficiency in English by submitting scores earned on the Test of English as a Foreign Language (TOEFL). A student wishing to take the test should write directly to TOEFL, Educational Testing Service, Princeton, N.J. 08540.

Applicants must be competent in English comprehension and be able to participate in class discussions for acceptance into a nursing program.

## 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.

Registration before or after the final date published must be by permission of the Dean or the Associate Dean. A student may add courses for credit, make section changes, or drop courses with approval of the 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 Admissions, Progression and Graduation Committee, 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. The faculty advisor will assist in selecting the proper courses to achieve a well-balanced program 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 regulations of the School of Nursing and Health Sciences Center. Failure of the student to do so may lead to complications for which the student must assume full responsibility.

## HEALTH REQUIREMENTS

Prior to registration in the School of Nursing, all students must send a completed Medical History and Physical Examination form to

LSU Health Care Network  
LSU Multispecialty Clinics  
c/o Student Health Network  
3600 Prytania Street- Suite 35  
New Orleans, LA 70115

(504) 450-1531 (504) 895-5748

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.

## RETURN TO SCHOOL POLICY

It is the policy of the School that students are expected to seek treatment and to continue recommended follow-up supervision for acute and/or chronic health conditions.

Students, who have repeatedly missed classes or clinical experiences, received a grade of zero for a day(s) of clinical, demonstrated unprofessional or unsafe behavior or behavior, which may cause harm to themselves or others, may be required, by written referral from nursing faculty or administration, to undergo formal evaluation and/or treatment. It is a policy that students must comply with a written formal referral. In the instance of formal written referral for hospitalization for any reason, students are required to provide a release, written and signed by the treating specialist, giving permission to return to class and/or direct nursing care clinical experiences, as appropriate. The written release is to be directed to the Health Sciences Center Student Health Services and should indicate fitness to "return-to-duty" and any recommendations for class or clinical experience limitations as well as continuing treatment recommendations. See the Student Handbook for the procedure supporting this policy.

## 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 the Registrar before leave can be finalized.

## RESIGNATION / WITHDRAWAL

A student who wishes to resign from the Health Sciences Center must present the resignation in writing giving the reason. The student is responsible for completing the proper procedure for resignation/withdrawal with the Office of Student Records and 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.

## CERTIFICATION IN CARDIOPULMONARY RESUSCITATION

All students are required to maintain current certification in basic life support cardiopulmonary resuscitation. **They must present appropriate documentation each semester at orientation and validate the appropriate course with the program.** Courses under the direction of the American Heart Association are offered at the School, which will complete this requirement. The faculty strongly recommends that students also maintain current certification in basic first aid.

## STUDENT AID

A 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." The LSU Health Sciences Center provides financial aid counseling and processing services. Contact the LSUHSC 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 Alumni Services

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.

Arda W. Northrup, 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 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 by 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

## Policy on Student Evaluation of Courses

Students are expected to participate in evaluation of courses, faculty and clinical agencies. The School of Nursing has implemented 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 (see LSUHSC Calendar, 2006-2007).

## 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.

## GRADUATION

### AWARDS

The Chancellor's Award - Presented annually at the Spring 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 at the Fall Commencement 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 and Spring Commencement.

LSUHSC School of Nursing Alumni Association Recognition of Class Spirit Award - Presented at Fall 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. Presented at each Spring and Fall Commencement.

Jo Ellen Smith Memorial Award - Presented at Spring 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.

Ted Kokoska Memorial Award - Presented at the Spring Commencement to a baccalaureate graduating student who is academically in the top third of the graduating class and demonstrates evidence of critical thinking and good judgment, is supportive to the school through active participation in school committees, and who demonstrates a caring attitude and nurturing towards fellow students.

Dr. David E. Jarman Memorial Award - Presented at the Spring Commencement to a baccalaureate graduating student who has contributed maturity and wisdom to the graduating class, has been most supportive to individual class members, and has had primary parenting responsibilities throughout the nursing program.

Patricia A. Losee Memorial Award - Presented at the Spring 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 and Spring Commencement and 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.

Mary Y. Tunis-Stern Community Activism Award - Presented to a baccalaureate graduating student at the Fall and Spring Commencement to an individual who generates real and innovative change, mobilizes new community projects, applies theoretical concepts to nursing practice in the actual community, establishes programming for vulnerable populations within the community, demonstrates a personal commitment to a community project and has given evidence of political involvement.

Distinguished Graduate Award - Presented by Epsilon Nu Chapter of Sigma Theta Tau International Honor Society for Nursing at Fall and Spring Commencement to a baccalaureate graduating 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 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 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 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 each Fall and Spring Commencement.

Joyce Travelbee Award

- Presented to a Masters candidate at the Fall Commencement 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 and Spring Commencement based on scholastic achievement and distinguished doctoral work.

Outstanding Nurse Practitioner Award

- Presented to a Masters candidate at the Spring Commencement who has demonstrated clinical expertise, community service, and has achieved academic excellence among the nurse practitioner graduating class.

Graduate Caring Award

- Presented at each Fall and Spring 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 each fall and spring 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 each Spring 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 each Spring Commencement.

Abbott Pharmaceuticals, Inc. Nurse Anesthesia Award

- Presented to an outstanding nurse anesthesia graduate at each Spring Commencement for their spirit of caring as recognized by peers.

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.

## OTHER INFORMATION

### POLICY REGARDING 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.

### HIPAA POLICY

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 &/or imprisonment.

## OFFICE OF NURSING RESEARCH AND EVALUATION

The School of Nursing mission integrates the conduct and dissemination of nursing research as an essential component of the academic role. The mission of the Office of Nursing Research and Evaluation is two-fold, to facilitate and promote the development of nursing research programs and scholarly activities within the School of Nursing and to promote continuous quality improvement within the School of Nursing through a systematic evaluation process. The mission and goals of the Office of Nursing Research and Evaluation will be achieved through six primary functions.

- Administration of research and evaluation projects
- Leadership in the conduct and dissemination of nursing research
- Research consultation
- Faculty development
- Program evaluation
- Coordination or provision of support services

## 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 Graduate Nursing Student Information, Student Handbook and Nursing Multimedia Center Student Handbook, Code of Student Conduct. All of these documents can be accessed on the School of Nursing server under Student Information: Nursing FTP Site.

The LSU Health Sciences Center Yearbook, "The Murmur," has a section, which features the School of Nursing students and activities. The yearbook staff includes a School of Nursing student who assists with editing the section related to nursing students.

## PROGRAM DESCRIPTIONS

### UNDERGRADUATE PROGRAMS

#### BACHELOR OF SCIENCE IN NURSING DEGREE – 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 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 Records. (See Section on for Admission Process.)

### CURRICULUM

A conceptual framework has been established by the faculty for the development of the curriculum. This framework provides a wellness model, which has its central focus on the holism of the person through the major concepts of adaptation, growth and development, communication, teaching/learning, critical thinking, and change. These concepts form the matrix for the curriculum with emphasis on the nursing process. Consistent with changing health needs and care of society, this nursing curriculum reflects the trend in professional nursing education to meet societal needs.

The curriculum maintains a balance between general educational and psychosocial courses. Biological and psychosocial sciences, together with the humanities and related professional courses in health science and nursing, provide the foundation for the professional major. These courses are designed to increase the student's understanding of human relations; provide for cultural development; stimulate new interests; and to increase knowledge of the scientific principles underlying professional nursing.

### PURPOSE

The purpose of the Bachelor of Science in Nursing program of study is to prepare a competent nurse-generalist in the practice of professional nursing. The curriculum offers educational opportunities for the student to develop as a professional person by providing an environment, which will aid in the development of self-discipline, intellectual curiosity, and critical thinking. Professional education prepares the learner to assume the responsibilities of an educated person, stimulates the desire for continued learning, and provides a foundation for graduate study.

## CURRICULUM OBJECTIVES

1. Incorporates a personal and professional philosophy of nursing with holistic man as the central focus
2. Integrates knowledge from the biological, psychosocial sciences and humanities in the development of self and the practice of professional nursing.
3. Integrates knowledge, behaviors, and skills related to the cognitive, affective, and psychomotor domains in substantiating scientific nursing practice.
4. Generates the nursing process, incorporating teaching/learning strategies, in assisting individuals, families, groups, and communities to attain high-level wellness.
5. Integrates theories, principles, and techniques of communication in all aspects of nursing practice
6. Integrates information to improve and enhance client care outcome.
7. Collaborates with health professionals and consumers to achieve high-level wellness for individuals, families, groups and communities
8. Assumes accountability for one's own professional nursing practice
9. Incorporates professional, historical, legal, and ethical perspectives into all aspects of nursing
10. Functions as a change agent in response to political, socio-economical and professional trends to improve the delivery of health care
11. Utilizes leadership ability as a nurse in professional settings and as a citizen in society
12. Uses analytical thinking in the practice of nursing
13. Applies research to improve nursing care and to strengthen the scientific basis of nursing
14. Utilizes opportunities to expand knowledge for continual personal development and professional competence

## 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 or 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) 568-4197. A faculty member assigned for admissions counseling will respond in a timely manner.

## ADMISSIONS

### ADMISSION PROCESS

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.

First year students who plan to enter the undergraduate nursing curriculum may complete foundational courses in any accredited college or university. Students apply for admission to the nursing program while completing or after successfully completing the required pre-nursing college courses for the bachelor of science in nursing degree program of study.

Students desiring admission should submit transcripts of all previous college work completed at the time the application is submitted. Those enrolled in college at the time applications are submitted should have transcripts sent when they apply for admission, to be followed by a supplementary transcript at the close of the semester.

The deadlines for postmark of applications are February 1 for Fall Semester admission and September 1 for Spring Semester admission. Students are admitted twice yearly, in January and August.

### GENERAL ADMISSION REQUIREMENTS

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 cumulative 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 prerequisite courses taken, including those repeated.
3. A grade of C or better must be achieved in all prerequisite courses. If a student receives a D or F in a prerequisite course, it may be repeated one (1) time only. Failure of any prerequisite course twice makes an applicant ineligible for admission.
4. Preference will be given to an applicant who completes prerequisites in the LSU System.
5. An applicant must complete 35 of required prerequisite courses, or be enrolled in the final semester of prerequisite courses before admitted 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. The exam will be administered in the School of Nursing. Information on test dates, times, and method of payment will be posed on the School of Nursing web page and will also be mailed with application information if requested. 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.



## PROCEDURE FOR APPLICATION

Self-Managed Application Process - LSUHSC School of Nursing uses a self-managed application process.

Procedure for applying for admission to the Bachelor of Science in Nursing program of study is as follows.

1. An application packet can be obtained by contacting the Louisiana State University Health Sciences Center School of Nursing Office of Student Records.
2. Deadlines for postmark of a completed application packet are February 15 if applying for the Fall Semester and September 1, if applying for Spring Semester.
3. 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 (\$50.00)
  - c. Official transcripts from each and every college or university attended. .
4. 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.
5. 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 Records in writing prior to that semester's application deadline. Thereafter, the applicant must complete a new application packet and submit another application fee.
6. Applicants who have been notified of acceptance for admission are expected to submit a deposit of \$50 within 21 days of notification. 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.

## SCREENING FOR ADMISSION

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.

1. Basic Generic Student (No previous formal course work in a nursing program leading to the licensing examination to become a registered nurse, (R.N.))
2. Transfer Nursing Student (Previous work complete in another baccalaureate nursing program)
3. Advanced Placement Student (Advanced placement requested in either nursing or non-nursing courses).
4. R.N. Students (see general admission requirements) In addition, the RN applicant must have a

- a. Current unencumbered, unrestricted Louisiana R.N. license
- b. Diploma in Nursing or Associate Degree in Nursing from a nationally accredited School of Nursing.
6. Special Student (A registered nurse may enroll in the Health Sciences Center prior to being admitted to the baccalaureate program of study.) This status allows the R.N. with a cumulative GPA of 2.5 to take up to 15 hours in non-nursing supporting courses as a Special Student. The R.N. student must attain the same cumulative GPA admission requirement of generic students to become eligible for regular admission into the baccalaureate nursing program of study.

## CRIMINAL BACKGROUND CHECK AND DRUG SCREENING POLICY

A criminal background check is required of all students accepted into the School of Nursing. The background check is required by the Louisiana State Board of Nursing, which regulates the practice of nursing in Louisiana. 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.

The information obtained by the criminal background check and urine drug screen 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.

## REGISTRATION

Students in all programs of the School of Nursing are expected to comply fully with the general Health Sciences Center provisions governing registration as specified in the general information section of this publication.

## WITHDRAWAL, LEAVE OF ABSENCE, AND RE-ENTRY

A student who withdraws from a course(s) for either academic or personal reasons may be carried on the records of the School of Nursing and will be designated in one of the following ways.

1. Dropped from the class roster for the course(s)
2. Dropped from the nursing sequence, but approved for continuation in non-nursing courses. A student is required to complete the required form(s) and to have a conference with the academic advisor
3. Approved academic leave of absence
4. Dropped from the University

## Re-Entry into Supporting and Nursing Courses

1. A student who withdraws from a supporting course or nursing course may re-enter that course the next time it is offered pending eligibility of the student and availability of space in the class.
2. A student may register for each nursing or supporting course a maximum of three times. Prior to the third registration in the same course, a student must sit out a regular academic semester (Fall or Spring) before being eligible to continue in the program.
3. A student who has three failures in clinical nursing courses may not continue in the baccalaureate program of study (i.e., if a student fails Adult Health Nursing I twice and Child Health Nursing once, he/she cannot continue. See item #4). This individual is not eligible to take any coursework applicable to the Bachelor of Science in Nursing for a period of three years.
4. A student may apply for readmission after a three-year absence from the Bachelor of Science in Nursing program of study. Because of the specialized nature of the professional curriculum, a student who is readmitted may be required to repeat at least an entire year's work. Each student's record will be individually evaluated by the Admissions Progression and Graduation Committee.

## Procedure for Re-Admission

Any student who withdraws must re-enter the nursing sequence within the next two (2) semesters in which the course is offered, provided a class vacancy exists. Any other student who wishes to re-enter must file a new application for admission. (See heading on Scholastic Probation.)

An application for re-entry must be filed when a student is eligible to return to the nursing sequence. The student must make an appointment with the Director of Student Records to discuss the re-application process. The deadlines for receipt of application for re-admission are Fall semester, February 1; Spring semester, September 1; and Summer term, April 15.

The re-admission application packet is reviewed by the Admission Progression and Graduation Committee. The committee will review only files, which are complete and include the following.

1. A complete admission application
2. A re-admission application fee of \$50.00
3. An official transcript from each and every college and university attended

Following review, the student will be notified of re-admission status.

## ALTERNATIVES TO FULFILLING CURRICULUM REQUIREMENTS AND ADVANCED PLACEMENT

A student of superior ability and preparation, who has already gained a fundamental knowledge of subjects offered, 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. Prerequisite requirements must be met for courses in which CLEP credit is earned.

### Credit by Examination

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 Records.

### Non-nursing courses

1. Credit may be accepted for courses previously taken whose official course descriptions meet the intent of required courses in the nursing curriculum
2. Results of selected subject examinations in the College Level Examination Program (CLEP) tests are approved for academic credit
3. Challenge examinations are accepted for credit or for waiver of a course requirement.

### 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 LSU System
2. Be in good academic standing
3. Obtain permission from the Dean or the Associate Dean for Academic Programs, the head of the department offering the course and the Dean of the college or school in which the course is taught

4. Submit a fee of \$20 per credit hour for courses with a clinical challenge component and \$10 per credit hour for courses, which do not have a clinical challenge component
5. Obtain approved petition
6. Present the Registrar's permit when reporting for the challenge examination
7. Complete the challenge examination in advance of registration

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 Office of Student Records & reviewed by the Admissions, Progression, & Graduation Committee of the School of Nursing. Courses considered for transfer credit from colleges or universities outside of the LSU System must have a grade of C or better.

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.

### **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 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 Records
6. A petition for course substitution of correspondence courses from other colleges or universities must be completed and approved by the Admissions, Progression, and Graduation Committee.
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 prerequisite to another course or level, must be completed before registering in the next course.
10. Students are responsible for seeing that an official transcript of the grade received in the correspondence course is received in the Office of Student Records no later than six (6) weeks after completion of the course.

## **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 credit by examination

A petition form, with instructions for completion, may be obtained from the Office of Student Records. All petitions must be accurately and fully complete with requested information. All supporting information or documents must accompany the petition.

The completed petition is returned to the Office of Student Records 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 report 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.

## **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 and the Louisiana Nurse Practice Act which govern the practice of nursing: (1) "Student nurses may not be employed to carry out those functions inherent in the role of the licensed practitioners of nursing"; (2) 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 urge 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 or the Dean.

## 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. A credit or semester hour represents one hour of class per week for a semester. In laboratory courses, a semester hour may reflect from two to four hours of laboratory experiences per week for a semester.

### 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, pass-fail option courses and certain other courses. For purpose of converting letter grades to a numerical expression, the following scale may be used.

|   |                   |
|---|-------------------|
| 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 must repeat the course in the LSU System in order to receive credit for it.
5. A clinical grade may be reported as a letter grade or as a Pass/Fail, depending upon the individual course. In nursing courses, which report clinical grades as pass/fail, a minimum grade of "Pass" is required for progression in the curriculum. In nursing courses, which report clinical grades as a letter grade, minimum grade of "77" is required for progression in the curriculum. Students must earn a passing grade in both theory and clinical to receive a passing grade in the course. For example, a student who receives a grade of 77 or greater in theory and a "fail" grade in clinical will receive a D course grade and will have to repeat the course. A student who receives a 77 or greater in theory and a D or F in clinical will receive the clinical grade as the final course grade and will have to repeat the course. A student who receives a passing grade in clinical and a D or F in theory will receive the D or F as the final course grade and will have to repeat the course. Students are allowed to enroll in each nursing and health sciences center course twice. Prior to the third registration in a course, the student must sit out a semester.

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 department head. 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 department head 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.

### ACADEMIC STANDARDS

#### Academic Progression

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 program of studies 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 National League for Nursing Achievement tests.

## 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 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 placed on attendance probation by course faculty. Violations to attendance probation will result in the student being dropped from class rolls. Students who incur absences fewer than those identified as excessive will negotiate how to meet course objectives with the faculty.

Students who are on academic or attendance probation must attend all classes and clinical experiences. Students who violate attendance probation will be dropped from the class roll for the course.

## 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. Grades of P, S, and W, are not used in the computation of the official grade of a student and therefore do not carry 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 selected 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 will remain on academic probation until the student has 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 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 be declared ineligible to continue.
4. A student dropped for the first time for academic reasons may not be considered for readmission until the student has been out of the School of Nursing for one regular semester. The student is then eligible for consideration for readmission.
5. A student dropped the second time for academic reasons must remain out of the School of Nursing for at least one calendar year. The student may then apply for readmission.
6. 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.
7. See section on Procedure for Re-admission.

## Progression in the Curriculum

1. A minimum grade of C is required in all nursing courses.
2. A minimum grade of C is required in all supporting courses. The supporting courses in the Bachelor of Science in Nursing Program of Study are HLSC 2410, 2412, 2414, 2416, 3409, 3410, 3412 and 3424; PSCH 2009 and 3044; and BIOM 3115.
3. Any supporting or nursing course for which a student receives below a "C" grade must be repeated in the LSU System.

## Statement of Satisfactory Academic Progress

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 of Study 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 progress will be made at the end of each academic year.

## 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 against a faculty member and request a formal hearing before an impartial faculty/student panel. The Academic Grievance and Review Procedure also assures 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.

## GRADUATION

### Requirements

Students must meet the following graduation requirements.

1. Satisfactory completion of 133 semester hours as specified in the curriculum
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 Committee and given recommendation by the faculty of the School of Nursing

6. Attendance at pre-commencement and commencement (unless specifically excused by the Dean)
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 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.
2. Each candidate must pay the diploma fee at the final registration. A student who has previously paid a diploma fee, but who did not graduate at the time expected, must pay a duplicate diploma fee.
3. All financial indebtedness to the LSU System must be cleared prior to graduation.

## 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, \$1000 per year (approximate cost)
5. Public transportation is available to most hospitals, health agencies, and the University of New Orleans. Personal transportation is recommended.
6. Computer system that is compatible with the LSUHSC computing equipment.
7. For graduating students, cap and gown fee (\$25.00), diploma fee (\$10.00), and nursing pin (approximately \$110.00).
8. Expenses related to Application for Registered Nurse licensure - Fee for criminal record check (\$50.00), NCLEX fee (\$200.00), and Louisiana State fee (\$80.00).

**BACHELOR OF SCIENCE IN NURSING  
CURRICULUM**

**GENERAL EDUCATION COURSES**

**Pre-Nursing Freshman Year \***

|                                               | Credits   |
|-----------------------------------------------|-----------|
| Arts Elective** .....                         | 3         |
| College Algebra .....                         | 3         |
| Economic Principles.....                      | 3         |
| English Composition.....                      | 6         |
| General Biology and Laboratory.....           | 4         |
| General Chemistry .....                       | 3         |
| General Psychology.....                       | 3         |
| Introductory Sociology .....                  | 3         |
| Microbiology and Laboratory .....             | 4         |
| Political Science (American Government) ..... | 3         |
| <b>Total .....</b>                            | <b>35</b> |

**SOPHOMORE YEAR (PLAN A)**

**Fall Admission First Semester (Fall)**

|                                                                            | Credits   |
|----------------------------------------------------------------------------|-----------|
| PSCH 2009 Human Behavior and<br>Development throughout the Life Span ..... | 3         |
| HLSC 2410 Human Physiology .....                                           | 4         |
| HLSC 2412 Human Anatomy .....                                              | 4         |
| HLSC 2414 Basic Organic and Biochemistry .....                             | 4         |
| <b>Total .....</b>                                                         | <b>15</b> |

**Second Semester (Spring)**

|                                                 | Credits   |
|-------------------------------------------------|-----------|
| NURS 2351 Foundations of Nursing Practice ..... | 6         |
| HLSC 2416 Health Assessment .....               | 3         |
| HLSC 3409 Pharmacology .....                    | 3         |
| HLSC 3424 Basic and Clinical Nutrition .....    | 3         |
| <b>Total .....</b>                              | <b>15</b> |

**Third Semester**

**(Summer following Sophomore Year)**

|                                                     | Credits  |
|-----------------------------------------------------|----------|
| NURS 2371 Introduction to Professional Nursing..... | 2        |
| PSCH 3044 Introduction to Abnormal Psychology.....  | 3        |
| <b>Total .....</b>                                  | <b>5</b> |

**SOPHOMORE YEAR (PLAN B)**

**Spring Admission First Semester (Spring)**

|                                                                            | Credits   |
|----------------------------------------------------------------------------|-----------|
| PSCH 2009 Human Behavior and<br>Development throughout the Life Cycle..... | 3         |
| HLSC 2410 Human Physiology .....                                           | 4         |
| HLSC 2412 Human Anatomy .....                                              | 4         |
| HLSC 2414 Basic Organic and Biochemistry .....                             | 4         |
| <b>Total .....</b>                                                         | <b>15</b> |

**Second Semester (Summer)**

|                                                     | Credits  |
|-----------------------------------------------------|----------|
| NURS 2371 Introduction to Professional Nursing..... | 2        |
| PSCH 3044 Introduction to Abnormal Psychology.....  | 3        |
| <b>Total .....</b>                                  | <b>5</b> |

**Third Semester (Fall)**

|                                                 | Credits   |
|-------------------------------------------------|-----------|
| NURS 2351 Foundations of Nursing Practice ..... | 6         |
| HLSC 2416 Health Assessment .....               | 3         |
| HLSC 3409 Pharmacology .....                    | 3         |
| HLSC 3424 Basic and Clinical Nutrition .....    | 3         |
| <b>Total .....</b>                              | <b>15</b> |

**Second Semester**

|                                                                | Credits   |
|----------------------------------------------------------------|-----------|
| NURS 4371 Perspectives in Professional Nursing .....           | 2         |
| NURS 4357 Community Health Nursing II .....                    | 5         |
| NURS 4359 Nursing Management in the<br>Health Care System..... | 4         |
| NURS Elective .....                                            | 1         |
| <b>Total .....</b>                                             | <b>12</b> |

**JUNIOR YEAR (PLANS A & B)**

**First Semester**

|                                         | Credits   |
|-----------------------------------------|-----------|
| NURS 3352 Adult Health Nursing I .....  | 5         |
| NURS 3356 Mental Health Nursing I ..... | 3         |
| HLSC 3410 Pathophysiology .....         | 3         |
| English Literature 2000 or above .....  | 3         |
| <b>Total .....</b>                      | <b>14</b> |

**Second Semester**

|                                                        | Credits   |
|--------------------------------------------------------|-----------|
| NURS 3355 Child Health Nursing .....                   | 4         |
| NURS 3357 Community Health Nursing I .....             | 3         |
| NURS 3358 Health Care of the Childbearing Family ..... | 4         |
| BIOM 3115 Biometry/Statistics .....                    | 3         |
| Humanities Elective.....                               | 3         |
| <b>Total .....</b>                                     | <b>17</b> |

\* In preparation for entry into the School of Nursing, general education courses may be taken at any accredited college or university; however, preference will be given to those students who complete 28 of the 38 prerequisite hours in the LSU system. Students should select science courses designed for students in a science curriculum rather than those courses described as survey courses. For example, the desirable chemistry course is Chemistry 1201 rather than Chemistry 1001 and the Biology is Biology for Science Majors 1202 and 1208 at LSU, Baton Rouge. Courses should be selected which are open to all students rather than a course limited to students in nursing. Credit hours for course work taken may be recorded only once as credit toward a Bachelor of Science in Nursing Degree.

\*\* A student may select an arts elective from Arts/Fine Arts, Dance, Drama/Theatre, and Music.

\*\*\* A student may select a humanities elective from Communication, English 2000 or above, Foreign Language, History, Journalism, Philosophy, Religion, and Speech.

**SENIOR YEAR (PLANS A & B)**

**First Semester**

|                                                      | Credits   |
|------------------------------------------------------|-----------|
| NURS 4352 Adult Health Nursing II .....              | 4         |
| NURS 4356 Mental Health Nursing II .....             | 4         |
| NURS 4370 Research in Nursing .....                  | 3         |
| HLSC 3412 Management in<br>Formal Organizations..... | 3         |
| Humanities Elective 3000 or 4000 * .....             | 3         |
| <b>Total .....</b>                                   | <b>17</b> |

**NURSING ELECTIVES**

|                                                                               | Credits |
|-------------------------------------------------------------------------------|---------|
| NRSC 420A Comprehensive Pain Management<br>(Interdisciplinary) Nursing .....  | 1       |
| NURS 4346 Erotological Nursing .....                                          | 1       |
| NURS 4347 Cross-Cultural Nursing .....                                        | 1       |
| NURS 4348 Independent Study in Nursing .....                                  | 1       |
| NURS 4349 Nursing Care of the Oncology Patient .....                          | 1       |
| NURS 4350 Camp Nursing .....                                                  | 2       |
| NURS 4351 Nursing Care for the High Risk Neonate .....                        | 1       |
| NURS 4360 The Business of Health Care.....                                    | 1       |
| NURS 4361 EKG Interpretation and the<br>Nursing Process .....                 | 1       |
| NURS 4362 The Homeless: A Mental Health<br>Nursing Challenge .....            | 1       |
| NURS 4363 Perioperative Nursing .....                                         | 1       |
| NURS 4364 Principles of Emergency Nursing .....                               | 1       |
| NURS 4365 Outpatient Nursing: Management of the<br>HIV Infected Client .....  | 1       |
| NURS 4366 Complementary and Alternative the<br>Therapies for Nurses.....      | 1       |
| NURS 4367 Ethical and Legal Issues in Nursing .....                           | 1       |
| HLSC 4411 Interdisciplinary Care of the<br>Dying Client and Family ** .....   | 1       |
| NURS 4368 Introduction to Forensic Nursing .....                              | 2       |
| HLSC 4412 Nurse Summer<br>Training Program ** .....                           | 3       |
| HLSC 4413 Technological Innovation in the<br>Health Professions ** .....      | 1       |
| SW 4070 International Nursing: Comparative<br>Health Delivery System ** ..... | 1       |

\*\* This course may substitute for the nursing elective.



## RN TO BSN ARTICULATION TRACK

A program has been designed for registered nurses from diploma or associate degree programs. All RN applicants should contact the Office of Student Records 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 and the Screening for Admission 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).

| RN-BSN Plan of Study                           | Credit Hours | Transfer Credits | Independent Study, CLEP or CBE credits* | LSUHSC classes** |
|------------------------------------------------|--------------|------------------|-----------------------------------------|------------------|
| <b>Pre-requisite Courses</b>                   |              |                  |                                         |                  |
| English Composition I and II                   | 6            | X                | X                                       |                  |
| General Biology and Lab                        | 4            | X                | X                                       |                  |
| General Chemistry                              | 3            | X                | X                                       |                  |
| Social Sciences Elective                       | 3            | X                | X                                       |                  |
| General Psychology                             | 3            | X                | X                                       |                  |
| College Algebra                                | 3            | X                | X                                       |                  |
| Microbiology with/without Lab                  | 3 or 4       | X                | X                                       |                  |
| Social Science Elective (American Gov.)        | 3            | X                | X                                       |                  |
| Arts Elective                                  | 3            | X                | X                                       |                  |
| Humanities Electives (one 3000 level or above) | 9            | X                | X                                       |                  |

| RN-BSN Plan of Study                                                     | Credit Hours | Transfer Credits | Independent Study, CLEP or CBE credits* | LSUHSC classes** |
|--------------------------------------------------------------------------|--------------|------------------|-----------------------------------------|------------------|
| <b>Support Courses</b>                                                   |              |                  |                                         |                  |
| Psychology 2009: Human Behavior and Development Throughout the Life Span | 3            | X                | X                                       | X                |
| HLSC 2410: Human Physiology                                              | 4            | X                | X                                       | X                |
| HLSC 2412: Human Anatomy                                                 | 4            | X                | X                                       | X                |
| HLSC 2414: Basic Organic / Biochemistry or Chemistry Elective            | 3 - 4        | X                | X                                       | X                |
| HLSC 3409: Pharmacology                                                  | 3            | X                | X                                       | X                |
| HLSC 3410: Pathophysiology                                               | 3            | X                | X                                       | X                |
| BIOM 3115: Basic Statistics                                              | 3            | X                | X                                       | X                |
| Electives (misc.)                                                        | 1 - 6        | X                | X                                       |                  |
| <b>Nursing Courses**</b>                                                 |              |                  |                                         |                  |
| NURS 3375: Introduction to Professional Nursing Concepts                 | 5            | X                |                                         | X                |
| HLSC 2416: Health Assessment                                             | 3            | X                | X                                       | X                |
| NURS 4370: Research in Nursing                                           | 3            | X                | X                                       | X                |
| NURS 4359: Nursing Management in the Health Care System                  | 4            | X                |                                         | X                |
| NURS 4375: Mental/Community Health Nursing Concepts                      | 5            | X                |                                         | X                |
| NURS 4376: Mental/Community Health Practicum                             | 3            | X                |                                         | X                |
| Nursing Elective                                                         | 1 - 2        | X                | X                                       | X                |

\* 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.

## RN to BSN Plan of Study Sample Curriculum Plan

### Plan A

#### Spring

NURS 3375 (5 credit hours)

HLSC 2416 (3 credit hours)

HLSC 3410 (3 credit hours)

#### Summer

NURS 4359 (4 credit hours)

NURS 4370 (3 credit hours)

NURS Elective (1-2 credit hours)

#### Fall

HLSC 3410 (3 credit hours)

NURS Elective (1-2 credit hours)

### Plan B

#### Summer

NURS 4370 (3 credit hours)

NURS Elective (1-2 credit hours)

#### Fall

NURS 3375 (5 credit hours)

HLSC 2416 (3 credit hours)

HLSC 3410 (3 credit hours)

#### Spring

NURS 4375 (5 credit hours)

NURS 4376 (3 credit hours)

NURS 4359 (4 credit hours)

### Plan C

#### Fall

NURS 3375 (5 credit hours)

HLSC 2416 (3 credit hours)

HLSC 3410 (3 credit hours)

#### Spring

NURS 4375 (5 credit hours)

NURS 4376 (3 credit hours)

#### Summer

NURS 4359 (4 credit hours)

NURS 4370 (3 credit hours)

NURS Elective (1-2 credit hours)

## CAREER ALTERNATIVE RN EDUCATION (CARE) TRACK

### Two-Year Plan for Basic Licensure

This accelerated curriculum prepares graduates to earn a degree and complete the RN licensure examination in a two-year frame of study. The program is designed for individuals who have

- Earned a Bachelor's Degree from an accredited college or university within the past 10 years,
- A GPA 3.0 on 4.0 scale, and

Completed all required prerequisites and corequisites.

### BSN Program for students with a degree

Applicants will have to meet the requirements for a baccalaureate degree mandated by the Louisiana Board of Regents and will have to have completed designed courses in the biological sciences (e.g. Anatomy and Physiology).

### Design of Program

The program will be planned as a 2-year program with an annual tuition. Each 12-month period will be comprised of three 16 week blocks (which may be sub-divided into smaller modules) with 4 weeks left for breaks and vacation. Theory and clinical practice will be scheduled for afternoon, evening and weekend hours to provide optimal clinical 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 and identify areas of remediation to ensure a successful outcome of this program.

Additional information may be found in the General Admission Requirements Section and the Screening for Admission Section of this Catalog/Bulletin.

## CAREER ALTERNATIVE RN EDUCATION (CARE) CURRICULUM

### Prerequisite and Supporting Courses

Must be completed prior to enrolling in nursing coursework

|                                                              | Credits      |
|--------------------------------------------------------------|--------------|
| English Composition.....                                     | 6            |
| Algebra/Statistics .....                                     | 6            |
| Natural Sciences*                                            |              |
| Biological Sciences<br>(Biology & Microbiology) .....        | 8–16         |
| Physical Sciences<br>(Social Science/Behavior Sciences)..... | 6            |
| (Growth Development, Economics & Management) ..              | 9            |
| Psychology.....                                              | 6            |
| Fine Arts.....                                               | 3            |
| Humanities .....                                             | 6            |
| English Literature .....                                     | 3            |
| <b>TOTAL.....</b>                                            | <b>53-61</b> |

\* May include Anatomy (4 hours) and Physiology (4 hours) if taken in prior degree.

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.

### Nursing Courses to Complete for Degree

|                                                                 | Credits    |
|-----------------------------------------------------------------|------------|
| <b>Block I</b>                                                  |            |
| HLSC 2410 Natural Science (Anatomy).....                        | 4          |
| HLSC 2412 Natural Science (Physiology) .....                    | 4          |
| HLSC 3409 Pharmacology.....                                     | 3          |
| NURS 2371 Introduction to Professional Nursing.....             | 2          |
| <b>Block II</b>                                                 |            |
| HLSC 2416 Health Assessment .....                               | 3          |
| NURS 2351 Foundation of Nursing Practice .....                  | 6          |
| HLSC 3410 Pathophysiology.....                                  | 3          |
| <b>Block III</b>                                                |            |
| NURS 3352 Adult Health I Nursing .....                          | 5          |
| NURS 3355 Child Health Nursing .....                            | 4          |
| NURS 3358 Health Care of the Childbearing Family.....           | 4          |
| NURS 4370 Research in Nursing .....                             | 3          |
| <b>Block IV</b>                                                 |            |
| NURS 3357 Community Health Nursing I .....                      | 3          |
| NURS 3356 Mental Health Nursing I.....                          | 3          |
| NURS 4352 Adult Health Nursing II.....                          | 4          |
| HLSC Elective.....                                              | 1          |
| NURS 4371 Perspectives in Professional Nursing.....             | 2          |
| <b>Block V</b>                                                  |            |
| NURS 4357 Community Health Nursing II.....                      | 5          |
| NURS 4356 Mental Health Nursing II.....                         | 4          |
| NURS 4359 Nursing Management in the Health Care<br>System ..... | 4          |
| <b>TOTAL.....</b>                                               | <b>120</b> |

## GRADUATE PROGRAMS

### INTRODUCTION

The faculty believe 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 areas of nursing 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 contribute to the improvement of nursing, health care, and education to promote the advancement of the discipline of nursing.

### GENERAL INFORMATION

#### Admission

Admission to graduate programs normally occurs once per year. The deadline for submission of applications for Fall Admission is February 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 or Doctor of Nursing Science can be obtained through the LSUHSC website ([www.lsuhs.edu](http://www.lsuhs.edu)) or by contacting the Office of Student Records. Potential applicants are urged to request information well in advance of desired date of admission.

#### Re-Admission and Re-entry

Students who have been accepted for graduate study and who have not maintained continuous registration, i.e. have been absent for one semester or more, must submit an application for re-admission 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.

#### Financial Assistance

A limited number of stipends are available to graduate students registered for full time study. For information regarding stipend assistance, contact the Associate Dean for Research and Evaluation.

## 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.

### 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.

## 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).

**Special Student Status** Special student status is granted to applicants who desire to enroll in graduate courses but have not been admitted into a program of study. Special students may not enroll in more than 6 hours. Special students are non-degree-seeking students. 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. Two letters of reference; preferably one from a faculty member and one from an employer
5. A current resume that documents at least one year of clinical experience
6. Completed health records

### Eligibility to Continue to Register in the 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 3.0 grade point 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, doctoral students must successfully complete program examinations and all academic requirements.

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. A course may be repeated once with the approval of the faculty advisor or major professor and the course instructor.

### Multi-Campus Registration

Graduate students enrolled full-time in the LSU System (LSU Baton Rouge, UNO, LSUHSC) may cross enroll. Students are required to complete the Application for LSU System Multi-Campus Registration form. This form should be completed and submitted to the Office of Student Records during the pre-registration period of each semester. Cross enrollment must be approved by the Associate Dean or the Dean.

### 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 for doctoral students must be doctoral level courses.

### Thesis and Dissertation Advisement

Students writing theses or 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 Thesis or 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.

### Registration for Degree Candidates

Candidates for degrees are required to register for graduate study during the semester they have been certified to receive a degree.

## Grades Required for Degree

To receive a graduate degree the student must achieve at least 3.0 for each graduate course in nursing and a grade point average of 3.0 for all non-nursing course work taken while registered as a graduate student. Courses included in a student's degree plan may not be taken for a grade of pass or fail.

## 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.

## Residency or Foreign Language Requirements

There are no residency or foreign language requirements for either the master's or doctoral program of study.

## 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 degree plan
2. Was taken while enrolled at a university as a graduate student in good standing
3. Was successfully completed with a grade of "B" or better
4. Was not counted toward another degree or taken through correspondence courses
5. Was completed within the eight year time limit for the degree
6. Was requested only one time. 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 or doctoral 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 DEGREE– MN

The master's degree program of study is designed to educate qualified persons to contribute to health care and to improve nursing practice. It is based on undergraduate general education and professional knowledge and upon the attitudes and applied skills, which evolve from the concept that individuals are holistic beings. The content includes the theory and practice of nursing; biological, psychological, sociological, philosophical, cultural, and environmental concepts related to health; and the present and future roles of nursing in health care. The curriculum is designed to prepare graduates with advanced knowledge in select areas of nursing and with competencies in advanced practice nursing and research.

Purpose

The purpose of the master's degree curriculum is to prepare graduates in areas of advanced practice nursing (clinical nurse specialist, nurse practitioner, nurse anesthetist), nursing administration, and community health nursing as providers and organizers of the health care delivery process or, as nurse educators. The second purpose of the curriculum is to offer graduates a foundation for doctoral study.

### Objectives

Upon completion of the program the graduate can

1. Apply knowledge and theories to a specialized area of advanced practice nursing, nursing administration or community health.
2. Assume responsibility and accountability for a specialized area of advanced practice nursing, nursing administration or community health.
3. Demonstrate competency in the areas of
  - a. Collaboration with other health care professionals
  - b. Research interpretation, utilization, and conduct
  - c. Direct advanced practice nursing, nursing administration or community health
  - d. Consultation
  - e. Professional nursing leadership
  - f. Change agent skills
  - g. Ethical decision-making skills
  - h. Expert guidance and coaching
4. Function effectively in an advanced practice nursing, nursing administration, community health, or nursing education role.

### REQUIREMENTS FOR ADMISSION

1. An official transcript from the accredited college or university where you earned your BSN as well as transcripts for all graduate course work
2. A grade point average of 3.0 on a 4 point scale for all undergraduate and graduate course work reflected on transcript(s)
3. Official scores for the Miller Analogy Test (MAT) or Graduate Record Exam (GRE)

4. Three letters of reference as specified on the application form
5. 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
6. A current license to practice nursing in any state with eligibility for licensure in Louisiana
7. A minimum of one year of experience in the area of specialization, within the last five years; Neonatal NP applicants need two years of experience in Level III NICU
8. For the Nurse Anesthesia specialization the following are also required
  - a. Three semester hour graduate level statistics courses (BIOS 6221 or equivalent)
  - b. Minimum of one year critical care experience
  - c. Basic life support certification
  - d. Advanced cardiac life support certification
  - e. Completion of interview process (interviews are by invitation only)
  - f. Official scaled score of 400 or greater on the Miller Analogy Test (if before 2004, a raw score of 50 or above) or Graduate Record Exam scores of equal to or greater than 500 verbal, 500 quantitative and 3.5 analytical (if before October 2002, a combined score of 1500 on three subtests)

### Non-Degree Post Master's Study

The graduate program allows enrollment of nurses holding an earned degree from a nationally accredited program in graduate coursework. The course of study ranges from 23 to 31 semester hours depending upon the student's career goals and an individualized evaluation of the academic record. Students complete requisite course work, which prepares them to be eligible to take national certification examinations. Such students are non-degree seeking special students and must have all coursework approved by the Associate Dean for the perspective Program or the Dean.

### GRADUATION REQUIREMENTS: MN DEGREE

Students must meet the following graduation 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. Recommendation of the Faculty, and approval by the Admissions, Progression and Graduation Committee
5. Attendance at Commencement (unless specifically excused by the Dean)
6. Verification that all materials belonging to the Health Sciences Center and cooperating agencies have been

returned through the proper procedures; these materials would include such items as library books, equipment, keys, furniture or related items

7. Satisfactory status concerning all financial obligations to the LSU System

## **CURRICULUM**

The Master of Nursing is a specialized professional degree 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 area of nursing focus. 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. Courses are classified under four major headings – Core, Nursing Focus, Support Area, and Electives.

### **Core Courses**

Core nursing courses contain essential content relevant to the preparation of graduates with the Master of Nursing degree. The courses include an examination of theories, trends, and issues, which shape nursing, competencies of advanced practice, and principles and concepts of research. Courses considered core to the Master's curriculum are Foundations of Advanced Nursing Practice, Nursing Research Design and Methodology, Advanced Statistics, and Health Care Management (For students enrolled in advanced practice roles)

### **Nursing Focus Areas**

There are three areas of nursing focus Nursing Administration; Community Health Nursing; and Advanced Practice Nursing including Clinical Nurse Specialist (Adult Health Nursing, Parent-Child Health Nursing, and Psychiatric and Community Mental Health Nursing); Nurse Anesthesia; and Nurse Practitioner (Neonatal Nursing and Primary Care Nursing). Each area builds on the knowledge and skills acquired in the Bachelor of Science in Nursing Degree curriculum and emphasizes 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 process or as nurse educators.

## **RN TO MN PLAN OF STUDY**

The RN-MN Program of study is 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 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 participating in 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.

### **Requirements for Admission to RN to MN Plan of Study**

1. 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
2. A complete application packet
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 prerequisite work
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. Official scores on the Graduate Record Examination or the Miller Analogies Test, taken after all general education pre-requisites have been completed
7. Completion of a personal interview with a designated faculty member after the admission file is complete
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

**RN-MN  
Plan of Study**

Credit Hours  
Transfer Credits  
LSUHSC classes \*\*

**Pre-requisite Courses**

|                                         |   |   |
|-----------------------------------------|---|---|
| General Biology & Lab                   | 4 | X |
| General Chemistry or Intro to Chemistry | 3 | X |
| General Psychology                      | 3 | X |
| Intro to Sociology                      | 3 | X |
| Arts Elective                           | 3 | X |
| English Composition I and II            | 5 | X |
| English Literature (>2000)              | 3 | X |
| Economics                               | 3 | X |
| Political Science (American Government) | 3 | X |
| Computer Science                        | 3 | X |

**Support Courses**

|                                            |     |   |
|--------------------------------------------|-----|---|
| Humanities Elective                        | 3   | X |
| Humanities Elective (>3000)                | 3   | X |
| Microbiology (with or without lab)         | 3-4 | X |
| Physiology & Lab                           | 4   | X |
| Anatomy & Lab                              | 4   | X |
| Organic/Biochemistry or Chemistry Elective | 3   | X |
| Psychology Development                     | 3   | X |
| Psychology Abnormal                        | 3   | X |
| Nutrition                                  | 3   | X |

**Nursing Courses**

|                                                          |   |   |
|----------------------------------------------------------|---|---|
| NURS Elective                                            | 1 | X |
| NURS 4375 RN Psychiatric/Community Mental Health Nursing | 5 | X |
| NURS 4376 RN Psychiatric/Community Health Practicum      | 3 | X |
| Transition to Professional Nursing I (RN-MN Theory)      | 5 | X |
| Transition to Professional Nursing II (RN-MN Practicum)  | 3 | X |

**Core Graduate Courses**

|                                                    |   |   |
|----------------------------------------------------|---|---|
| BIOS 6221 Advanced Statistics                      | 3 | X |
| NURS 6303 Nursing Research I                       | 3 | X |
| NURS 6304 Nursing Research II                      | 3 | X |
| NURS 6305 Foundations of Advanced Nursing Practice | 3 | X |
| NURS 6306 Healthcare Management                    | 3 | X |

**MASTER OF NURSING  
CURRICULUM**

**Nursing Administration Track**

**First Year Fall Semester**

|                                                       |           |
|-------------------------------------------------------|-----------|
|                                                       | Credits   |
| NURS 6350 Nursing Administration I .....              | 4         |
| NURS 6305 Foundations of Advanced Nursing Roles ..... | 3         |
| BIOS 6221 Advanced Statistics.....                    | 3         |
| <b>Total .....</b>                                    | <b>10</b> |

**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         |
| <b>Total .....</b>                                         | <b>10</b> |

**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        |
| <b>Total .....</b>                                          | <b>9</b> |

**Second Year Spring Semester**

|                                   |          |
|-----------------------------------|----------|
|                                   | Credits  |
| Elective .....                    | 3        |
| NURS 6390 Thesis or Elective..... | 3        |
| <b>Total .....</b>                | <b>6</b> |

**TOTAL CREDITS EARNED .....35**



**Clinical Nurse Specialist  
Track Adult Health Nursing**

**First Year Fall Semester**

|                                                       |           |
|-------------------------------------------------------|-----------|
|                                                       | Credits   |
| NURS 6310 Adult Health Nursing I .....                | 4         |
| NURS 6305 Foundations of Advanced Nursing Roles ..... | 3         |
| HLSC6410 Pathophysiology .....                        | 3         |
| BIOS 6221 Advanced Statistics .....                   | 3         |
| <b>Total .....</b>                                    | <b>13</b> |

**First Year Spring Semester**

|                                         |           |
|-----------------------------------------|-----------|
|                                         | Credits   |
| NURS 6311 Adult Health Nursing II ..... | 4         |
| NURS 6303 Nursing Research I .....      | 3         |
| HLSC6409 Advanced Pharmacology .....    | 3         |
| Elective .....                          | 3         |
| <b>Total .....</b>                      | <b>13</b> |

**Second Year Fall Semester**

|                                          |           |
|------------------------------------------|-----------|
|                                          | Credits   |
| NURS 6313 Adult Health Nursing III ..... | 4         |
| NURS 6304 Nursing Research II .....      | 2         |
| NURS 6306 Health Care Management .....   | 3         |
| Elective .....                           | 3         |
| <b>Total .....</b>                       | <b>12</b> |

**TOTAL CREDITS EARNED .....38**

**Clinical Nurse Specialist Track  
Parent-Child Health Nursing**

**First Year Fall Semester**

|                                                       |           |
|-------------------------------------------------------|-----------|
|                                                       | Credits   |
| NURS 6330 Parent-Child Health Nursing I .....         | 4         |
| NURS 6305 Foundations of Advanced Nursing Roles ..... | 3         |
| HLSC6410 Pathophysiology .....                        | 3         |
| BIOS 6221 .....                                       | 3         |
| <b>Total .....</b>                                    | <b>13</b> |

**First Year Spring Semester**

|                                                |           |
|------------------------------------------------|-----------|
|                                                | Credits   |
| NURS 6331 Parent-Child Health Nursing II ..... | 4         |
| NURS 6303 Nursing Research I .....             | 3         |
| HLSC6409 Advanced Pharmacology .....           | 3         |
| Elective .....                                 | 3         |
| <b>Total .....</b>                             | <b>13</b> |

**Second Year Fall Semester**

|                                                 |           |
|-------------------------------------------------|-----------|
|                                                 | Credits   |
| NURS 6332 Parent-Child Health Nursing III ..... | 4         |
| NURS 6304 Nursing Research II .....             | 2         |
| NURS 6306 Health Care Management .....          | 3         |
| Elective .....                                  | 3         |
| <b>Total .....</b>                              | <b>12</b> |

**TOTAL CREDITS EARNED .....38**

**Clinical Nurse Specialist  
Track Psychiatric-Community  
Mental Health Nursing**

**First Year Summer Semester**

|                                                       |          |
|-------------------------------------------------------|----------|
|                                                       | Credits  |
| NURS 6305 Foundations of Advanced Nursing Roles ..... | 3        |
| HLSC6425 Psychopharmacology .....                     | 3        |
| <b>Total .....</b>                                    | <b>6</b> |

**First Year Fall Semester**

|                                                         |          |
|---------------------------------------------------------|----------|
|                                                         | Credits  |
| PSCH 6801 Fundamentals of Applied Biopsychology I ..... | 3        |
| BIOS 6221 Statistics .....                              | 3        |
| NURS 6306 Health Care Management .....                  | 3        |
| <b>Total .....</b>                                      | <b>9</b> |

**First Year Spring Semester**

|                                                                      |           |
|----------------------------------------------------------------------|-----------|
|                                                                      | Credits   |
| NURS 6320 Psychiatric and Community<br>Mental Health Nursing I ..... | 4         |
| NURS 6327 Clinical Practicum .....                                   | 3         |
| NURS 6303 Research I .....                                           | 3         |
| <b>Total .....</b>                                                   | <b>10</b> |

**Second Year Summer Semester**

|                                                                                                                  |            |
|------------------------------------------------------------------------------------------------------------------|------------|
|                                                                                                                  | Credits    |
| Elective – Nursing Education, Forensic Psychiatric<br>Nursing, Special Populations or<br>Independent Study ..... | 1-3        |
| <b>Total .....</b>                                                                                               | <b>1-3</b> |

**Second Year Fall Semester**

|                                                                       |          |
|-----------------------------------------------------------------------|----------|
|                                                                       | Credits  |
| NURS 6321 Psychiatric and Community Mental<br>Health Nursing II ..... | 4        |
| NURS 6328 Clinical Practicum II .....                                 | 3        |
| NURS 6304 Nursing Research II .....                                   | 2        |
| <b>Total .....</b>                                                    | <b>9</b> |

**Second Year Spring Semester**

|                                                                                                                                          |           |
|------------------------------------------------------------------------------------------------------------------------------------------|-----------|
|                                                                                                                                          | Credits   |
| NURS 6322 Psychiatric and Community Mental<br>Health Nursing III .....                                                                   | 4         |
| NURS 6329 Clinical Practicum III .....                                                                                                   | 3         |
| Elective (optional) Nursing Education, Forensic<br>Psychiatric Nursing, Special Populations or<br>Independent Study, Thesis, Other ..... | 3         |
| <b>Total .....</b>                                                                                                                       | <b>10</b> |

**TOTAL CREDITS EARNED ..... 45-47**

**Community Health Track  
Advanced Public Health-Community  
Health Nursing**

**First Year Summer Semester**

|                                                         |          |
|---------------------------------------------------------|----------|
|                                                         | Credits  |
| NURS 6305 Foundations of Advanced Nursing<br>Roles..... | 3        |
| <b>Total .....</b>                                      | <b>3</b> |

**First Year Fall Semester**

|                                                              |           |
|--------------------------------------------------------------|-----------|
|                                                              | Credits   |
| NURS 6340 Advanced Public Health/Community<br>Health I ..... | 4         |
| PATHO 0210 Epidemiology.....                                 | 3         |
| BIOS 6221 Advanced Statistics.....                           | 3         |
| NURS 6325 Environmental Health Nursing .....                 | 3         |
| <b>Total .....</b>                                           | <b>13</b> |

**First Year Spring Semester**

|                                                                       |           |
|-----------------------------------------------------------------------|-----------|
|                                                                       | Credits   |
| NURS 6341 Advanced Public Health-Community<br>Health Nursing II ..... | 4         |
| NURS 6303 Nursing Research I .....                                    | 3         |
| NURS 6306 Health Care Management.....                                 | 3         |
| Elective (Nursing) .....                                              | 3         |
| <b>Total .....</b>                                                    | <b>13</b> |

**Second Year Summer Semester**

|                                                                              |          |
|------------------------------------------------------------------------------|----------|
|                                                                              | Credits  |
| NURS 6326 Practicum: Advanced Public<br>Health/Community Health Nursing..... | 3        |
| <b>Total .....</b>                                                           | <b>3</b> |

**Second Year Fall Semester**

|                                                                        |          |
|------------------------------------------------------------------------|----------|
|                                                                        | Credits  |
| NURS 6342 Advanced Public Health/Community<br>Health Nursing III ..... | 4        |
| NURS 6304 Research II .....                                            | 2        |
| Elective .....                                                         | 3        |
| <b>Total .....</b>                                                     | <b>9</b> |

**TOTAL CREDITS EARNED .....41**

**Nurse Anesthesia**

Credits  
Prerequisite: Graduate Level Statistics .....3

**First Year**

|                                                                                   |           |
|-----------------------------------------------------------------------------------|-----------|
|                                                                                   | Credits   |
| NURS 6303 Nursing Research I .....                                                | 3         |
| NURS 6305 Foundations of Advanced Nursing<br>Practice.....                        | 3         |
| NURS 6306 Health Care Management.....                                             | 3         |
| NURS 6315 Advanced Health Assessment .....                                        | 4         |
| HLSC 6409 Advanced Pharmacology .....                                             | 3         |
| NURS 8301 Anatomy, Physiology, and<br>Pathophysiology for Nurse Anesthesia I..... | 4         |
| NURS 8307 Advanced Pharmacology for<br>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 8303 Anatomy, Physiology, and<br>Pathophysiology for Nurse III .....         | 3         |
| <b>Total .....</b>                                                                | <b>49</b> |

**Second Year**

|                                                                                     |           |
|-------------------------------------------------------------------------------------|-----------|
|                                                                                     | Credits   |
| NURS 8302 Anatomy, Physiology, and<br>Pathophysiology for Nurse Anesthesia II ..... | 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        |
| <b>Total .....</b>                                                                  | <b>39</b> |

**Third Year**

|                                                           |           |
|-----------------------------------------------------------|-----------|
|                                                           | Credits   |
| NURS 8325 Nurse Anesthesia Clinical<br>Practicum VI ..... | 12        |
| NURS 8326 Nurse Anesthesia Clinical Practicum VII .....   | 12        |
| <b>Total .....</b>                                        | <b>24</b> |

**TOTAL CREDITS EARNED .....115**

**Nurse Practitioner Track  
Neonatal Nursing**

**First Year Fall Semester**

|                                                                  |           |
|------------------------------------------------------------------|-----------|
|                                                                  | Credits   |
| NURS 6336 Nursing Management of the<br>Childbearing Family ..... | 4         |
| NURS 6305 Foundations of Advanced<br>NURS Roles.....             | 3         |
| NURS 6335 Neonatal Physiology .....                              | 3         |
| BIOS 6221 .....                                                  | 3         |
| <b>Total .....</b>                                               | <b>13</b> |

**First Year Spring Semester**

|                                                                 |           |
|-----------------------------------------------------------------|-----------|
|                                                                 | Credits   |
| NURS 6337 Nursing Management of the<br>High Risk Neonate I..... | 4         |
| NURS 6303 Nursing Research I .....                              | 3         |
| NURS 6306 Health Care Management.....                           | 3         |
| <b>Total .....</b>                                              | <b>10</b> |

**First Year Summer Semester**

|                                                                     |          |
|---------------------------------------------------------------------|----------|
|                                                                     | Credits  |
| NURS 6339 Nursing Case Management of the<br>High Risk Neonate ..... | 3        |
| <b>Total .....</b>                                                  | <b>3</b> |

**Second Year Fall Semester**

|                                                                  |           |
|------------------------------------------------------------------|-----------|
|                                                                  | Credits   |
| NURS 6338 Nursing Management of the<br>High Risk Neonate II..... | 4         |
| NURS 6304 Nursing Research II .....                              | 2         |
| HLSC6409 Advanced Pharmacology .....                             | 3         |
| Elective .....                                                   | 3         |
| <b>Total .....</b>                                               | <b>12</b> |

**TOTAL CREDITS EARNED .....38**

**Nurse Practitioner Track  
Primary Care Nursing**

**First Year Summer Semester**

|                                                  |          |
|--------------------------------------------------|----------|
|                                                  | Credits  |
| BIOM 6115 Statistics.....                        | 3        |
| NURS 6305 Foundations of Advanced Practice ..... | 3        |
| <b>Total .....</b>                               | <b>6</b> |

**First Year Fall Semester**

|                                          |          |
|------------------------------------------|----------|
|                                          | Credits  |
| HLSC 6410 Advanced Pathophysiology ..... | 3        |
| HLSC 6409 Advanced Pharmacology .....    | 3        |
| NURS 6303 Nursing Research I .....       | 3        |
| <b>Total .....</b>                       | <b>9</b> |

**First Year Spring Semester**

|                                            |          |
|--------------------------------------------|----------|
|                                            | Credits  |
| NURS 6304 Nursing Research II .....        | 2        |
| NURS 6315 Advanced Health Assessment ..... | 4        |
| <b>Total .....</b>                         | <b>6</b> |

**Second Year Summer Semester**

|                                       |          |
|---------------------------------------|----------|
|                                       | Credits  |
| NURS 6306 Health Care Management..... | 3        |
| <b>Total .....</b>                    | <b>3</b> |

**Second Year Fall Semester**

|                                                           |          |
|-----------------------------------------------------------|----------|
|                                                           | Credits  |
| NURS 6343 Primary Care in CH/PH Nursing I: Episodic ..... | 5        |
| <b>Total .....</b>                                        | <b>5</b> |

**Second Year Spring Semester**

|                                                           |          |
|-----------------------------------------------------------|----------|
|                                                           | Credits  |
| NURS 6344 Primary Care in CH/PH Nursing II: Chronic ..... | 5        |
| <b>Total .....</b>                                        | <b>5</b> |

**Third Year Summer Semester**

|                                                                     |          |
|---------------------------------------------------------------------|----------|
|                                                                     | Credits  |
| NURS 6347 Primary Care in CH/PH Nursing III:<br>Women's Health..... | 4        |
| <b>Total .....</b>                                                  | <b>4</b> |

**Third Year Fall Semester**

|                                                                                            |          |
|--------------------------------------------------------------------------------------------|----------|
|                                                                                            | Credits  |
| NURS 6346 Primary Care in CH/PH Nursing IV:<br>Child/Adolescent (3 class; 2 clinical)..... | 5        |
| <b>Total .....</b>                                                                         | <b>5</b> |

**Third Year Spring Semester**

|                                                                                           |          |
|-------------------------------------------------------------------------------------------|----------|
|                                                                                           | Credits  |
| NURS 6348 Primary Care in CH/PH Nursing V:<br>Transition to Advanced Practice Roles ..... | 4        |
| <b>Total .....</b>                                                                        | <b>4</b> |

**OPTIONAL:**

|                        |         |
|------------------------|---------|
|                        | Credits |
| NURS 6390 THESIS ..... | 3       |

**TOTAL CREDITS EARNED..... 47-50**

## RECAPITULATION OF COURSES BY NURSING FOCUS AREAS

### Nursing Administration

NURS 6350 Nursing Administration I  
 NURS 6351 Nursing Administration II  
 NURS 6352 Nursing Administration III  
 NURS 6368 Advanced Nursing Administration Concepts I  
 NURS 6369 Advanced Nursing Administration Concepts II

### Advanced Practice Nursing

#### A. Clinical Nurse Specialist

##### Adult Health Nursing

NURS 6310 Adult Health Nursing I  
 NURS 6311 Adult Health Nursing II  
 NURS 6313 Adult Health Nursing III

##### Parent-Child Health Nursing

NURS 6330 Parent-Child Health Nursing I  
 NURS 6331 Parent-Child Health Nursing II  
 NURS 6332 Parent-Child Health Nursing III

##### Psychiatric Community Mental Health Nursing

NURS 6320 Psychiatric Community Mental Health Nursing I  
 NURS 6321 Psychiatric Community Mental Health Nursing II  
 NURS 6322 Psychiatric Community Mental Health Nursing III  
 NURS 6327 Psychiatric Community Health Nursing I: Clinical Practicum I  
 NURS 6328 Psychiatric Community Health Nursing II: Clinical Practicum II  
 NURS 6329 Psychiatric Community Health Nursing III: Clinical Practicum III

#### B. Nurse Practitioner

##### Neonatal Nursing

NURS 6335 Neonatal Physiology  
 NURS 6336 Advanced Nursing Management of the Childbearing Family  
 NURS 6337 Nursing Management of the High Risk Neonate I  
 NURS 6338 Nursing Management of the High Risk Neonate II  
 NURS 6339 Nursing Case Management of the High Risk Neonate

##### Primary Care Nursing

NURS 6353 Primary Care in Community Health/Public Health Nursing I: Episodic Care  
 NURS 6354 Primary Care in Community Health/Public Health Nursing II: Chronic Care  
 NURS 6355 Primary Care in Community Health/Public Health Nursing III: Women's Health  
 NURS 6356 Primary Care in Community Health/Public Health Nursing IV: Children and Adolescents  
 NURS 6357 Primary Care in Community Health/Public Health Nursing V: Transition to Advanced Nursing Practice

#### C. Nurse Anesthesia

NURS 8301 Integrated Anatomy, Physiology, and Pathophysiology for Nurse Anesthesia I  
 NURS 8302 Integrated Anatomy, Physiology, and Pathophysiology for Nurse Anesthesia II  
 NURS 8303 Integrated Anatomy, Physiology, and Pathophysiology for Nurse Anesthesia III  
 NURS 8307 Advanced Pharmacology for Nurse Anesthesia  
 NURS 8310 Basic Principles of Anesthesia  
 NURS 8311 Advanced Principles of Anesthesia  
 NURS 8320 Nurse Anesthesia Clinical Practicum I  
 NURS 8321 Nurse Anesthesia Clinical Practicum II  
 NURS 8322 Nurse Anesthesia Clinical Practicum III  
 NURS 8323 Nurse Anesthesia Clinical Practicum IV  
 NURS 8324 Nurse Anesthesia Clinical Practicum V  
 NURS 8325 Nurse Anesthesia Clinical Practicum VI  
 NURS 8326 Nurse Anesthesia Clinical Practicum VII

### Public Health/Community Health Nursing

NURS 6340 Advanced Public Health/Community Health Nursing I  
 NURS 6341 Advanced Public Health/Community Health Nursing II  
 NURS 6342 Advanced Public Health/Community Health Nursing III  
 NURS 6326 Practicum: Advanced Public Health/Community Health Nursing

### Support Courses Required for Advanced Practice

#### Nursing

NURS 6315 Advanced Health Assessment (all students except Neonatal Nurse Practitioner)  
 HLSC6409 Advanced Pharmacology (all students except Neonatal Nurse Practitioner)  
 HLSC6410 Pathophysiology (all students except Neonatal Nurse Practitioner)  
 HLSC6425 Psychopharmacology (only for Psych CNS)  
 Other Support Courses maybe recommended for certain Advanced Practice Nursing specialties.

#### Electives

##### A. Nursing

NURS 6411 Nursing Informatics  
 NURS 6360 Curriculum Development in Undergraduate Nursing Education  
 NURS 6361 Practicum in Undergraduate Nursing Education  
 NURS 6366 Advanced Practice Role in Case Management I  
 NURS 6367 Advanced Practice Role in Case Management II  
 NURS 6381 Selected Topics in Nursing  
 NURS 6382 Ethical Issues in Nursing Practice  
 NURS 6392 Independent Study Nursing  
 NURS 6390 Thesis

##### B. Non-Nursing

PSYC 6101 Fundamentals for Applied Development Psych I (PSYCH Community Mental Health students only)  
 PSYC 6400 Social Psychology (PSYCH Community Mental Health students only)  
 PSYC 6801 Fundamental of Applied Biopsychology I (PSYCH Community Mental Health students only)  
 Non nursing graduate level courses must be pre-approved by the faculty advisor.

## DOCTOR OF NURSING SCIENCE – DNS

The degree Doctor of Nursing Science is a research-focused 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 clinical nursing expertise with select patient/client groups within and across nursing specialties. Graduates are prepared to improve health service to people through the improvement of nursing practice. They 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. The curriculum builds on the knowledge derived from the master of nursing degree.

### PURPOSE

The purpose of the doctoral curriculum is to educate qualified persons to make dynamic contributions to the improvement of nursing practice. The curriculum enables students to advance the discipline of nursing through using expertise in practice, engaging in scholarly research and other activities, and assuming leadership roles as nurse educator or clinical consultant.

### OBJECTIVES

Upon completion of the requirements for the doctoral degree, the graduates will demonstrate the following outcomes.

1. Demonstrate proficiency in research methods and scholarship appropriate to nursing inquiry.
2. Influence the development of nursing and health policy.
3. Contribute to the development of nursing knowledge and theory.
4. Assume leadership roles in the practice of research, teaching, and consultation.

### 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 license to practice nursing in any state, with eligibility for licensure in 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 Masters Degree in another field may be accommodated on an individual basis as prescribed by their Faculty Advisor.

### 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.

### PROGRESSION TO DOCTORAL CANDIDACY GENERAL EXAMINATION

Students who have successfully completed 48 semester hours included in their official degree plan and all academic requirements recommended by the major professor are eligible to write the general examination during the next semester upon endorsement by their major professor. Students who pass the general examination are re-classified as doctoral candidates. The students must be enrolled and paying tuition the semester General Exams are taken.

### 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 two semesters (or one semester and one summer term) and completed a dissertation to the satisfaction of the dissertation committee, are eligible to take the final examination. Students who successfully defend the dissertation are re-classified as certified doctoral candidates for the degree Doctor of Nursing Science until the date the degree is conferred.

### CURRICULUM

The curriculum sequences interrelated coursework in nursing knowledge, research, and investigation of nursing phenomena with nursing education or clinical consultation. Formal study is concluded with the successful completion of the doctoral dissertation.

### REQUIREMENTS FOR GRADUATION DOCTOR OF NURSING SCIENCE

Students must meet the following graduation requirements.

1. Satisfactory completion of a minimum of 54 semester hours of course work as specified by the curriculum and the Major Professor
2. Fulfillment of all clinical practice hours as specified by the curriculum

3. A cumulative GPA of a 3.0 or higher on all course work, with no grade lower than a B
4. Satisfactory completion of the General Examination
5. Completion and satisfactory defense of a dissertation directed by a dissertation committee
6. Recommendation of the Faculty, and approval by the Admissions, Progression, and Graduation Committee
7. Attendance at Commencement (unless specifically excused by the Dean)
8. Verification that all materials belonging to the Health Sciences Center and cooperating agencies have been returned through the proper procedures; these materials would include such items as library books, equipment, keys, furniture, or related items.
9. Satisfactory status concerning all financial obligations to the LSU System

## **DOCTOR OF NURSING SCIENCE CURRICULUM**

### **Core Courses**

|                                                                    | Credits   |
|--------------------------------------------------------------------|-----------|
| NURS 7301 Development of Nursing Knowledge .....                   | 3         |
| NURS 7303 Design and Methodology for<br>Qualitative Research.....  | 3         |
| NURS 7304 Measurement of Nursing Phenomena .....                   | 3         |
| NURS 7305 Design and Methodology for<br>Quantitative Research..... | 3         |
| NURS 7306 Nursing and Health Policy .....                          | 3         |
| NURS 7307 Theory Development in Nursing.....                       | 3         |
| BIOS 6222 Multivariate Statistics.....                             | 3         |
| <b>Total Core Courses.....</b>                                     | <b>21</b> |

### **Nursing Focus Areas**

(Clinical or Administration Focus)

|                                                       | Credits  |
|-------------------------------------------------------|----------|
| NURS 7320 Investigation of Nursing Phenomena I .....  | 3        |
| NURS 7321 Investigation of Nursing Phenomena II ..... | 3        |
| NURS 7322 Investigation of Nursing Phenomena III..... | 3        |
| <b>Total Nursing Focus .....</b>                      | <b>9</b> |

### **Functional Courses**

#### **Nursing Education**

|                                                                       | Credits  |
|-----------------------------------------------------------------------|----------|
| NURS 7370 Graduate Nursing Education.....                             | 3        |
| NURS 7371 Role of Graduate Faculty in the<br>Academic Community ..... | 3        |
| NURS 7372 Fieldwork in Graduate<br>Nursing Education .....            | 3        |
| <b>Total Nursing Education.....</b>                                   | <b>9</b> |

#### **Clinical Consultation**

|                                             | Credits  |
|---------------------------------------------|----------|
| NURS 7364 Clinician as Consultant I .....   | 3        |
| NURS 7366 Clinician as Consultant II .....  | 3        |
| NURS 7367 Clinician as Consultant III ..... | 3        |
| <b>Total Functional Courses.....</b>        | <b>9</b> |

**Support Courses (Non Nursing) .....**9

### **Dissertation**

|                              |          |
|------------------------------|----------|
| NURS 8000 Dissertation ..... | 6        |
| <b>Total .....</b>           | <b>6</b> |

**TOTAL..... 54 Minimum**

**DOCTOR OF NURSING SCIENCE  
CURRICULUM PLAN\***

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 Design and Methodology for<br>Qualitative Research..... | 3        |
| NURS 7306 Nursing and Health Policy .....                         | 3        |
| <b>Total .....</b>                                                | <b>9</b> |

**Spring Semester**

|                                                                                            |           |
|--------------------------------------------------------------------------------------------|-----------|
|                                                                                            | Credits   |
| NURS 7303 Design and Methodology for<br>Quantitative Research .....                        | 3         |
| NURS 7320 Investigation of Nursing Phenomena I .....                                       | 3         |
| NURS 7364 Clinician as Consultant I <b>or</b><br>NURS 7370 Graduate Nursing Education..... | 3         |
| BIOS 6222 Multivariate Statistics.....                                                     | 3         |
| <b>Total .....</b>                                                                         | <b>12</b> |

**Summer Session**

|                                     |          |
|-------------------------------------|----------|
|                                     | Credits  |
| Support Courses (Non-Nursing) ..... | 6        |
| <b>Total .....</b>                  | <b>6</b> |

**Fall Semester**

|                                                                                                                  |           |
|------------------------------------------------------------------------------------------------------------------|-----------|
|                                                                                                                  | Credits   |
| NURS 7304 Measurement of Nursing Phenomena .....                                                                 | 3         |
| NURS 7321 Investigation of Nursing Phenomena II .....                                                            | 3         |
| NURS 7371 Role of Graduate Faculty in the Academic<br>Community or NURS 7366 Clinician as<br>Consultant II ..... | 3         |
| Support Course (Non-Nursing) .....                                                                               | 3         |
| <b>Total .....</b>                                                                                               | <b>12</b> |

**Spring Semester**

|                                                                                             |          |
|---------------------------------------------------------------------------------------------|----------|
|                                                                                             | Credits  |
| NURS 7322 Investigation of Nursing Phenomena III.....                                       | 3        |
| NURS 7372 Fieldwork in Graduate Education or<br>NURS 7367 Clinician as Consultant III ..... | 3        |
| NURS 7307 Theory Development in Nursing.....                                                | 3        |
| <b>Total .....</b>                                                                          | <b>9</b> |

**Summer, Fall, and Spring**

|                              |          |
|------------------------------|----------|
|                              | Credits  |
| NURS 8000 Dissertation ..... | 6        |
| <b>Total .....</b>           | <b>6</b> |

**TOTAL Credits Earned .....**54

\* This plan represents the minimum hours. Additional hours may be prescribed by the major professor as needed.

**FACULTY DEVELOPMENT  
PROGRAM**

The Faculty Development 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.

**INDIVIDUALLY GUIDED  
REMEDICATION OPPORTUNITY  
(IGRO)**

The Continuing Education Programs 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 Individually Guided Remediation Opportunity (IGRO). For information concerning these programs, contact the Faculty Development 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 7000-7999 are reserved for students enrolled in the Doctor of Nursing Science program. Courses numbered 8000-8999 are restricted to Nurse Anesthesia students.

### Biometry

#### **BIOM 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.

#### **BIOS 6221 Advanced Statistics**

[3 Credits] Provides a general introduction to descriptive and inferential statistics, which include techniques and principles for summarizing data, an introduction to probability and probability distributions, point and interval estimation, hypothesis testing including t-tests, ANOVA, regression, and correlation. Examples and problems from the health sciences are used.

#### **BIOS 6222 Multivariate Statistics**

[3 Credits] Designed to introduce students, who have an understanding of univariate statistics to a variety of topics in both univariate and multivariate statistics. Topics will include multivariate analysis of variance, discriminant analysis, principal components analysis, canonical correlation analysis, logistic regression, resampling statistics, estimation, multiway contingency tables, meta-analysis, and experimental design. Includes a laboratory/computer lab component that focuses on data analysis and interpretation using the SPSS package.

### Health Science

#### **HLSC 2410 Human Physiology**

[4 Credits] Basic principles of the function, regulation, and coordination of the various organs and tissues of the human body 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. 3 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 2414 Basic Organic and Biochemistry**

[4 Credits] A presentation of the fundamental reaction capabilities of organic molecules and their functional groups, and the basic principles of physiological chemistry. 4 hours lecture. Prerequisite: First semester of general chemistry.

#### **HLSC 2416 Health Assessment**

[3 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. In lieu of this course, RN students register for NURS 3359 with the permission of instructor. 2 hours lecture and 2 hours laboratory. Prerequisites: HLSC 2410, 2412 and Psychology 2009.

#### **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. Prerequisite: HLSC 2410, 2414.

#### **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, 2414, 2416, and 3409.

#### **HLSC 3411 Health Promotion and Wellness**

[1 Credit] Introduces students to the theory and practice of health promotion with an emphasis on living a balanced lifestyle. The wellness dimensions (social, physical, intellectual, career, emotional, and spiritual) will be covered in a seminar format with experimental components utilized when necessary. The need to develop individualized health promotion programs so that the students, as future health care professionals, can model healthy lifestyles with patients in order to reduce disease and death will be emphasized. Students will be allowed to register for this course one time only. This course cannot be substituted for the nursing elective.

#### **HLSC 3412 Management in Formal Organizations**

[3 Credits] Introduction to the basic concepts of planning, leading, and controlling personnel in formal organizations, including health agencies. Incorporates principles and theories of management and leadership, organizational philosophy and structure, personnel administration and evaluation, employer/employee relations, and marketing. 3 hours lecture.

#### **HLSC 3424 Basic and Clinical Nutrition**

[3 Credits] The science of nutrition and its application to health and disease. 3 hours lecture. Prerequisite: HLSC 2414.

#### **HLSC 4411 Interdisciplinary Care of the Dying Client and Family**

[1 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, 3357, and 3358 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 3352 and eligibility as determined by ROTC.

### **HLSC 4413 Technological Innovation in the Health Professions**

[1 Credit] The focus is to acquaint the health professions student with the process of creating and developing innovations in health care. Content will cover the process of creating new technology, the steps required in developing an idea into practical form, and copyright and patent procedures.

Each student will be requested to sign a confidentiality agreement. Prerequisites: NURS 3352, 3356 or permission of the instructor.

### **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 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 420A 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 2351 Foundations of Nursing Practice**

[6 Credits] An introduction to the nursing process with emphasis on nursing concepts and basic skills. Selected application of nursing process is accomplished in laboratory and clinical settings. 3 hours lecture, 3 hours laboratory, 4.5 hours clinical experience. Prerequisites: Completion of all previous sophomore courses as designated by fall or spring admission. Corequisites: HLSC 3409, 3424.

### **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 2371 Introduction to Professional Nursing**

[2 Credits] Introductory concepts related to professionalism, legal aspects and leadership in nursing are discussed. The baccalaureate conceptual framework and curriculum are included. Political, economic, and technological issues and trends are introduced. The historical development of nursing is explored. 2 hours lecture/seminar. Prerequisites: HLSC 2410, 2412, 2414 and Psychology 2009 or permission of the instructor.

### **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 3352 Adult Health Nursing I**

[5 Credits] Theoretical foundations focus on the physiological changes occurring in adults with acute and chronic health problems. Application of the nursing process is directed toward assisting the client and family to cope with various levels of wellness. Clinical learning experiences will occur within a variety of settings. 3 hours lecture, 2 hours clinical experience. Prerequisites: NURS 2351 and 2371, HLSC 2416, 3409, 3424, and Psychology 3044. Corequisite or prerequisite: HLSC 3410.

### **NURS 3355 Child Health Nursing**

[4 Credits] This course provides exploration of theories, concepts, knowledge, and skills for comprehensive child health nursing. Emphasis is on child health maintenance and care of children with health problems. Students apply the nursing process and developmental theory as they work with children from infancy through adolescence, and their families. 2 hours lecture, 6 hours clinical experience. Prerequisites: NURS 3352, 3356 and HLSC 3410.

### **NURS 3356 Mental Health Nursing I**

[3 Credits] Emphasis is on the consumer's adaptation to stressors, which threaten mental health. The nursing process is applied to assist in coping with various levels of wellness. Community resources and utilization patterns of clients are investigated. Implementation of the nursing process occurs in a variety of hospitals. 1.5 hours lecture, 4.5 hours clinical experience. Prerequisites: NURS 2351 and 2371, Psychology 3044, and HLSC 2416, 3409, and 3424.

### **NURS 3357 Community Health Nursing I**

[3 Credits] Community health nursing theory and practice are introduced from a contemporary and emerging perspective. The basic concepts of epidemiology along with the principles and theories, which underline the practice of public health, will be introduced. Utilizing health promotion principles, the individual, family, community, and health care delivery system will be examined. 2 hours lecture, 3 hours clinical experience. Prerequisites: NURS 3352, 3356 and HLSC 3410.

### **NURS 3358 Health Care of the Childbearing Family**

[4 Credits] This course provides exploration of theories, concepts, knowledge, and skills for comprehensive health care of the childbearing family. The focus is on development and application of critical-thinking, problem-solving, relationship-building, and caring skills as they relate to the human experience of nursing the childbearing family. 2 hours lecture, 6 hours clinical experience. Prerequisites: NURS 3352, 3356, and HLSC 3410.

### **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 4346 Gerontological Nursing**

[1 Credit] The course provides students with the opportunity to expand their knowledge of the normal aging process; to identify the sociological, psychological, and physiological variables causing deviations in the health of elderly persons; and to explore the various roles of the nurse in providing health care to the elderly. Seminar discussions focus on current, published nursing research findings. Prerequisites: NURS 3352, 3356 or permission of the instructor.

### **NURS 4347 Cross Cultural Nursing**

[1 Credits] Provides an opportunity for students to analyze both the theoretical and practical effects of cultural differences from the clients' perspective of their own health care. Emphasis is placed on determining implications for nursing practice and identifying topics for further study. Prerequisite: NURS 3352 or permission of the instructor.

### **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, 3357, and 3358.

### **NURS 4349 Nursing Care of the Oncology Patient**

[1 Credit] Provides the student an opportunity to develop an intelligent awareness of the clinical aspects of cancer as a group of diseases. Study is undertaken of oncologic nursing and its relation to prevention, treatment, and psychological support of the cancer client and family members. Prerequisite: NURS 3355, 3357 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, 3357 or permission of the instructor.

### **NURS 4351 Nursing Care of the High Risk Neonate**

[1 Credit] 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. Prerequisites: NURS 3355, 3357, and 3358 or permission of the instructor.

### **NURS 4352 Adult Health Nursing II**

[4 Credits] Theoretical foundations focus on the physiological change occurring in adults/aged adults with acute complex health problems. Application of the nursing process is directed toward assisting the client and family to cope with acute health crisis. Clinical learning experiences occur in an acute care setting. 2 hours lecture, 6 hours clinical experience. Prerequisites: NURS 3352, 3355, 3357, 3358 and HLSC 3410.

### **NURS 4356 Mental Health Nursing II**

[4 Credits] Emphasis is on increasing the client's level of wellness through promotion of mental health. The major focus is on family assessment and analysis of group dynamics. The nursing process is applied to complex client situations in both inpatient and outpatient settings. 2 hours lecture, 6 hours clinical experience. Prerequisites: NURS 3355, 3356, 3357, and 3358.

### **NURS 4357 Community Health Nursing II**

[5 Credits] Community health nursing theory and practice is further expanded focusing on the nurse as a contributing member of the community's organization for health care delivery. The individual, family, group, and community will be addressed. The course will include community health theory, research findings, and practice settings, which will be utilized to promote and maintain health, and prevent disease. 2 hours lecture, 9 hours clinical experience. Prerequisites: NURS 3357, 4352, 4356 and HLSC 3412.

### **NURS 4359 Nursing Management in the Health Care System**

[4 Credits] Provides theory and practice in a variety of settings by synthesizing and applying theories of nursing, leadership, change, and management. Students examine their own leadership styles as well as nursing and management philosophies. Leadership and change agent roles are initiated in the development and implementation of health care, both independently and in collaboration with the health team. 1.5 hours lecture, 7.5 hours clinical experience. Prerequisites: NURS 4352, 4356 and HLSC 3412. Prerequisites or corequisites: NURS 4370, 4371 or NURS 3375 for RN to BSN students.

### **NURS 4360 The Business of Health Care**

[1 Credit] Relates economic and political science principles to health care practice. Lecture and seminar will be used to discuss business principles such as ownership, finances, personnel, access, and diversification. Prerequisites: NURS 3352, 3356 or permission of the instructor.

### **NURS 4361 EKG Interpretation and the Nursing Process**

[1 Credit] Prerequisites: NURS 3352 and HLSC 3410 or permission of the instructor. Focuses on the interpretation of arrhythmia wave form characteristics that identify cardiac dysfunctions. Nursing process is applied to interactive case study situations with arrhythmia and intervention simulations.

### **NURS 4362 The Homeless: A Mental Health Nursing Challenge**

[1 Credit] Addresses the sociologic and psychologic implications of the condition in our culture known as homelessness. It is designed to provide the nursing student with the opportunity to analyze and evaluate the problems of the homeless related to mental health. The students will collaborate with nursing and health care professionals to assist the consumer in coping with the manifestations of homelessness. Seminars, formal presentations, and clinical/field experiences will be used to assist students to become knowledgeable of this subculture. Prerequisites: NURS 3356, 3357 or permission of the instructor.

### **NURS 4363 Perioperative Nursing**

[2 Credits] Focuses on clinical experience to develop skills necessary for the perioperative nursing role. Lecture, laboratory, and clinical topics introduce the student to the psychophysiological skills utilized in perioperative care. Prerequisites: NURS 3352 or permission of the instructor.

### **NURS 4364 Principles of Emergency Nursing**

[1 Credits] Designed to provide students with the opportunity to apply the nursing process in assisting the client and family experiencing acute alterations in health. Implementation of the nursing process occurs in emergency departments of selected acute care settings. Prerequisites: NURS 3355, NURS 3352, and NURS 4352 or permission of the instructor.

### **NURS 4365 Outpatient Nursing: Management of the HIV Infected Client**

[1 Credit] Provides students the opportunity to apply the nursing process in assisting the HIV infected client and family experiencing chronic alternations in physiological health. Implementation of the nursing process occurs in the HIV primary care clinic within MCLNO's outpatient department.

### **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. Prerequisites: None.

### **NURS 4367 Ethical and Legal Issues in Nursing**

[1 Credit] This elective provides the student the opportunity to explore issues encountered in professional nursing practice relating to ethical and legal situations. 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, 3357, and 3358 or permission of instructor.

### **NURS 4368 Introduction to Forensic Nursing**

[2 Credits] The course is an introduction to the emerging roles of the forensic nurse. The student will process selected literature and discuss components of the roles of the professional nurses working in forensic settings, particularly within the context of community, identifying opportunities for health promotion, advocacy, therapeutic intervention, and policy making related to clients who are perpetrators and/or victims of crime, violence, or trauma. Role theory, health systems theory, and the nursing process will be the context used to examine concepts of violence, victimization, boundary violation, social deviancy, physical and mental wound assessment, and ethical decision making in forensic settings. Prerequisites: NURS 3352, 3356 or permission of the instructor.

### **NURS 4370 Research in Nursing**

[3 Credits] NURS research is introduced with emphasis on the steps in the research process and the critique of reported research on a selected topic in nursing. An analysis of the current status of research on selected topics will be conducted using the critique process culminating in the identification of the need for additional research. Prerequisites: NURS 3355, 3357, and 3358. Prerequisite or Corequisite: BIOM 3115.

### **NURS 4371 Perspectives in Professional Nursing**

[2 Credits] Emphasis is on professional development through increased personal accountability and role socialization. Current issues and trends are analyzed. Contemporary nursing leaders are identified and their impact on nursing practice is discussed. 2 hours lecture / seminar. Prerequisites: NURS 2371, 4352, 4356, and 4370.

### **NURS 4375 RN Mental/Community Health Nursing**

[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 6303 Nursing Research I. Design and Methodology**

[3 Credits] Provides an overview of the research process including qualitative and quantitative approaches. Studies the relationship of nursing research to advanced practice nursing. Prerequisite or Corequisite: BIOS 6221.

**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 creditable, safe, effective, and satisfying service.

**NURS 6306 Health Care 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 6310 Adult Health Nursing I**

[4 Credits] Explores topics related to care of the adult such as development, cultural diversity, stages of wellness/illness, nursing assessment and diagnosis, and outcomes of care. Focuses on assisting adult patient/clients with health promotion and disease prevention. Emphasizes theory, research, and interventions related to stress/coping/adaptation, health management, and roles and relationships. Includes classroom and field experiences. Prerequisites or Corequisites: NURS 6305 and BIOS 6221.

**NURS 6311 Adult Health Nursing II**

[4 Credits] Explores the consultation and teaching roles of the clinical nurse specialist. Focuses on assisting adult patients/clients in the acute and rehabilitative phases of health care. Emphasizes theories, research, and interventions related to activity/exercise intolerance, cognition/perception, nutrition, sexuality, and sleep. Includes classroom and field experiences. Prerequisite: NURS 6310. Prerequisites or Corequisites: HSLSC 6409 and HLSC 6410. Corequisite: NURS 6303.

**NURS 6313 Adult Health Nursing III**

[4 Credits] Explores the research role of the clinical nurse specialist. Focuses on assisting the adult client and family in the continuum of chronic illness, home health, and long-term care. Emphasizes theories, research, and interventions related to chronic pain, dementia, elimination, grief, death and dying. Technological advances and strategies for effective interventions are explored. Includes classroom and field experiences. Prerequisite: NURS 6311.

**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.

**NURS 6320 Psychiatric Community Mental Health Nursing I**

[4 Credits] Focus on psychotherapeutic and research skills needed for effectiveness in psychiatric mental health nursing. Emphasizes individual psychotherapy. Includes classroom and field experiences. Prerequisite or Corequisite: NURS 6305.

**NURS 6321 Psychiatric Community Mental Health Nursing II**

[4 Credits] Examines theories of family behavior and group dynamics. Provides background and opportunity for application of family therapy skills in advanced psychiatric and community mental health nursing. Includes classroom and field experiences. Prerequisite: NURS 6320. Prerequisite or Corequisite: NURS 6303.

**NURS 6322 Psychiatric Community Mental Health Nursing III**

[4 Credits] Examines and applies theories of group therapy skills in advanced psychiatric and community mental health nursing. Includes classroom and field experiences. Prerequisite: NURS 6321.

**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 6221.

**NURS 6326 Practicum: Advanced Public Health/Community Health Nursing**

[3 Credits] Provides the student the opportunity to implement a community health program. The student will be introduced to the theory, structure, and strategies required to develop an evaluation plan for community health intervention program. Focus is reassessment of the previously identified community health needs. The student will develop an understanding of program development theory; program assessment; of program outcomes; and the assessment of efficiency required for successful community health programs. Issues related to maintaining community level change, and social and political implications are included. This is a practicum; therefore, the student is in clinical practice for 150 hours with some classroom activity. Prerequisites NURS 6340; NURS 6341; PATH 210; BIOS 6221.

**NURS 6327 Psychiatric Community Mental Health Nursing I: Clinical Practicum I**

[3 Credits] Focuses on the acquisition and application of therapeutic skills needed to attain effectiveness in psychiatric and community mental health nursing care of the client as an individual.

**NURS 6328 Psychiatric Community Mental Health Nursing II: Clinical Practicum II**

[3 Credits] Focuses on the acquisition and application of psychotherapeutic skills needed to attain effectiveness in psychiatric and community mental health nursing care of families.

**NURS 6329 Psychiatric Community Mental Health Nursing III: Clinical Practicum III**

[3 Credits] Focuses on the acquisition and application of psychotherapeutic skills needed to attain effectiveness in psychiatric and community mental health nursing care of groups.

**NURS 6330 Parent-Child Health Nursing I**

[4 Credits] Examines the spectrum of advanced parent-child nursing. Focus on advanced strategies to assess physical, psychosocial, cultural and development responses to health and illness. Serves as an introduction to advanced practice nursing and includes classroom and field experiences. Prerequisite or Corequisite: NURS 6305 and BIOS 6221.

**NURS 6331 Parent-Child Health Nursing II**

[4 Credits] Analyzes intervention models and theoretical basis for nursing actions. Includes classroom and field experiences. Prerequisite: NURS 6330. Prerequisite or Corequisite: NURS 6303, HLSC 6409 and HLSC 6410.

**NURS 6332 Parent-Child Health III**

[4 Credits] Explore theoretical perspectives and related issues to evaluate patient outcomes, ethical aspects of care, client advocacy, and issues related to the delivery of care to women, children, and families. Includes classroom and field experiences. Prerequisite: NURS 6331.

**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] Utilizes theory and research to appraise the health needs and problems of the normal and high risk pregnant woman and fetus. Examines associated risk variables that influence maternal/newborn outcomes; provides nursing management to the woman/fetus prenatal and during labor and delivery. Includes classroom and field experiences. Prerequisite or Corequisite: NURS 6303, NURS 6305 and NURS 6335.

**NURS 6337 Nursing Management of the High Risk Neonate I**

[4 Credits] Explores and utilizes strategies to manage the neonate who is critically ill, including appraisal, resuscitation, and stabilization. Includes management of the neonate with selected physiological problems, psychosocial/environmental needs of the neonate/family and the role of the advance practice nurse. Includes classroom and field experiences. Prerequisites: NURS 633; NURS 6336.

**NURS 6338 Nursing Management of the High Risk Neonate II**

[4 Credits] Examines chronic problems and the psychosocial environment needs of the neonate and family. Addresses ethical principles and legal issues. Includes classroom and field experiences. Prerequisite: NURS 6337.

**NURS 6339 Nursing Care Management of the High Risk Neonate III**

[3 Credits] Provides students an opportunity to expand their skills in the management of ill neonates and their families. Includes field experiences. (Summers only). Prerequisite: NURS 6337.

**NURS 6340 Advanced Public Health-Community Health Nursing I**

[4 Credits] Focuses on factors related to the development of public health nursing and subsequent areas of community nursing. Considers application of community assessment models and the development of community health programs. Emphasis is on conceptual frameworks for nursing practice. Examines national health priorities and intervention strategies. Includes classroom and field experiences. Prerequisites or Corequisites: NURS 6305, PATH 210, BIOS 6221.

**NURS 6341 Advanced Public Health-Community Health Nursing II**

[4 Credits] Focuses on the delivery of community health nursing. Includes the use of strategies and theories in the development of interventions that address priority health problems of aggregates or groups. Uses public health science and nursing frameworks to guide advanced nursing practice. Includes classroom and fieldwork. Prerequisite: NURS 6340.

**NURS 6342 Advanced Public Health-Community Health Nursing III**

[4 Credits] Focuses on the evaluation and reformulation of designated community health nursing programs. Emphasis is on synthesizing knowledge from nursing and other disciplines in the development, implementation and evaluation of programs designed to facilitate the health of population groups or subgroups. Includes classroom and field experiences. Prerequisites: NURS 6303, NURS 6341.

**NURS 6346 Primary Care in CH/PH Nursing IV: Child/Adolescent**

[5 Credits] 3 class, 2 clinical.

**NURS 6350 Nursing Administration I**

[4 Credits] Introduces the theories of nursing administration and health care management with selected models for the practice of nursing/health care management. Incorporates an overview of transformational leadership, the nature of organizations and elements of nursing practice that span the areas of specialization. Provides the establishment of a preceptor relationship with an executive level nurse manager, which continues throughout the student's program of study. Includes classroom and field experiences. Prerequisite or Corequisite NURS 6305.

**NURS 6351 Nursing Administration II**

[4 Credits] Focuses on in-depth exploration of the planning (strategic, change, financial) and organizing (managed care/integrated delivery systems) elements of nursing/health care administration. Emphasizes organizational, leadership and policy development. Explores interdisciplinary and interagency relationships (negotiations). Requires organizational analysis as part of field experience. Includes classroom and field experiences. Prerequisites: NURS 6303, and NURS 6350.

### **NURS 6352 Nursing Administration III**

[4 Credits] Continues the examination of the components of the nursing administration/health care administration process, focuses on the theory, practice and analytic processes involved in directing and evaluating components of the organization. Presents content on continuous quality improvement, risk management, conflict resolution, ethical and legal factors, legislative activities, marketing/sales strategies, and information systems as factors, which exert control in selected aspects of health care delivery. Explores environmental issues, public health systems and health policy formation. Requires development of a business plan. Includes classroom and field experiences. Prerequisite: 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 field experiences. Prerequisites: NURS 6315, Co-requisite: HLSC 6410, HLSC 6409.

### **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 field experiences. Prerequisites: NURS 6315, HLSC 6409, HLSC 6410, NURS 6353.

### **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 field experiences. Prerequisites: All support courses, NURS 6353, 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 field experiences. Prerequisites: All support courses, NURS 6353, NURS 6354, NURS 6355

### **NURS 6357 Primary Care in Community Health/Public Health Nursing V: Transitions to Advanced Nursing Practice**

[4 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 field experiences. Prerequisites: All support courses, NURS 6353, NURS 6354, NURS 6355, NURS 6356.

### **NURS 6360 Curriculum Development in Undergraduate Nursing Education**

[3 Credits] Analyzes the theory and practice of curriculum development in associate and baccalaureate degree programs in nursing. Prerequisites: NURS 6305, and first practicum course.

### **NURS 6361 Practicum in Undergraduate Nursing Education**

[3 Credits] Examines the role of faculty in the academic setting. Emphasis is placed on teaching in undergraduate nursing education. Includes classroom and field experiences. Prerequisites: NURS 6360 and first practicum course.

### **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] Focuses on the financial and budgetary concepts in health care delivery. Introduces the basic concepts of the budgeting process. Includes major issues of health care finance: Medicare, Medicaid, DRGs, managed care, capitation, productivity, and workload measurement. Requires development of a formulated budget. Includes classroom and field experiences. Prerequisite: NURS 6303. Prerequisite or Corequisite: NURS 6350.

**NURS 6369 Advanced Nursing Administration Concepts II**

[3 Credits] Examines major concepts of the executive nurses' role in nursing/health care administration. Includes professional standards of practice, professional development, and critical thinking. Various topics confronting the executive nurse such as mergers, acquisitions, reengineering, competency, disease management, health promotion and disease prevention and social issues are explored. Includes classroom and field experiences. Prerequisites: NURS 6303. Corequisite: NURS 6352.

**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 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 Design and Methodology for Quantitative Research**

[3 Credits] Focuses on quantitative design decisions related to studying clinical nursing problems. Prerequisite or Corequisite: BIOS 6222 Multivariate Statistics.

**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, and BIOS 6222 Multivariate Statistics.

**NURS 7305 Design and Methodology for Qualitative Research**

[3 Credits] Focuses on qualitative design decisions related to studying clinical nursing problems.

**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 Investigation of Nursing Phenomena I**

[3 Credits] Determines the state of knowledge in chosen areas of clinical practice or administration and investigates nursing phenomena. Includes seminar and fieldwork. Prerequisites: NURS 7301 and 7305. Prerequisite or Corequisite: NURS 7303.

**NURS 7321 Investigation of Nursing Phenomena II**

[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: NURS 7303, 7320, BIOS 6222. Prerequisite or Corequisite: NURS 7304.

**NURS 7322 Investigation of Nursing Phenomena III**

[3 Credits] Explores the proposal development process for the study of nursing phenomena. Students develop a research proposal for the study of a selected nursing phenomena. Includes classroom and field experiences. Prerequisites: NURS 7304 and NURS 7321.

**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. Prerequisites: NURS 7320, 7364, and Multivariate Statistics. Prerequisite or Corequisite: NURS 7311.

**NURS 7367 Clinician as Consultant III**

[3 Credits] Focuses on the consultation process and developing role skills of the consultant. Emphasis is on the concepts, theories, and research useful in consultation. Ethical dilemmas are analyzed. Prerequisite: NURS 7366.

**NURS 7370 Graduate Nursing Education**

[3 Credits] Examines the nature of graduate education and its implications for contemporary nursing education. Prerequisites: NURS 6360, 6361, or consent of instructor; NURS 7301.

**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. Prerequisites: NURS 7320 and 7370 or consent of the instructor. Prerequisite or Corequisite: NURS 7311.

**NURS 7372 Fieldwork in Graduate Nursing Education**

[3 Credits] Includes planned experiences in enacting roles of faculty in graduate nursing education. Includes classroom and field experience. Prerequisite: NURS 7371.

**NURS 7381 Independent Research**

[3 Credits] Independent research under the supervision of a designated nursing graduate faculty member.

**NURS 8000 Dissertation**

[6 Credits] A contribution to knowledge in nursing. Demonstrates independent critical thought and mastery of research techniques.

**NURS 8301 Integrated Anatomy, Physiology, and Pathophysiology for Nurse Anesthesia I**

[4 Credits] Examines the anatomy and physiology of the cell, muscle, cardiovascular, and pulmonary systems. Serves as a basis for examining the pathophysiology and anesthesia implications of these systems. Mechanisms of the manifestations of selected disease states are explored. Anesthesia implications of patients with these disease states are emphasized. Prerequisite: Admission to Nursing Anesthesia Program.

**NURS 8302 Integrated Anatomy, Physiology, and Pathophysiology for Nurse Anesthesia II.**

[3 Credits] Examines the anatomy and physiology of endocrine and nervous 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. Anesthesia implications of patients with these disease states are emphasized. Prerequisite: NURS 8301.

**NURS 8303 Integrated Anatomy, Physiology, and Pathophysiology for Nurse Anesthesia III**

[3 Credits] Examines the anatomy and physiology of the gastrointestinal, hepatic, renal, and genitourinary 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. Anesthesia implications of patients with these disease states are emphasized. Prerequisite: NURS 8301.

**NURS 8307 Advanced Pharmacology for the Nurse Anesthesia**

[5 Credits] Examines the uptake, distribution, biotransformation, and excretion of anesthetic agents, neuromuscular blocking agents, and accessory drugs used in anesthesia. Mechanisms of action, characteristic drug effects, factors modifying drug effects, toxicity, and indications and contraindications for use are emphasized. The effects of anesthetics on homeostatic functions are stressed. Prerequisites: Admission to Nurse Anesthesia Program, HSLC 6409 Corequisites: NURS 8301.

**NURS 8310 Basic Principles of Anesthesia**

[4 Credits] Consists of selected topics addressing the administration and supportive care required for general anesthesia. Assessment, monitored anesthesia care, induction, and maintenance of general anesthesia and complications of anesthesia are included. Pre- and post-anesthesia care are also emphasized. Concepts relative to physics of gas machines are examined. Infection control principles are incorporated. Prerequisite: Admission to Nurse Anesthesia Program, HLSC 6409.

**NURS 8311 Advanced Principles of Anesthesia**

[3 Credits] Consists of selected topics addressing the administrative supportive care required for regional and local anesthesia techniques. Assessment, monitored anesthesia care, induction, and maintenance of anesthesia and complications of anesthesia are included. Pre- and post-anesthesia care relative to regional and local anesthesia techniques are also emphasized. Prerequisites: NURS 8301.

**NURS 8320 Nurse Anesthesia Clinical Practicum I**

[4 Credits] Introduces the specialty of nurse anesthesia and focuses on the development of basic skills that prepares the student in the anesthesia management of patients undergoing a variety of surgical and/or diagnostic procedures. Preparation of patients and equipment, pre and postoperative patient evaluation, planning and implementing individualized anesthesia care plan; non-invasive and invasive monitoring, pain management, and airway management are emphasized. Includes classroom and field experiences. Prerequisites or Corequisites: NURS 8301, NURS 8307, NURS 8310.

**NURS 8321 Nurse Anesthesia Clinical Practicum II**

[10 Credits] Continues with the development of skills that prepares the student in the anesthesia management of patients undergoing a variety of surgical and/or diagnostic procedures. Preparation of patients and equipment, pre- and postoperative patient evaluation, planning and implementing individualized anesthesia care plans for patients is emphasized. One hour of clinical conference per week is devoted to the discussion of anesthesia issues and problems encountered in the clinical practicum. Prerequisite: NURS 8320.

**NURS 8322 Nurse Anesthesia Clinical Practicum III**

[11 Credits] Continues with the development of skills that prepares the student in the anesthesia management of patients undergoing a variety of surgical and/or diagnostic procedures with an emphasis on neonates and pediatric patients. Preparation of patients and equipment, pre- and postoperative patient evaluation, planning and implementing individualized anesthesia care plans for patients is emphasized. One hour of clinical conference per week is devoted to the discussion of anesthesia issues and problems encountered in the clinical practicum. Prerequisite: NURS 8321.

**NURS 8323 Nurse Anesthesia Clinical Practicum IV**

[11 Credits] Continues with the development of anesthesia skills that prepares the student in the anesthesia management of patients undergoing a variety of surgical and/or diagnostic procedures with an emphasis on increasingly complex surgical procedures. Preparation of patient and equipment, pre- and postoperative patient evaluation, planning and implementing individualized anesthesia care plans for patient is emphasized. One hour of clinical conference per week is devoted to the discussion of anesthesia issues and problems encountered in the clinical practicum. Prerequisite: NURS 8322.



### **NURS 8324 Nurse Anesthesia Clinical Practicum V**

[12 Credits] Continues with the development of anesthesia skills that prepares the student in the anesthesia management of patients undergoing a variety of surgical and/or diagnostic procedures with an emphasis on obstetrical procedures. Preparation of patient and equipment, pre- and postoperative patient evaluation, planning and implementing individualized anesthesia care plans for patient is emphasized. One hour of clinical conference per week is devoted to the discussion of anesthesia issues and problems encountered in the clinical practicum. Prerequisite: NURS 8323.

### **NURS 8325 Nurse Anesthesia Clinical Practicum VI**

[12 Credits] Continues with the development of anesthesia skills that prepares the student in the anesthesia management of patients undergoing a variety of surgical and/or diagnostic procedures with an emphasis on unusual surgical procedures. Preparation of patient and equipment, pre- and postoperative patient evaluation, planning and implementing individualized anesthesia care plans for patient is emphasized. One hour of clinical conference per week is devoted to the discussion of anesthesia issues and problems encountered in the clinical practicum. Prerequisite: NURS 8324.

### **NURS 8326 Nurse Anesthesia Clinical Practicum VII**

[12 Credits] Continues with the development of anesthesia skills that prepares the student in the anesthesia management of patients undergoing a variety of surgical and/or diagnostic procedures. This capstone course of the anesthesia program is designed for development of increased skill, competence, and confidence in the preparation of patient and equipment, pre- and postoperative patient evaluation, and planning and implementing individualized anesthesia care plans for patient is emphasized. One hour of clinical conference per week is devoted to the discussion of anesthesia issues and problems encountered in the clinical practicum. Prerequisite: NURS 8325.

## **Pathology**

### **PATH 210 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 6221.

## **Psychology**

### **PSCH 2009 Human Behavior and Development Throughout the Life Span**

[3 Credits] Human behavior and development are studied from birth to death as the product of the interactions of biosocial, psychosocial, and cognitive factors. Special emphasis on the concepts, theories, and methods of assessing normal development and its organization into individualized and age appropriate patterns of behavior. In addition to following the normal processes and resolutions of maturational events, selected situational crises common to large segments of the population and specific cultures are examined and discussed. 3 hours lecture. Prerequisite: General Psychology.

### **PSCH 3044 Introduction to Abnormal Psychology**

[3 Credits] An introduction to personality maladjustment and mental disorder. 3 hours lecture. Prerequisites: General Psychology and Psychology 2009.

### **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.

## **Social Work**

### **SW 4070 International Nursing: Comparative Health Delivery Systems**

[3 Credits] This course is an introduction to nursing abroad. The goal is to develop the student's awareness of nursing in a native culture and compare healthcare delivery systems and the impact those systems have on nursing practice. Prerequisites: None.

## FACULTY ROSTER

### EMERITI

DUNN, HELEN A., DrPH, Tulane University, 1974  
*Dean Emeritus*

McKEVIT, MARGARET, MSN, University of Colorado, 1962  
*Emeritus Director of the Baccalaureate Program*

SNOWDEN, MYRTIS, DrPH, Tulane University, 1974  
*Emeritus Professor of Nursing*

DONLON, BARBARA, EdD, University of Southern Mississippi, 1993  
*Emeritus Professor of Nursing*

ADELSBERG, BONNIE, MN, LSU Medical Center, 1976  
*Adjunct Assistant Professor of Nursing*

BARNES, REBECCA, MSN, University of South Alabama, 1998  
*Adjunct Assistant Professor of Nursing*

BARROW, RICK, BSN, Murray State University, 1978  
*Adjunct Assistant Professor of Nursing*

BEARE, PATRICIA G., PhD, North Texas State University, 1978  
*Professor of Nursing*

BENNETT, MARSHA, DNS, LSU Health Sciences Center, 1997  
*Associate Professor of Nursing*

BONANNO, LAURA, MS, Xavier University of Louisiana, 1995  
*Clinical Instructor of Nursing*

BROUILLETTE, CHARLENE, MS, Xavier University of Louisiana, 1989  
*Instructor of Nursing*

BUCCOLA, NANCY, MSN, Duke University, 1977  
*Assistant Professor of Clinical Nursing*

BUSTAMANTE-FOREST, ROSA, MPH, Tulane University, 1980  
MN, LSU Medical Center, 1983  
*Assistant Professor of Clinical Nursing*

BYERLY, ANN H., MPH, Tulane University, 1983  
*Assistant Professor of Clinical Nursing*

COPELAND, DEBORAH, DNS, LSU Health Sciences Center, 1999  
*Assistant Professor of Nursing*

CARTER, CELESTINE, DNS, LSU Health Sciences Center, 2000  
*Assistant Professor of Nursing*

CLAYMEN, ANDREA, MN, Seton Hall University at South Orange, NJ, 1986  
*Clinical Assistant Professor of Nursing*

COUVILLON, JENNIFER, PhD, Duquesne University, 2003  
*Assistant Professor of Nursing*

DANNA, DENISE, DNS, LSU Health Sciences Center, 2005  
*Adjunct Instructor of Nursing*

DAVIS, LAUREN, MSN, University of Texas Health Science Center at San Antonio, 1984  
*Clinical Instructor of Nursing*

DOUGLAS, DIANNA, DNS, LSU Medical Center, 1993  
*Professor of Nursing*

FAVRET, JACQUELINE O., MPH, Tulane University, 1978  
*Assistant Professor of Clinical Nursing*

FERGUSON, LAURIE, MSN, University of Pennsylvania, 1984  
*Assistant Professor of Clinical Nursing*

FLOYD, LINDA, PhD, Louisiana State University, 1975  
*Clinical Assistant Professor of Nursing*

GANT, KAREN, MSN, Southern University at Baton Rouge, 1996  
*Instructor of Nursing*

GARBEE, DEBORAH D., MN, LSU Medical Center, 1998  
*Instructor of Nursing*

GEISZ-EVERSON, MARJORIE, MSNA, Xavier University of New Orleans, 1994  
*Instructor of Nursing*

GENTRY, JUDITH A., MSN, University of Alabama, 1984  
*Assistant Professor of Clinical Nursing*

GIARRATANO, GLORIA P., PhD, Georgia State University, 2000  
*Associate Professor of Nursing*

HALL, STANLEY, MD, Louisiana State Medical Center, 1978  
PhD, Louisiana State Medical Center, 1983  
*Assistant Professor of Clinical Nursing*

HASLAUER, MARIA, M.S.N., University of Texas at Austin, 1978  
*Clinical Assistant Professor of Nursing*

HUMPHREY, ELIZABETH A., EdD, University of Southern Mississippi, 1977  
*Professor of Nursing*

JEANFREAU, SCHARALDA – DNS, LSU Medical Center, 1995  
*Instructor of Nursing, 2005*

JEFFERSON, ANNOINETTE M., MSN, Loyola of New Orleans, 2003  
*Instructor of Nursing*

KAPPEL, SHARON, MN, LSU Medical Center, 1988  
*Instructor of Nursing*

KEARNEY, BARBARA Y., MEd, Loyola University (Louisiana), 1973, MS, University of Southern Mississippi, 1978  
*Associate Professor of Nursing*

KELLAM, BARBARA, PhD, Medical College of Georgia, 2005  
*Instructor of Clinical Nursing*

KIMBALL, PATRICIA W., MN, LSU Medical Center, 1976  
*Assistant Professor of Nursing*

KIRKHART, KATHRYN A., PhD, Kent State University, 1982  
*Clinical Assistant Professor of Nursing*

KRAUS, MARJORIE B., MSN, Texas Women University, 1977  
*Assistant Professor of Clinical Nursing*

KUPER, BARBARA CARUSO, MN, LSU Medical Center, 1986  
*Assistant Professor of Clinical Nursing*

LANE, PATRICIA L., PhD, University of Texas at Austin, 1986  
*Professor of Nursing*

LANGER, CHRISTINE, MS, University of Utah, 1998  
*Instructor of Nursing*

LANGFORD, CYNTHIA, PhD, Peabody College, Vanderbilt University 1984  
*Associate Professor of Nursing*

LEE, OSCAR D., PhD, University of Southern Mississippi, 2005  
*Assistant Professor of Clinical Nursing*

LEGARDEUR, BARBARA, MPH, Tulane University, 1976  
*Clinical Assistant Professor of Nursing*

LOPEZ, KAY A., DSN, University of Alabama, Birmingham, 1995  
*Associate Professor of Nursing*

MACK, RUTH – MN, LSU Medical Center, 1984  
*Assistant Professor of Clinical Nursing*

MOISIEWICZ, KATHLEEN A., PhD, University of New Orleans, 2002  
*Assistant Professor of Clinical Nursing*

MORGAN, CONNIE, MS, University of Southern Mississippi, 1984  
*Assistant Professor of Clinical Nursing*

ORLANDO, SUSAN, MS, University of Colorado, 1978  
*Clinical Assistant Professor*

PIERCE, STEPHANIE, MN, LSU Health Sciences Center, 1999  
*Instructor of Nursing*

POLLOCK, CHRISTINE A., PhD, University of New Orleans, 1992  
*Professor of Clinical Nursing*

PORCHE, DEMETRIUS, DNS, LSU Medical Center, 1995  
*Professor of Nursing*

PORTER, NORMA, MN, LSU Medical Center, 1996  
*Clinical Instructor in Nursing*

RHOADS, JACQUELINE, PhD, University of Texas at Austin, 1984  
*Professor of Nursing*

RICE, KAREN, MSN, University of South Alabama, 1991  
*Instructor of Clinical nursing*

RICK, SUSAN S., DNS, LSU Health Sciences Center, 1999  
*Associate Professor of Nursing*

RUEL, SALLY, MN, University of Phoenix, 2003  
*Instructor of Nursing*

SAVAGE, JANE, PhD, University of New Orleans, 2004  
*Assistant Professor of Clinical Nursing*

SCHALLER, JERILYN, MN, LSU Medical Center, 1985  
*Assistant Professor of Clinical Nursing*

SCHWARTZ, HANNAH, MN, LSU Medical Center, 1984  
*Clinical Instructor of Nursing*

SILADY, KAREN, MN, LSU Medical Center, 1995  
*Assistant Professor of Clinical Nursing*

SPIVEY, ELIZABETH, MN, University of Mississippi, 1977  
*Assistant Professor of Nursing*

STERLING, YVONNE M., DNSc, Catholic University of America, 1985  
*Professor of Nursing*

STEWART, MELISSA, MSN, LSU Health Sciences Center, 2002  
*Instructor of Clinical Nursing*

ST. GERMAIN, DEBORAH, MN, LSU Medical Center, 1990  
*Assistant Professor of Clinical Nursing*

SUMNER, JANE F, PhD, University of New Orleans, 2002  
*Associate Professor of Nursing*

TARCZA, LAURA, MSN, Texas Woman's University, 1986  
*Assistant Professor of Clinical Nursing*

TENNYSON, MARGARET G., DSN, University of Alabama at Birmingham, 1991  
*Professor of Nursing*

TERRY-DAVIS, DENEEN, MN, University of Phoenix, 2001  
*Clinical Instructor*

TOMLINSON, DONNA, BSN, University of Southwestern, Louisiana, 1978, MN, LSUHSC, May 2004  
*Instructor of Nursing*

TORTORICH, SUSAN C., MS, University of Boston College, 1990  
*Clinical Instructor of Nursing*

TROY, ANNE, MN, LSU Medical Center, 1993  
*Assistant Professor of Clinical Nursing*

VAUGHN, VALECIA, MSN, University of South Alabama, 1996  
*Instructor of Nursing*

WAGUESPACK, FRANCES, MSN, University of Phoenix, 2003  
*Clinical Instructor of Nursing*

WAGUESPACK, SANDRA, MSN, University of Southern Mississippi, 1988  
*Instructor of Nursing*

WHITE-WILLIAMS, ANGELIQUE, DNS, LSU Health Sciences Center, 2005  
*Instructor of Nursing*

WREN, KATHLEEN, PhD, University of Nebraska, 1998  
*Associate Professor of Nursing*

WREN, TIMOTHY, DNP, University of Tennessee Health Sciences Center, 2005  
*Assistant Professor of Clinical Nursing*

## RECAPITULATION OF FACULTY

PROFESSOR: Beare; Douglas; Humphrey; Lane; Pollock; Porche; Rhoads; Sterling; Tennyson

ASSOCIATE PROFESSOR: Bennett; Giarrantano; Kearney; Langford; Lopez; Rick; Sumner

ASSISTANT PROFESSOR: Adelsberg; Barrow; Buccola; Bustamante-Forest; Byerly; Carter; Clayman; Couvillon; Favret; Floyd; Gentry; Hall; Haslauer; Kimball; Kirkhart; Kraus; Kuper; Legardeur; Moisiejewicz; Morgan; Savage; Schaller; Spivey; St. Germain; Tarcza; ; Troy; Wren; Wren; Brouillette; Davis; Gant; Garbee; Geisz-Everson; Jeanfreau; Jefferson; Kappel; Mack; Langer; Pierce; Ruel; Schwartz; Silady; Terry-Davis; Tomlinson; Tortorich; Vaughn; Waguespack; White-Williams;



LSU Health Sciences Center in New Orleans School of Public Health

# 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

Professor, School of Medicine Department of Pathology

Address: LSU Health Sciences Center in New Orleans  
School of Public Health  
c/o UNO Advanced Technology Center  
2021 Lakeshore Dr. Ste 210, New Orleans, LA 70122

Telephone Number: (504) 218-2320

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## Administration

ELIZABETH T.H. FONTHAM, MPH, DrPH  
*Dean*

STEPHANIE TORTU, PhD  
*Associate Dean, Academic Affairs*

VIVIEN W. CHEN, MPH, PhD  
*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*

ELLIOTT C. ROBERTS, SR. MBA/HA  
*Acting Academic Program Director  
Health Policy and Systems Management*

SARAH MOODY-THOMAS, PhD  
*Academic Program Director  
Community and Behavioral Health Sciences*

ALICE LeBLANC, MPH  
*Director of Admissions and Student Affairs*

## Administrative Council

ELIZABETH T.H. FONTHAM, DrPH  
*Ex officio, Dean*

STEPHANIE TORTU, PhD  
*Ex officio, Associate Dean of Academic Affairs*

ARIANE BEDIMO-RUNG, 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 DIAZ, MD, MHA, DrPH., MPH&TM,  
*Ex officio, Academic Program Director  
Environmental & Occupational Health Sciences*

VIVIEN W. CHEN, PhD  
*Ex officio, Academic Program Director, Epidemiology*

ELLIOTT C. ROBERTS, SR., MBA/HA  
*Ex officio, Acting Academic Program Director  
Health Policy & Systems Management*

CHARLES BROWN, MD, *Elected, Senior Faculty*

DONNA WILLIAMS, MS, MPH, *Elected, Junior Faculty*

ALICE LeBLANC, MPH, *Ex officio, Director of Admissions  
& Student Affairs\**

H. BETTY GONZALES, MBA, *Ex officio, Business Manager\**

LEE HARTLEY, *Ex officio, Business Manager\**

\*Non Voting

## HISTORY

Public Health at LSU Health Sciences Center has had a long and distinguished history in tropical medicine and other fields of study in the School of Medicine dating back to 1941. Its programs were incorporated in the Department of Pathology in the 1980's. It was reactivated as a free standing Department in 1992. Since then it grew in size and importance through its three-part mission of education, research and service.

In 1995, the Department launched its first programmatic initiative in proposing the MPH program, which was subsequently approved by the Board of Regents. Enrollment was limited to students pursuing other graduate programs in the Medical, Dental, Allied Health, Nursing and Graduate schools of LSUHSC. The program was offered through the graduate school at LSU Health Sciences Center and was administered by the Department of Public Health in the School of Medicine. It was accredited by the Council for Education in Public Health in the spring of 2003.

In 2003, the Department was reorganized as a School of Public Health. The School offers MPH degrees with concentrations in Behavioral & Community Health Sciences, Biostatistics, Environmental/Occupational Health Sciences, Epidemiology, and Health Policy & Systems Management.

In May 2003, the Council on Education for Public Health (CEPH) conferred program accreditation on the Master of Public Health (MPH) Program at LSU Health Sciences Center in New Orleans through June 2007. Upon establishment of three doctoral degree programs, the school will seek CEPH accreditation as a School of Public Health.

## MISSION

The Mission of the LSUHSC School of Public Health is to improve the health and well-being of the people of Louisiana through education, research and community involvement; to prepare health professionals to advance overall health status while diminishing health disparities among underserved and rural populations; and to pursue research and service activities committed to advancing the human condition throughout the global community.

## CALENDAR 2006 – 2007

### August 2006

|           |    |                                                                                                      |
|-----------|----|------------------------------------------------------------------------------------------------------|
| Monday    | 14 | Fall Student Orientation                                                                             |
| Tuesday   | 15 | Official Fall Registration                                                                           |
| Thursday  | 17 | Fall Classes Begin                                                                                   |
| Wednesday | 30 | Last Day to Drop Courses without "W" on transcript. "I" grades from Summer Semester Converted to "F" |

### September 2006

|        |    |                   |
|--------|----|-------------------|
| Monday | 04 | Labor Day Holiday |
|--------|----|-------------------|

### November 2006

|           |    |                                                    |
|-----------|----|----------------------------------------------------|
| Tuesday   | 02 | Supplemental Financial Aid Deadline for Spring '07 |
| Friday    | 10 | Last Date to Withdraw from Courses with a "W"      |
| Wednesday | 15 | Pre-Registration for Spring Semester               |
| Wednesday | 22 | Withdrawal from courses with Grade of "F"          |
| Thursday  | 23 | Thanksgiving Holiday                               |
| Friday    | 24 |                                                    |

### December 2006

|          |    |                                                                  |
|----------|----|------------------------------------------------------------------|
| Friday   | 08 | Last Day of Semester<br>All Grades Due in the Registrar's Office |
| Saturday | 09 | Student Break for Holidays                                       |

### January 2007

|           |    |                                  |
|-----------|----|----------------------------------|
| Tuesday   | 09 | Last Day for Spring Registration |
| Wednesday | 10 | Spring Semester Begins           |
| Monday    | 15 | Martin Luther King Holiday       |
| Wednesday | 10 | Spring Semester Begins           |

### February 2007

|         |    |            |
|---------|----|------------|
| Tuesday | 20 | Mardi Gras |
|---------|----|------------|

### March 2007

|           |    |                                                         |
|-----------|----|---------------------------------------------------------|
| Wednesday | 15 | Priority Deadline for Financial Aid Filing for Fall '07 |
| Wednesday | 28 | Pre-Registration for Summer Semester                    |

### April 2007

|        |    |                                               |
|--------|----|-----------------------------------------------|
| Friday | 06 | Easter Holiday                                |
| Friday | 13 | Last Date to withdraw from Courses with a "W" |
| Friday | 27 | Withdrawal form Courses with a grade of "F"   |

### May 2007

|                    |    |                                                                  |
|--------------------|----|------------------------------------------------------------------|
| Friday             | 11 | Last Day of Semester<br>All Grades are Due in Registrar's Office |
| Saturday           | 19 | Commencement                                                     |
| Monday to Thursday | 14 | Registration for the Summer Semester                             |
|                    | -  |                                                                  |
|                    | 22 |                                                                  |
| Wednesday          | 23 | Summer Semester Begins                                           |
| Monday             | 28 | Memorial Day Holiday                                             |

### June 2007

|           |    |                                                                                                        |
|-----------|----|--------------------------------------------------------------------------------------------------------|
| Wednesday | 06 | Last Day to Drop Courses Without a "W" on Transcript. "I" grades from Spring Semester Converted to "F" |
|-----------|----|--------------------------------------------------------------------------------------------------------|

### July 2007

|           |    |                                             |
|-----------|----|---------------------------------------------|
| Wednesday | 04 | Independence Holiday                        |
| Thursday  | 05 | Last Day to Withdraw from a Course with "W" |
| Friday    | 06 | Withdrawal from Courses with F              |

### August 2007

|        |    |                      |
|--------|----|----------------------|
| Friday | 10 | Summer Semester Ends |
|--------|----|----------------------|

## 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). When appropriate, the Medical College Admissions Test (MCAT-23 minimum score) or Dental Admissions Test (DAT – 15 minimum score) may be substituted
4. Satisfactory standing at the most recent educational institution attended.

In addition, all foreign students must present a minimum score of 585 on the paper-based or 215 on the computer-based Test of English as a Foreign Language (TOEFL). Official GRE and TOEFL reports from the Educational Testing Service are required along with World Education Services (WES) evaluation report. The WES converts educational credentials from any country in the world into their U.S. equivalents. It describes each certificate, diploma or degree that you have 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 concentration programs. Note that specific programs may establish requirements *more rigid* than the minimum standards of the School of Public Health.

### TYPES OF ADMISSION

A student meeting all requirements is normally granted unconditional admission to a specific academic program within the School of Public Health.

Applicants, who fail to meet all qualifications or admissions requirements, may be admitted as non-degree seeking students and may reapply for full admission on the merits of their individual cases at a future date.

Applicants who appear to be admissible but who are unable, for good reason, to supply the required credentials (e.g., Official GRE report) prior to the stated deadline may request provisional admission. In such cases, complete credentials must be received no later than sixty days after the first day of classes.

## APPLICATIONS PROCEDURES

### Checklist of Application Materials

- Application Form
- Application Fee
- **Official Report** of Standardized Test Scores (*GRE, MCAT or DAT*)
- Transcripts from All Colleges and Universities Previously Attended
- **Original** Goal Statement or Statement of Purpose
- Resume or CV
- Recommendation Forms (*2 required; letters optional*)

In addition to the Checklist Materials, International Applicants must include official reports from the World Education Services (WES) and Test of English as a Foreign Language (TOEFL). The TOEFL scores use the 6385 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) of 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.lsuhscc.edu>. They are required to complete the application form and specify which MPH concentration 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.

The School of Public Health requires official reports of Graduate Record Exam (GRE) scores from the Educational Testing Service. The codes are 6385 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. The statement should be brief – not more than one page – but written in an applicant's own words. 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 two 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 two forms are required.

Send each of the items above to

LSUHSC SPH Office of Admissions  
2021 Lakeshore Drive, Ste 210  
New Orleans, LA 70122

After submitting your application, check with the Office of Admissions and Student Affairs (504/218-2330) to track whether all materials have been received. Please do not assume that letters of recommendation or transcripts have arrived.

**Applications for fall admission must be complete by the end of the previous May.**

## Deposits

A fee of \$30 must be submitted for each graduate program for which you have applied. For example, if you apply to two concentrations, 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 Calendar of this section. Late registration is permitted only under unusual circumstances and a late fee will be required.

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 Associate Dean for Academic Affairs

## Health Requirements

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 Student Affairs upon acceptance into a degree program.

## 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 of the Dean.

## 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

### TECHNICAL STANDARDS

#### Physical Standards

Students must be physically able to

- Move about, with or without aids, for practice experiences
- Effectively operate a computer.

#### Professional Standards

Students must be able to

- Demonstrate respect for people of all ethnic backgrounds, religions, ages, and/or sexual orientations
- Acknowledge and use constructive criticism
- Deal responsibly and civilly with conflict

### ACADEMIC STANDARDS

To receive a graduate degree a student must have at least a B average on all work taken as a graduate student. Credits received in thesis or dissertation research are not used in computing the grade point average. Students in serious scholastic difficulties may be dropped from the rolls at the end of any semester if the Academic Program and the Associate Dean for Academic Affairs feel that the student is not qualified to continue.

#### 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.



## ATTENDANCE

Regular attendance is expected in all courses, and in most courses, attendance is part of the criteria for student evaluation. If a student is unable to attend a class, it is the responsibility of that student to contact the course director to explain the reason for the absence.

## 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.

No regular letter grades will be given for research courses, but they will be allowed for special topics or methods courses. Methods courses given for letter grades must be approved in advance by the Curriculum Committee and by the Associate Dean for Academic Affairs. For certain courses, "Satisfactory" will be indicated by "S" and "Unsatisfactory" by "U."

## Evaluation of Performance

Criteria for academic performance evaluation are described at length in the School of Public Health Student Handbook, available at <http://publichealth.lsuohsc.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" grade is given only upon approval by the instructor. If an excuse is not received, the faculty is to consider that the incomplete work is of failing quality and an F grade is to be given. It is the responsibility of the student to initiate the seek approval from the instructor. A grade of "I" will be converted to 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 which defines dates upon which they may withdraw from courses.

## Grading Appeals

If a student receives a grade which he or she feels is unwarranted, the student may appeal this grade in the following manner.

1. The student may meet with the course director and discuss the basis for appealing 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 10 working days of its issuance. This written appeal is sent to the course and program directors.

3. Within five working days, the course and academic program directors must examine the appeal, discuss it with the student and respond with a written decision regarding the appeal.
4. If dissatisfied with these results, the student must submit a final formal written appeal of the grade to the Dean within five working days of the course and academic program director's decision. The document must include the basis for appealing the grade.
5. The Dean 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 from which the contested grade originated. The committee will be charged with the task of advising the Dean in writing within five working days whether:
  - a. The grading procedure was essentially the same as that used for all students in the course, or
  - b. If sufficient evidence is found to refer the case back to the academic program for the purpose of reassessing the student's competence.
6. The Dean will review the findings of the committee and either accept the original grade or refer the case back to the academic program for reassessment. The Dean's decision represents the final step of due process in the School of Public Health.

## DRESS AND PROFESSIONAL APPEARANCE

Good hygiene and grooming are expected of all students as is appropriate for future professionals in the field of public health.

## STUDENT CONDUCT

As stated in the Technical Standards, all School of Public Health students are expected to conduct themselves in a professional and courteous manner. This includes, but is not limited to

- Representing oneself and one's actions accurately
- Exercising confidentiality that is appropriate to learning and work contexts
- Demonstrating professional behavior and discretion that is appropriate to learning and work contexts
- Demonstrating ongoing commitment to excellence

Egregiously inappropriate conduct, including but not limited to plagiarism, cheating, or physically aggressive or abusive behavior in the school, subjects a student to disciplinary action. This may include dismissal.

1. Accusations of such misconduct must be made in writing to the head of the program or academic unit in which the student is enrolled. The student will be asked to meet with the program or academic unit head to discuss the accusations.
2. The program or academic unit head will share information from this meeting with the Associate Dean for Academic Affairs who will then consult independently with all parties involved in the accusation.
3. The Administrative Council will be convened to review the accusation and student's response regarding the alleged

offense, including personal statements by all parties involved, and will make a recommendation to the Dean.

4. A student may appeal the Dean's decision by filing a written petition to the Vice-Chancellor for Academic Affairs.

## 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.

### 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 and program director. The employee must deliver the letter to the Director of Admissions 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

Students will receive forms in their registration packet asking if they plan to graduate that semester. If the student is graduating in that semester, the form must be submitted to the Student Affairs Office. Registration and diploma/thesis binding fees must be paid at that time. Approximately 1 month prior to Commencement, a reminder of requirements for graduation will be sent to all candidates. Note: Dissertations and Theses are always due one month prior to Commencement. Approximately two weeks prior to Commencement, Instructions for Commencement are sent to all candidates.

### Time Limit for Earning Degrees

The School of Public Health requires that all graduate degree programs be completed within seven years. 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.

## THE MASTER OF PUBLIC HEALTH (MPH) DEGREE PROGRAM

The mission of the LSUHSC MPH Program is to prepare health professionals to improve the health of the population. The program's course work, practice experience and capstone will provide all 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. The program will enable students to develop the intellectual and analytical skills to define, evaluate and solve complex problems encountered in public health and health care systems.

### Core Courses for All MPH Concentrations

|                                                               | Credits |
|---------------------------------------------------------------|---------|
| BIOS 6221 Biostatistics I* .....                              | 3       |
| EPID 6210 Principles of Epidemiology* .....                   | 3       |
| ENHS 6238 Environmental Health .....                          | 3       |
| BCHS 6212 or HPSM 6248 Behavioral Science Course .....        | 3       |
| HPSM 6268 Health Services Administration and Management ..... | 3       |
| INTR 260 Research Ethics .....                                | 1       |
| PUBH 6600 Capstone or Program Capstone.....                   | 3-4     |
| and/or                                                        |         |
| PUBH 6900 Thesis/Capstone .....                               | 3-6     |
| PUBH 6800 Practice Experience .....                           | 1-5     |
| EPID 6216 Biologic Basis of Health** .....                    | 3       |

*\*Please note that BIOS 6221 and EPID 6210 must be taken prior to or concurrently with other School of Public Health courses.*

*\*\*Required for non-health professional students*

**BEHAVIORAL & COMMUNITY HEALTH SCIENCES PROGRAM**

**Sarah Moody Thomas, PhD**  
**Academic Program Director**

The Master of Public Health (MPH) program in Behavioral/Community Health Science (BCHS) is a 45 credit degree which prepares students for professional careers in which they will develop and deliver programs to improve and maintain health in our communities. Interventions to improve healthcare access and early detection of disease, to reduce or eliminate exposure to factors that increase risk of disease, and to educate the public and healthcare professionals are lead by behavioral scientists. Behavioral/community health programs are an integral component of most major public health programs.

**Concentration Capstone**

The capstone for the MPH in BCHS is an experience that focuses on the analysis of or intervention for a behavioral, psychosocial, or socioeconomic issue. This can include planning, implementing or evaluating a specific intervention. The issue must contribute to the body of knowledge on reducing health disparities or improving the health status of communities or populations. Options include the following.

1. A written thesis applying theories and principles of behavioral and community health sciences in conjunction with other applicable public health disciplines
2. A major paper based on an approved field experience
3. Completion of the capstone seminar
4. A special project involving research, data collection, assessment, or intervention, e.g. writing a full grant proposal

**Required Courses**

|                                                       | Credits |
|-------------------------------------------------------|---------|
| BCHS 6213 Community Analysis and Ecology .....        | 3       |
| BCHS 6214 Health Communication .....                  | 3       |
| BCHS 6215 Monitoring and Evaluation.....              | 3       |
| BCHS 6216 Health Program Development & Planning ..... | 3       |
| HPSM 6248 Organizational Behavior.....                | 3       |

**Elective Courses**

|                                                                | Credits |
|----------------------------------------------------------------|---------|
| BCHS 6217 Community-Based Participatory Programming.....       | 3       |
| BCHS 6218 Principles of Rural Health .....                     | 3       |
| BCHS 6219 Behavioral Theory Application.....                   | 3       |
| BCHS 6220 Issues in Maternal & Child Health.....               | 3       |
| BCHS 6221 Survey Design.....                                   | 3       |
| BCHS 6222 Chronic Diseases Prevention and Management .....     | 3       |
| BCHS 6223 Public Health Implications of an Aging Society ..... | 3       |
| BCHS 6224 Health Related Physical Activity .....               | 3       |
| BCHS 6225 Infectious Disease: A Public Health Response .....   | 3       |
| EPID 6221 Qualitative and Quantitative Research Methods .....  | 3       |

*Other School of Public Health electives as approved by advisor*

**BIOSTATISTICS PROGRAM**

**Donald E. Mercante, PhD**  
**Academic Program Director**

The MPH degree program with a concentration in biostatistics is a 45 credit degree that includes core courses in epidemiology, health services administration, environmental health, and behavioral sciences, as well as introductory and advanced courses in biostatistical methods. Coursework in biostatistical methods includes categorical data analysis, survival analysis, multivariate statistics, and the design and analysis of clinical trials.

**Statistical Consulting Experience**

Students in the MPH in Biostatistics program are required to complete two courses 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.

**Mentored Research**

Students in the MPH in Biostatistics program are required to complete a Masters thesis, which may be based on a clinical research problem that the student worked on as part of their previous courses in statistical consulting.

**Research Seminars**

National leaders in the field of statistics are brought to LSU Health Sciences Center to lecture and conduct workshops on leading-edge techniques in research design and analysis. Graduate students in the MPH in Biostatistics are required to attend each colloquium and complete assignments based on the material presented.

**Concentration Capstone**

A thesis is the required capstone for the Biostatistics Concentration.

**Facilities**

The Louisiana State University Libraries, which includes the John P. Isché Library at the L.S.U. Health Sciences Center in New Orleans, has holdings of almost 3 million volumes, including over 500 listings in biometry, biostatistics, and related areas. MPH-biostatistics students have access to computer workstations loaded with state-of-the-art statistics software.

**Admission Prerequisites**

- Differential and integral calculus
- 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 1st year in the program. The equivalent courses at the University of New Orleans (UNO) are MATH 2111, 2112, 2511. Students with limited or no computer background might consider CSCI 1060 at UNO.

**Required Courses**

|                                                                        | Credits |
|------------------------------------------------------------------------|---------|
| BIOS 6222 Biostatistics II .....                                       | 3       |
| BIOS 6226 Survival Analysis .....                                      | 3       |
| BIOS 6244 Analysis of Categorical<br>Data in the Health Sciences ..... | 3       |
| BIOS 6250 Multivariate Methods .....                                   | 3       |
| BIOS 6264 Clinical Trials and Sequential Methods .....                 | 3       |
| BIOS 6296 Statistical Consulting in the<br>Health Sciences .....       | 3       |
| BIOS 6298 Seminar in Biostatistics .....                               | 1       |
| BIOS 6500 Special Topics in Biostatistics .....                        | 1-3     |
| BIOS 6900 Thesis Research (Capstone) .....                             | 3-6     |
| <i>School of Public Health electives as approved by advisor</i>        |         |

**ENVIRONMENTAL & OCCUPATIONAL HEALTH SCIENCES PROGRAM**  
**James H. Diaz, MD, MHA, DrPH, MPH&TM**  
**Academic Program Director**

The MPH program in Environmental/Occupational Health Sciences (ENHS) is a 45 credit degree designed to provide graduates interested in careers in risk assessment, regulatory toxicology, occupational safety and health, or industrial hygiene with a solid academic background to assist them in preparing for their appropriate certification examinations in industrial hygiene and safety after meeting the practice and experiential requirements as determined by the professional certifying boards. Physicians who complete the MPH in ENHS will meet the requirements for ABMS board eligibility and for formal board certification by the American Board of Preventive Medicine (ABPM) in the following medical specialty fields.

1. General Preventive Medicine and Public Health
2. Occupational and Environmental Medicine
3. Aerospace Medicine
4. Diving and Undersea Medicine
5. Medical Toxicology

**Choice of Focus**

After completing the School of Public Health requirements and the ENHS concentration core, students may select elective courses in ENHS that focus on the environmental health sciences, on the occupational health sciences, on disaster management or on a combination of these three foci.

**Capstone**

The formal capstone class will be offered in the spring of each year beginning in January. It will feature guest lectures from professors in the core disciplines for brief reviews of their core disciplines in public health and will require students to prepare and present analytical reports focused on environmental and/or occupational health sciences.

Students must demonstrate the ability to implement all of the core disciplines, including a statistical and epidemiological analysis of primary or secondary data, and descriptive analyses of financial, regulatory-legal and ethical of considerations. Successful completion of the capstone course (3 credit hours) will be required of all students. Individual capstone presenters will have an option to submit a more formalized, master's thesis document to the course directors for an additional 3 credit hours (capstone/thesis = 6 credit hours).

**Required Courses**

|                                                                     | Credits |
|---------------------------------------------------------------------|---------|
| ENHS 6239 Occupational Health & Medicine .....                      | 3       |
| ENHS 6241 Medical Toxicology .....                                  | 3       |
| ENHS 6243 Air Quality, Air Pollution &<br>Dispersion Modeling.....  | 3       |
| ENHS 6245 Health Risk Assessment &<br>Management Communication..... | 3       |
| ENHS 6246 Water Quality Management .....                            | 3       |
| ENHS 6600 Capstone Course.....                                      | 3       |

**Elective Courses**

**Recommended for Environmental Health Focus**

|                                                                       | Credits |
|-----------------------------------------------------------------------|---------|
| ENHS 6240 Traveler's Health & Tropical Medicine .....                 | 3       |
| ENHS 6247 Prevention & Management of<br>Food-Borne Diseases .....     | 3       |
| ENHS 6248 Medical Entomology .....                                    | 3       |
| ENHS 6250 Emergency Response to Disasters &<br>Terrorism .....        | 3       |
| EPID 6218 Spatial Analysis .....                                      | 3       |
| EPID 6220 Molecular Epidemiology .....                                | 3       |
| EPID 6243 Air Quality, Air Pollution, and<br>Dispersion Modeling..... | 3       |

*Other School of Public Health electives as approved by advisor*

**Elective Courses**

**Recommended for Occupational Health Focus**

|                                                                   | Credits |
|-------------------------------------------------------------------|---------|
| ENHS 6220 Clinical Preventive Medicine.....                       | 3       |
| ENHS 6240 Traveler's Health & Tropical Medicine .....             | 3       |
| ENHS 6242 Analytical & Forensic Toxicology .....                  | 3       |
| ENHS 6247 Prevention and Management of<br>Foodborne Diseases..... | 3       |
| ENHS 6249 Environmental and Occupational<br>Lung Diseases.....    | 3       |
| ENHS 6250 Emergency Response to Disasters and<br>Terrorism .....  | 3       |
| ENHS 6251 Radiological Health & Radiation Safety.....             | 3       |
| ENHS 6252 Industrial Hygiene and<br>Environmental Safety .....    | 3       |
| EPID 6218 Spatial Analysis .....                                  | 3       |
| EPID 6220 Molecular Epidemiology .....                            | 3       |

*Other School of Public Health electives as approved by advisor*

**Elective Courses**

**Recommended for Disaster Management Focus**

|                                                                   | Credits |
|-------------------------------------------------------------------|---------|
| ENHS 6220 Clinical Preventive Medicine.....                       | 3       |
| ENHS 6240 Traveler's Health & Tropical Medicine .....             | 3       |
| ENHS 6242 Analytical & Forensic Toxicology .....                  | 3       |
| ENHS 6247 Prevention and Management of<br>Foodborne Diseases..... | 3       |
| ENHS 6249 Environmental and Occupational<br>Lung Diseases.....    | 3       |
| ENHS 6250 Emergency Response to Disasters and<br>Terrorism .....  | 3       |
| ENHS 6251 Radiological Health & Radiation Safety.....             | 3       |
| ENHS 6252 Industrial Hygiene and<br>Environmental Safety .....    | 3       |
| EPID 6218 Spatial Analysis .....                                  | 3       |
| EPID 6220 Molecular Epidemiology .....                            | 3       |

*Other School of Public Health electives as approved by advisor*

**EPIDEMIOLGY PROGRAM**

**Vivien W. Chen, PhD**

**Academic Program Director**

The mission of the Epidemiology Program at LSUHSC School of Public Health is to contribute to a reduction in adverse health outcomes and health disparities in human populations through research, education, and service. A particular emphasis is placed on the population of Louisiana, consistent with the mission of the School and Health Science Center.

The MPH program in epidemiology is a 45 credit, 2-year curriculum designed to prepare students for a diverse set of skills essential to the practice of epidemiology. Pre-professionals are prepared for a career in public health through the study and application of epidemiological principles and practices.

Training in the Epidemiology Program includes fieldwork, problem-based learning, team approaches as well as classroom instruction. Students will be trained to generate and interpret epidemiological data and to apply findings in the context of the body of knowledge in order to improve health and decrease health disparities.

**Required Courses**

|                                                         | Credits |
|---------------------------------------------------------|---------|
| EPID 6211 Intermediate Epidemiology.....                | 3       |
| EPID 6212 Introduction to Statistical Packages.....     | 2       |
| EPID 6213 Epidemiology Seminar .....                    | 1       |
| EPID 6217 Database Management .....                     | 2       |
| EPID 6600 Field Epidemiology* .....                     | 4       |
| BIOS 6222 Biostatistics II .....                        | 3       |
| One of Epidemiology content courses (see below).....    | 2-3     |
| One of Epidemiology methodology courses (see below) ... | 3       |

\*Serves as capstone for Epidemiology students

**Recommended Electives**

|                                                 | Credits |
|-------------------------------------------------|---------|
| EPID 6214 Infectious Disease Epidemiology ..... | 2       |
| EPID 6220 Molecular Epidemiology .....          | 3       |
| EPID 6222 Cancer Epidemiology .....             | 2       |
| EPID 6223 Chronic Disease Epidemiology .....    | 2       |
| EPID 6224 Emergent Epidemiology .....           | 2       |

**Methodology Courses**

|                                                                |   |
|----------------------------------------------------------------|---|
| EPID 6215 Monitoring and Evaluation.....                       | 3 |
| EPID 6218 Spatial Analysis .....                               | 3 |
| EPID 6219 Nutritional Epidemiology .....                       | 3 |
| EPID 6221 Qualitative & Quantitative<br>Research Methods ..... | 3 |

*Other School of Public Health electives as approved by advisor*

**HEALTH POLICY AND SYSTEMS  
MANAGEMENT PROGRAM**

**Elliott C. Roberts, Sr., MBA/HA**

**Acting Academic Program Director**

The MPH program in Health Systems Management (HSM) is a 45 credit degree designed to prepare students for leadership roles in healthcare 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.

All students are required to take foundation courses in epidemiology, biostatistics, environmental health sciences, behavioral health sciences, health system management and ethics. Required and elective advanced HSM courses, fieldwork and a capstone complete the curriculum.

Students will be involved in multiple projects, which will provide experience in improving processes in existing healthcare organizations. Graduates will be capable of leading improvement at all levels of the healthcare system.

**Career Opportunities**

Medical science is rapidly developing, yet there are large gaps between current knowledge and the use of that knowledge. It is widely acknowledged that major improvements are needed in the quality and cost effectiveness of the care that is provided. Healthcare systems throughout the country are actively seeking individuals prepared to make these improvements. Many are creating positions to lead general improvement efforts, including Chief Quality Officers and Patient Safety Officers. More significantly, quality and cost effectiveness is becoming 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.

A strong background in quality and cost effectiveness is a competitive advantage for a range of positions in these organizations from support staff to top executives.  
<http://medinfo-telemmed.lsuhsoc.edu>

**Required Courses**

|                                                                                       | Credits |
|---------------------------------------------------------------------------------------|---------|
| HPSM 6248 Organizational Behavior.....                                                | 3       |
| HPSM 6269 Healthcare Economics and Economic<br>Evaluation of Healthcare Services..... | 3       |
| HPSM 6270 Financial Management and Accounting in<br>Healthcare.....                   | 3       |
| HPSM 6275 Human Resources Management.....                                             | 2       |

**Healthcare Quality Focus Courses**

|                                                    | Credits |
|----------------------------------------------------|---------|
| HPSM 6271 Introduction to Healthcare Quality ..... | 3       |
| HPSM 6272 Methods in Healthcare Quality .....      | 3       |
| HPSM 6273 Information Systems in Healthcare .....  | 3       |

**Healthcare Policy Focus Courses**

|                                                                    | Credits |
|--------------------------------------------------------------------|---------|
| HPSM 6288 Health Care Policy.....                                  | 3       |
| HPSM 6289 The Role of Government in<br>Health and Healthcare ..... | 3       |
| HPSM 6291 Public Health Law, Ethics and<br>Human Rights*.....      | 3       |

*\*Will fulfill ethics requirement as substitute for Responsible Conduct in Research*

**Health Systems Management Elective Courses**

|                                                                 | Credits |
|-----------------------------------------------------------------|---------|
| HPSM 6258 Healthcare Law and Ethics* .....                      | 3       |
| HPSM 6274 Marketing in Healthcare and in<br>Public Health ..... | 3       |
| HPSM 6276 Organizational Leadership.....                        | 2       |
| HPSM 6277 Health Advocacy and<br>Community-Based Activism ..... | 3       |

*\*Will fulfill ethics requirement as substitute for Responsible Conduct in Research*

*Other School of Public Health electives as approved by advisor*

## COURSE DESCRIPTIONS

### Behavior and Community Health Sciences

#### **BCHS 6212 Behavioral Science Theories in Public Health Practice**

[3 Credits] This course is designed to study health-related psychosocial behavioral theories relevant to public health practice. Frameworks of specific psychosocial behavioral determinants such as cognition, perception, lifestyle, and culture, which affect the public health delivery system, will be explored.

#### **BCHS 6213 Community Analysis and Ecology**

[3 Credits] The purpose of this course is to examine the interrelationships influencing the health of the community using an ecological framework. Theories and research related to community analysis relative to ecological frameworks will be examined. 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 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 introductory knowledge of behavioral theory to the application of these theories across professions, behaviors, settings and populations. This course presents an overview of theories/models of factors influencing behavior and examines how these are used to inform the design, implementation, and evaluation of interventions to effect health behavior change. Prerequisites: BCHS 6212.

#### **BCHS 6220 Issues in Maternal and Child 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, and children. 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 6221; EPID 6210, 6215.

#### **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.

### Biostatistics

#### **BIOS 6221 Introduction to Biostatistics**

[3 Credits] This course provides students with a general introduction to descriptive and inferential statistics, and the role biostatistics plays in the health sciences; and techniques and principles for summarizing data, estimation, hypothesis testing and decision-making.

#### **BIOS 6222 Biostatistics II**

[3 Credits] This course familiarizes the student with additional biostatistics techniques in health sciences. To train students in the appropriate analysis of some elementary ANOVA designs and of simple linear and multiple linear regression problems. Prerequisites: BIOS-6221.

#### **BIOS 6223 Introduction to Theory of Probability**

[3 Credits] This course provides the student the means to develop good understanding of the fundamentals of probability theory that are essential for understanding statistical methodology. Prerequisites: Mathematical maturity, undergraduate math courses including calculus, Calculus III included; linear algebra, matrix manipulations.

#### **BIOS 6224 Introduction to Statistical Inference**

[3 Credits] This course helps students develop good understanding of the fundamentals of the theory of the statistical methodology based on probability models. Prerequisites: BIOS6223, undergraduate math courses including calculus, calculus III, linear algebra, matrix manipulations.

### **BIOS 6226 Survival Analysis**

[3 Credits] 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 6222.

### **BIOS 6241 Sampling Methods in the Health Sciences**

[3 Credits] This course teaches 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.

### **BIOS 6244 Analysis of Categorical Data**

[3 Credits] The objective of this course is to train students to perform appropriate analyses of categorical data. Emphasis will be placed on methods and models most useful in health-related research, with particular attention given to the proper interpretation of output from statistical packages. Prerequisites: BIOS6223, undergraduate math courses including calculus, calculus III, linear algebra, matrix manipulations.

### **BIOS 6250 Multivariate Methods**

[3 Credits] This course trains students to perform appropriate analyses of multivariate data. Emphasis will be placed on methods and models most useful in health-related research, with particular attention given to the proper interpretation of output from statistical packages. Prerequisite: BIOS 6222.

### **BIOS 6264 Clinical Trials and Sequential Methods**

[3 Credits] This course provides a sound introduction into the concepts, design and analysis methods pertaining to clinical trials. Prerequisite: BIOS 6221.

### **BIOS 6296 Statistical Consulting in the Health Sciences**

[1-3 Credits] The purpose of this course is to introduce students to statistical consulting in the health sciences arena by providing both didactic instruction and practical consulting experience. Prerequisite: BIOS 6222.

### **BIOS 6298 Seminar in Biostatistics**

[3 Credits] This course provides students with exposure to leading-edge research in statistics and bioinformatics. To provide students with the opportunity to participate in informal discussions of problems or issues encountered in statistical consulting or methodological research projects.

### **BIOS 6500 Special Topics in Biostatistics**

[1-4 Credits] This course is designed, depending upon the student's interest and staff availability, to cover advanced topics such as stochastic processes, time series analysis, analysis of survival distributions, experimental design, multivariate analysis, etc. The hours and credits will be arranged depending on the particular topic.

### **BIOS 6900 Thesis Research**

[3-6 Credits] Registration for thesis research is by permission of the School. The amount of credit must be stated at the 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 for the MPH Concentration Track in General Preventive Medicine and Public Health, 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 for the MPH Concentration Track in General Preventive Medicine and Public Health.

### **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, (2) to link foreign travel and tropical and other environmental exposures with the pathophysiologic development of travel and environmentally related illnesses, and (3) to serve as an elective course within the MPH concentration in General Preventive Medicine and Public Health. 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 applications 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 will consider the practical skills needed to assess human health concerns regarding environmental exposures and to explain actual or potential human health risks and their management to the general public.

**ENHS 6246 Water Quality**

[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, (3) to serve as a required core course for the ENHS MPH concentration in Environmental Health, and (4) 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 6250 Emergency Response to Disasters and Terrorism**

[3 Credits] The purpose of this course is to provide public health students with an overview and awareness of potential threats facing our homeland and to familiarize students with the protocols for response for Public Health employees and for the local, state, and federal agencies associated with response and recovery. Emergency response is multi-faceted and this course will include observation as well as practical experiences in the field.

**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 Plant 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 6600 Capstone in Environmental Health**

[3 Credits] The purpose of the ENHS Capstone Course is (1) to review the basic principles of the core disciplines of public health and (2) to demonstrate the application of these disciplines in the assessment, evaluation, measurement, and management of environmental and occupational health issues impacting populations and quality of life.

**Epidemiology**

**EPID 6210 Principles of Epidemiology**

[3 Credits, Fall] 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. Prerequisite: None.

**EPID 6211 Intermediate Epidemiology**

[3 Credits, Spring] 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 6221 and Pre- or Co-requisite: BIOS 6222 or equivalent.

**EPID 6212 Introduction to Statistical Packages**

[2 Credits, Fall] Designed to familiarize students with the use of statistical software, this course teaches students to use SPSS and SAS for data management, data manipulation, data analysis and graphical techniques. Pre- or Co-requisite: BIOS 6221.

**EPID 6213 Epidemiology Seminar**

[1 Credit, Spring] This seminar series provides exposure to current research and special topics of interest in epidemiology. Prerequisite: EPID 6210.

**EPID 6214 Infectious Disease Epidemiology**

[2 Credits, Fall] The goal of this course is to provide a basic knowledge of infectious disease epidemiology and prevention strategies to public health practitioners. Prerequisite: EPID 6210.

**EPID 6215 Monitoring and Evaluation**

[3 Credits, Spring] 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.

**EPID 6216 Biological Basis of Health**

[3 Credits, Spring] This course is designed to provide a background in the biologic basis of disease for MPH students who do not have a background in health sciences. The course will focus on the most salient topics and diseases. Prerequisite: None.

**EPID 6217 Database Management**

[2 Credits, Fall] 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. Prerequisite: EPID 6210, BIOS 6221, and EPID 6212.

**EPID 6218 Spatial Analysis**

[3 Credits, Fall] This course introduces students to a range of geospatial analyses uses and 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. Prerequisite: EPID 6210, BIOS 6221, and EPID 6212.

**EPID 6219 Nutritional Epidemiology**

[3 Credits, Spring] 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 a 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, EPID 6212, EPID 6221, and BIOS 6221.

**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. Prerequisite: EPID 6210, EPID 6212, EPID 6221 and BIOS 6221.

**EPID 6221 Qualitative and Quantitative R EPID 6221 Qualitative and Quantitative Research Methods**

[3 Credits, Fall] 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 6221.

**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. Prerequisite: EPID 6210 and BIOS 6221.

**EPID 6223 Chronic Disease Epidemiology**

[2 Credits, Spring] 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 for chronic disease prevention and control studies and understand the importance of surveillance and applied research as a base for Public Health interventions. Prerequisite: EPID 6210.

**EPID 6224 Emergent Epidemiology**

[2 credits, Summer] 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, of environmental health issues, or disease control in institutions. Students will learn how to apply and adapt traditional and

new epidemiologic methods to detect and evaluate progress in response to emerging diseases. Pre-requisite: EPID 6210.

### **EPID 6600 Field Epidemiology**

[4 Credits, Spring] This course provides applications of epidemiologic methods and concepts of analysis of data from epidemiologic studies. It serves as a Capstone to students in the Epidemiology Program and provides a culminating experience in independent research and scientific writing under faculty guidance. Prerequisite: EPID 6210; EPID 6211, EPID 6212, BIOS 6221, and BIOS 6222.

*\*Course not offered AY 2006-07*

## **Health Policy & Systems Management**

### **HPSM 6248 Organizational Behavior**

[3 Credits] This course examines behaviors at the individual, group/team, and systems level within the environmental context of an organization. Behavioral science, organizational, leadership, and management theories will be utilized to examine the complex dynamic behaviors existing in an organization.

### **HPSM 6258 Healthcare Law and Ethics**

[3 Credits] This is a comprehensive course, which 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 overviews 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 Introduction to Healthcare Quality**

[3 Credits] This course examines major concepts of quality healthcare and basic techniques used in planning, controlling, and improving quality. The course will begin by exploring the concept of quality as it applies to healthcare processes, systems and outcomes. The relationship of quality and cost will be then discussed. Current theories of human error and their application to healthcare will be presented. Methods for evaluating populations will be reviewed. Technical aspects of quality management will comprise the second part of the course. Basic tools and techniques for process description and analysis will be presented, and their application will be demonstrated. The fundamentals of statistical process control will be introduced. Teamwork principles will be presented along with organizational aspects of performance. Specific techniques to improve quality by improving planning of processes and systems will be the final topic presented

### **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 6221.

### **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**

[2 Credits] This course examines historical, traditional, and contemporary models of leadership in public health practice. Students will analyze social, cognitive, psychological and affective dynamics of organizational leadership.

### **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 6279 Special Topics in Healthcare Quality**

[3 Credits] The purpose of this course is to enable students to apply what they have learned in the introductory and methods courses in healthcare quality and patient safety and to gain proficiency in areas of current interest. Prerequisites: HPSM 6271, 6272.

### **HPSM 6280 Capstone in Healthcare Quality and Patient Safety**

[3 Credits] The purpose of this course is to enable students to gain mastery in the principles and practice of healthcare quality. It builds on what they have learned and provides students the opportunity to demonstrate what they have learned. Prerequisite: HPSM 6271, 6272, 6273, 6269.

### **HPSM 6288 Health Care Policy**

[3 Credits] This course explores the formation, implementation, and evaluation of health policy, and the impact of the political process on the delivery of health services and provides a foundation for a more detailed analysis of health policy in the United States.

### **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 6291 Capstone in Health Policy**

[3 Credits] The purpose of the Capstone course in Health Policy is to enable students to gain proficiency in the application of their knowledge and analytic skills in the development of data driven/ evidence based health policy and in advocacy for its adoption with a special focus on improving access to health care for underserved people. Prerequisites: HPSM 6288, 6289, 6258, 6277, 6290.

## **Interdisciplinary Courses**

### **PUBH 6500 Special Topics**

[1-3 Credits] Public health topic chosen and credit assigned by arrangement with the Dean.

### **PUBH 6600 Capstone**

[3-4 Credits] The capstone is a project, which integrates the core disciplines of public health, utilizing these elements to complete a course, assignment or paper that demonstrates the student's mastery of public health competencies.

### **PUBH 6800 Practice Experience**

[1-5 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. Three credit hours of fieldwork are required; two additional credits may be taken for a maximum of five credit hours.

### **PUBH 6900 Thesis Research**

[3-6 Credits] Registration is granted for this research credit by the Academic Program Director. Amount of credit must be stated at the time of registration. A thesis may be used as a capstone project.

## FACULTY ROSTER

- AIKEN, JAMES, MD, MHA, LSU, 1979  
*Joint Assistant Professor*
- ANDREWS, PATRICIA, MPH, Tulane University, 1992  
*Instructor*
- BALSAMO, GARY, DVM, LSU SVM, 1981  
*Adjunct Assistant Professor*
- BAUMGARTNER, ERIC, MD, LSU Medical Center, 1981  
*Adjunct Assistant Professor*
- BEDIMO-RUNG, ARIANE, PHD, Tulane University Graduate School, 1999  
*Assistant Professor*
- BLOUIN, DAVID C., PHD, LSUBR, 1977  
*Adjunct Professor*
- BRAUN, KURT, PHD, University of Illinois, 1985  
*Adjunct Assistant Professor*
- BRENNAN, CHRISTINE, MSN, University of Pennsylvania, 1989  
*Instructor*
- BROWN, CHARLES, MD, Tulane University Medical School, 1953  
*Professor*
- BROYLES, STEPHANIE T., PHD, Tulane University, 2003  
*Joint Assistant Professor Part time*
- BULTMAN, ELLIS JOHANN, MBA, Tulane University, 1981  
*Adjunct Instructor*
- BUTLER, MICHAEL, MD, MHA, Tulane University School of Medicine, 1980  
*Assistant Professor*
- CHAUVIN, SHEILA, PHD, Louisiana State University, 1992  
*Joint Professor*
- CHEN, VIVIEN W., MPH, PHD, University of Oklahoma School of Public Health, 1978  
*Professor*
- CHIU, YU-WEN, MPH, DRPH, Tulane University, 2004  
*Assistant Professor*
- COHEN, DEBORAH, MD, MPH, University of Pennsylvania, 1981  
*Adjunct Associate Professor*
- CORNET, MITCHELL, MPP, MHSA, University of Michigan, 1997  
*Adjunct Instructor*
- CROW, STEPHEN, PHD, North Texas State University, 1989  
*Adjunct Professor*
- CRUISE, KEITH, PHD, University of North Texas, 2000  
*Assistant Professor Part-time*
- DEPRATO, KATHERINE, MD, LSU School of Medicine, 1984  
*Associate Professor*
- DIAZ, JAMES, MD, MHA, DRPH, MPH&TM, Tulane University, 1975 & 1995  
*Professor*
- DOWNER, ROBERT G., PHD, Dalhousie University, 1997  
*Adjunct Associate Professor*
- DVOSKIN, JOEL, PHD, University of Arizona, 1981  
*Assistant Professor*
- ESCOBAR, LUIS A., PHD, Iowa State University, 1981  
*Adjunct Professor*
- EVANS, LISA, PHD, Indiana University Purdue, Indianapolis, 2002  
*Assistant Professor*
- FONTHAM, ELIZABETH, MPH, DRPH, Tulane University School of Public Health, 1983  
*Professor and Dean*
- FRADY, PHILLIP, MSW, Tulane University, 1976  
*Adjunct Instructor*
- GEAGHAN, JAMES P., PHD, North Carolina State University 1980  
*Adjunct Professor*
- GLINDMEYER, DAPHNE, MD, LSU Medical Center, 1993  
*Assistant Professor Part time*
- GROVES, MICHAEL, DVM, PHD, Texas A&M University and Catholic University of America, 1964 & 1975  
*Adjunct Professor*
- GRUBER, DEANN, PHD, Tulane University, 2003  
*Assistant Professor*
- HAGAN, JOSEPH, MSPH, University of Louisville, 2003  
*Instructor*
- HANKINS, MICHAEL, PHD, University of Southern Mississippi 1996  
*Assistant Professor, Gratis*
- HELM, EDWARD G., MD, Chicago Medical School, 1976  
*Joint Professor*
- HORSWELL, RONALD, PHD, LSU BR, 1990  
*Adjunct Assistant Professor*
- HSIEH, MEI CHIN, MSPH, Tulane University, 1998  
*Instructor*
- HU, CHIH-YANG, SCD, Tulane University, 2001  
*Assistant Professor*
- HUGH-JONES, MARTIN, DVM, PHD, Cambridge University, 1979  
*Adjunct Professor*
- HYSLOP, NEWTON E., JR., MD, Harvard Medical School, 1961  
*Adjunct Professor*
- JACK, LEONARD, JR., PHD, Pennsylvania State Univ, 1990  
*Adjunct Professor*
- JAZWINSKI, MICHAL, PHD, Stanford University, 1975  
*Joint Assistant Professor*
- KIMBRELL, JOSEPH, MS, Tulane University, 1967  
*Adjunct Assistant Professor*
- LACEY, RUSSELL W., PHD, University of Alabama, 2003  
*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, 1996  
*Instructor*
- LEVITAN, MARC, PHD, Texas Tech University, 1993  
*Adjunct Associate Professor*
- LIRETTE, DAVID K., PHD, LSUHSC, 2004  
*Adjunct Assistant 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*
- MARTIN, LOUIS, MD, Brown University, 1976  
*Joint Professor*

- MARX, BRIAN D., PHD, Virginia Polytechnical Institute & State University, 1988  
*Adjunct Professor*
- MASON, KAREN E., MSPH, Massachusetts University, 1980  
*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*
- MOSER, EDGAR B., PHD, University of Georgia, 1985  
*Adjunct 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  
*Assistant Professor*
- PETRILA, JOHN, JD, University of Virginia, School of Law, 1976  
*Assistant Professor*
- PHILLIPPI, STEPHEN, JR., MSW, Tulane University, 1994  
*Instructor*
- PORCHE, DEMETRIUS JAMES, DNS, LSU Medical Center, 1995  
*Joint Professor*
- RATARD, RAOULT, MD, Paris School of Medicine, 1968  
*Adjunct Associate Professor*
- RAYFORD, WALTER, MD, University of Kansas School of Medicine, 1991  
*Adjunct Associate Professor*
- RICHARDS, KIMBERLY, EDD, University of Pittsburgh, 1995  
*Adjunct Assistant Professor*
- RIGAMER, ELMORE, MD, MPA, LSU School of Medicine, 1966  
*Adjunct Assistant Professor*
- RIGBY, PERRY, MD, Case Western Reserve, 1957  
*Joint Professor*
- ROBERTS, ELLIOTT C., SR., MBA/HA, George Washington University, 1963  
*Professor Part time*
- SCHWEHM, KIRSTEN WILLIAMS, PHD, University of Alabama, Birmingham, 1995  
*Assistant Professor*
- SCRIBNER, RICHARD, MD, University of Southern California, 1984 MPH, 1987  
*Associate Professor*
- SIMONSEN, NEAL, PHD, University of North Carolina-Chapel Hill, 1993  
*Assistant Professor*
- SOTHERN, MELINDA, PHD, University of New Orleans, 1997  
*Associate Professor*
- STRAIF-BOURGEOIS, SUZANNE, PHD, University of Bonn, Germany, 1994  
*Adjunct Assistant Professor*
- SU, L. JOSEPH, PHD, MPH, University of North Carolina, Chapel Hill, 1998  
*Assistant Professor*
- SUN, TONY, MD, University of Missouri Medical School, 1993  
*Adjunct Assistant Professor Part time*
- THAMES, MARY LYNNE, PHD, University of Southern Mississippi, 1979  
*Assistant Professor*
- THEALL, KATHERINE, PHD, Tulane University, 2005  
*Assistant Professor*
- THOMPSON, HILARY, PHD, Louisiana State University, 1986  
*Joint Associate Professor*
- THOMSON, JESSICA, PHD, University of Louisiana at Lafayette, 2002  
*Adjunct Assistant Professor*
- TORTU, STEPHANIE, PHD, University of Pittsburgh, 1984  
*Associate Professor and Associate Dean*
- VALLIERE, JEAN, MSW, University of Michigan, 1976  
*Assistant Professor*
- VELASCO-GONZALEZ, CRUZ, PHD, Tulane University, 2000  
*Assistant Professor*
- VOLAUFOVA, JULIA G., PHD, Cormenius University, Bratislava, 1984  
*Professor*
- WARD, DAVID, MS, University of Michigan, 1976  
*Adjunct Instructor*
- WASHINGTON, DONALD, MSW, Washington University, 1990  
*Assistant Professor*
- WIGHTKIN, JOAN G., DRPH, Tulane University, 2002  
*Adjunct Assistant Professor*
- WILBRIGHT, WAYNE, MD, MS, Tulane University School of Medicine, 1988  
*Associate Professor*
- WILCOX, RONALD DEAN, MD, University of Kansas Medical School, 1992  
*Joint Assistant Professor*
- WILLIAMS, CLAYTON, MPH, Tulane University School of Public Health and Tropical Medicine, 1999  
*Adjunct Instructor*
- WILLIAMS, DONNA, MS, MPH, Tulane University, 1991  
*Instructor*
- WU, XIAO CHENG, MD, MPH, Xian Medical University, 1986  
*Assistant Professor*
- YU, QINGZHAO, PHD, Ohio State U, 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, Crow, Diaz, Escobar, Fontham, Geaghan, Groves, Helm, Hugh-Jones, Hyslop, Jack, LaMotte, Lane, Malone, Marier, Martin, Marx, Moody-Thomas, Moser, Porche, Rigby, Roberts, Volaufova.

ASSOCIATE PROFESSOR: Cohen, Departo, Downer, Levitan, Mercante, Monlezun, Ratard, Rayford, Scribner, Sothern, Thompson, Tortu, Wilbright

ASSISTANT PROFESSOR: Aiken, Balsamo, Baumgartner, Braun, Broyles, Butler, Chiu, Cruise, Dvoskin, Evans, Glindmeyer, Gruber, Hankins, Horswell, Hu, Jazwinski, Lirette, Kimbrell, Lacey, Patout, Peters, Petrila, Rigamer, Schwem, Simonsen, Su, Sun, Straif-Bourgeois, Thames, Theall, Thomson, Valliere, Velasco-Gonzalez, Washington, Wightkin, Wilcox, Wu, Yu

INSTRUCTOR: Andrews, Baumgartner, Brennan, Bultman, Cornet, Frady, Hagan, Hsieh, LeBlanc, Mason, Phillippi, Ward, Williams, Williams

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