

# **LSUHSC School of Medicine General Faculty Meeting**

**Tuesday, April 14, 2015**

# Agenda

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**Graduate List Approval**  
**Curriculum Renewal Proposal**  
**SoM Facebook Page**

**Chancellor's Update**  
**Faculty Assembly Report**  
**Academic Advancement Update**  
**Strategic Plan Progress Report**  
**Searches**  
**Legislative Overview**

**Drs. Delcarpio and Lopez**  
**Drs. English and DiCarlo**  
**Laura Bell and Stephanie**  
**Galendez**

**J Pegues**  
**Dr. Holman**  
**Dr. Letourneau**  
**Dr. Letourneau**  
**Dr. Nelson**  
**Dr. Nelson**

# Graduate List Approval

Joseph Delcarpio, PhD  
Associate Dean for Student Affairs

Fred Lopez, MD  
Assistant Dean for Student Affairs

|                                 |
|---------------------------------|
| Adams,Mason                     |
| Albert,Lauren Loretta           |
| Ali,Noor Basharat               |
| Allain,David Wheeler            |
| Alptunaer,Timur Nuri            |
| <b>Auten, Matthew</b>           |
| Avant,Ross Anthony              |
| Bakeer,Mohamed-aly Reda         |
| Baker,Samantha Joann            |
| Barrios,James Gregg             |
| Beaulieu,Ronald Matthias        |
| Belaidi,Marisa                  |
| Bercier,Baret Thomas            |
| Bias,Meghan C. (Dec 2015)       |
| Bienvenu,Drew Cody              |
| Billeaud,Audrey                 |
| Blanche,Alexandra Maclean       |
| Bolton,Matthew                  |
| Bond,Brittany Leigh             |
| Boustany,Christopher Antoine    |
| Bui,Allen Thanh                 |
| Callihan,Brian Todd             |
| Cardinale,Jeffrey Paul          |
| Champagne,Kyle Francis          |
| Coleman,Stephanie Anne(Dec2015) |
| Collins,Michael James           |
| Coogan,Conor                    |
| Cothren,Bryan Andrew            |
| Courville,Derrick Joseph        |
| Cox,Courtney Lynn Mumphrey      |
| Cozad,Madeline Everett          |
| Crosby,Tyler                    |
|                                 |
| Dargan,Chandni                  |
| Decuir,Jon Scott                |
| Delcambre,Matthew John          |
| DeMaris,Darryl George           |
| Dennis,Katie Ann                |
| DiCarlo,Anna Christine          |
| Dicharry,Michael Paul           |
|                                 |
| Difranco,Mary A Possoit         |
| Doan,Julie                      |
| Ducote,Brandi Renee Dautr       |
| Duet,Brandi Lynn Boudreaux      |
| Edwards, Daniel                 |
| Edwards,Ryan John               |
| Elson, Celine McConville        |
| <b>Ertel, Monica</b>            |
| Espinoza Flor Elizabeth         |

|                                   |
|-----------------------------------|
| Faciane,John Leo                  |
| Finney,Jonathan Norwood           |
| Fontenot,Alexander Joseph         |
| Fontenot,Philip Benjamin          |
| Foret,Gerald Lee                  |
| Fredericks,Corey Anne             |
| Frischhertz,Sarah Smart Gay       |
| Fusilier,Katelyn Ann              |
| Gallien,Joseph Jamar (Dec 2015)   |
| Gaiimo,Joseph D.                  |
| Giepert,Stephen Christopher       |
| Giglia,Ashley Devon               |
| Graebert,Stephanie Michele        |
| Gurtner,Kristen Elizabeth         |
| Hailey,Bennett W.                 |
| <b>Halabi,Anasheh</b>             |
| Herman,Samuel Ralph               |
| Hille,Chad Anthony                |
| Holzer,Mary Elizabeth             |
| Hudson,Catherine Tridico          |
| Hughes,Michael Kyle               |
| Hunt-Irving,Lewis                 |
| <b>Hutcherson,Lori</b>            |
| <b>Ingolia,Ashley Gene</b>        |
| <b>Ismail,Mohammed S. DDS</b>     |
| Joslyn,Peter William              |
| Juakali,Ebony A. (Dec 2015)       |
| Kaiser,Sheena Marie               |
| Kedia,Ronak R                     |
| Kelt,Rachel Elizabeth             |
| Ketha,Bavana                      |
| Khan,Faiza Mukhtar                |
| Kim,Patrick Yong                  |
| Knapp,Lauren Elizabeth Waters     |
| Landreneau,Ellis Paul             |
| Landry,Jace Philip                |
| Lapucha,Mateusz Andrzej           |
| Lasala,Julietta                   |
| Latour,Christopher Albert         |
| Lavie,Jennifer Lynn               |
| Lee,Caroline Elizabeth            |
| Lemoine,Madeline Paige            |
| Lewis,David                       |
| Lillis,Sarah Marian               |
| Littlewood,Alden Drackett Cu      |
| Liu,Kevin                         |
| Lobo,Monica L. Trojack (Dec 2015) |
| Louviere,Caitlyn Therese          |
|                                   |
| Machen Timothy John               |

|                                 |
|---------------------------------|
| Martin,Holly Victoria           |
| Martin,Tasha Aileen             |
| Mayeux,Trae Steven              |
| McCord,Elizabeth                |
| McGill,Noah Scott               |
| McIver,Michael Bryant           |
| McKinnies,Ebony Monique         |
| Meaux,Tyson Alberto             |
| Melancon,Caleb Gray             |
| Mikkilineni,Sesank Sai          |
| Molligan,Christopher Scott      |
| Murad,Shaden Yousef             |
| Murphy,Charles Griffin          |
| Naccari,Derek J                 |
| Navo,David Joel                 |
| Neupert,Kathryn Blair           |
| Nguyen,Long Thanh               |
| Nguyen,Nina Thuha               |
|                                 |
|                                 |
| Okechukwu,Chizoba Nicole        |
| Oltmann,Erik Matthew            |
| Oschwald,Joseph Charles         |
| Osigwe,Chidimma Michelle        |
| Otts,Nicholas Paul              |
| Pappas,Marisa Margaret          |
| Parker,Catherine Frances        |
| Patel,Nikita Ramesh             |
| Patel,Ronak Sandeep             |
| Peet,Bradley Todd               |
| Percle,Jordan Douglas           |
| Peters,Cacey                    |
| Pistorius,Rebecca E             |
| Plant,Joshua David              |
| Prat,Madeleine Patrice          |
| Puncky,Daniel Hock              |
| Pytell, Jarratt D               |
| Rachal,Laura Catherine          |
| Ramos,Alexander B.              |
| Rathore,Sunil Himath            |
| Ray, Hannah Michelle            |
| <b>Ray,Stephanie (Dec 2015)</b> |
| Robinson,James Michael          |
| Rolfsen,Matthew Joseph          |
| Rosselot,Jessica Marie          |
| Rouhana,Hailey Frances          |
| Saad El-Dein, Sara Ann          |
| <b>Schlieder,Daniel W. DDS</b>  |
| <b>Schuetter,Verna L. DDS</b>   |
| Scott Elliot Jude               |

|                                       |
|---------------------------------------|
| Seaton,Courtne Amii (Aug 2015)        |
| Severio,Amber Faucheux                |
| Shahien,Amir Abdulfatah               |
| Shelton,Cristina Elizabeth            |
| <b>Shields, Jessica</b>               |
| Shoenfelt,Oscar L                     |
| Shurte,Mallory Susan                  |
| Silverberg,Mary Elizabeth             |
| Simcoe,Raeanna Poplus                 |
| Simpson, Jean Bing                    |
| So,Jason Min Ho                       |
| Soileau,Mark Chadwick (Dec 2015)      |
|                                       |
| Steen,Casey                           |
| Suire,Andrew William                  |
| <b>Sybo,Brian H. DDS</b>              |
| Taylor,Danielle D                     |
| Toodi,Snigdha                         |
| Trahan,Jake                           |
| Turner,Sean Patrick                   |
| Vaitaitis,Vilija Jo                   |
| <b>Varnell,Roxanne B</b>              |
| Veron,Katie Elizabeth                 |
| Verret,Luke Albert                    |
| Vignes,Jonathan Billy                 |
| Vignes,Katherine Schluter             |
| Vinet,Jeffery Joseph                  |
| Walker,Meredith Leigh                 |
| Wang,Jeffrey                          |
| Watson,Brennen Scott (Poplus)(Dec 15) |
| Weil,Madelyn Tunstall                 |
| Welman,Maggie Benjamin                |
| Wesley,Tiffany Rachelle               |
| Williams,Guy Cameron                  |
| Williamson,Elizabeth Aline            |
| Winfield,Ashlea Danielle              |
| Wisler,Ryan Christopher               |
| Woolridge,Noah Michael                |
| Yeh,Yi-yen annie (Dec 2015)           |
| Zamin,Syed Ali                        |
| Zhang,Amy Qian                        |

|                      |
|----------------------|
| <b>MD/PHD</b>        |
| <b>RURAL TRACK</b>   |
| <b>DDS</b>           |
| <b>185</b>           |
| <b>CLASS OF 2015</b> |



# Curriculum Renewal Proposal

**Robin English, MD**  
**Director, Clinical Sciences Curriculum**

**Richard DiCarlo, MD**  
**Assistant Dean, Undergraduate Education**



# Renewal Process To Date

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- Needs assessment
- Revised curriculum goals
  - Approved by faculty
- Revised educational program objectives
  - Adopted by Curriculum Steering Committee
  - Approved by Administrative Council



| Semester 1*                                |  | Semester 2**  |                                 |                                  |   |
|--|--|---|---------------------------------|----------------------------------|---|
| Intro to the Profession***                 | Gross and Developmental Anatomy<br>Lecture and Lab | P<br>r<br>e<br>c<br>e<br>p<br>t<br>o<br>r<br>s<br>h<br>i<br>p | Physiology Lecture and lab      |                                  | Intro to the Health System and Population Medicine **** |
|  | Biochemistry                                       |   | Cell Biology<br>Lecture and Lab |                                  |   |
| Clinical Skills Integration***** (CSI) 100 |  |   | Genetics                        | Human Behavior & Development**** |   |
|  |  | Clinical Skills Integration (CSI) 100                         |                                 |                                  | CSI Assessments   |

| Semester 1*                         |   |                  |                        |                  | Semester 2**  |                  |                   |                  |                                 |                                     |   |  |
|-------------------------------------|---|------------------|------------------------|------------------|---|------------------|-------------------|------------------|---------------------------------|-------------------------------------|---|--|
| Intro to Path, Micro, and Pharm *** | Clinical Skills Integration 200<br>(time for clinical focus area, research, and scholarly activity) |                  |                        |                  | CSI 200<br>(time for clinical focus area, research, and scholarly activity) |                  |                   |                  |                                 |                                     |   |  |
|                                     | Hema-Tology   | Neuro-psych      | Musc-Skeletal and Derm | Cardio-vascular  | Pulmonary   | Renal            | Gastro-intestinal | Endocrine Repro. | ****Synthesis / CBSSA (2 weeks) | Synthesis / CBSSA / USMLE (2 weeks) | CBSSA / USMLE / Clerkship Boot Camp (2 weeks) | USMLE / Clerkship Boot Camp / Elective (2 weeks) |
| Path Pharm Micro                    | Path Pharm Micro  | Path Pharm Micro | Path Pharm Micro       | Path Pharm Micro | Path Pharm Micro  | Path Pharm Micro | Path Pharm Micro  |                  |                                 |                                     |   |  |



|                 | Monday   | Tuesday   | Wednesday   | Thursday   | Friday  | Total Hours   |
|-----------------|--|---|---|--|---|---|
| <b>November</b> | <p>2</p> <p>8-9 GRDA: Inguinal Region / Testes / Spermatic Cord/ Scrotum/ Hernias</p> <p>9-12 GRDA Lab: Inguinal region, spermatic cord, scrotum, testes</p>   | <p>3</p> <p>8-9:45 CSI Groups 1-16 TBL – Approach to Chest Pain (CSI + GRDA)</p> <p>10-11 BC: Porphyrin Metabolism</p> <p>11-12 BC: Nucleotides / Purine Metabolism / Gout</p>  | <p>4</p> <p>8-9 GRDA: Development of Gut / Spleen/ Liver / Pancreas</p> <p>9-10 GRDA: Abdominal Viscera Relationships</p> <p>10-12 GRDA Lab: Peritoneum, Peritoneal cavity, celiac trunk, stomach, spleen, liver, gall bladder /</p>                  | <p>5</p> <p>9-10 CSI: Taking a Sexual History</p> <p>10-11 BC: Pyrimidine Metabolism / Cancer Therapy</p> <p>11-12 BC: Insulin and Glucagon</p>  | <p>6</p> <p>8-9 GRDA: Radiographic Anatomy – Chest &amp; Abdomen, GI Tract, Peritoneal Cavity</p> <p>9-10 GRDA: Lymphatics (General/Abdominal)</p> <p>10-12 GRDA Lab: Small /large intestine, mesenteric arteries</p> | <p>Lect – 10</p> <p>Lab – 7</p> <p>CSI - 5</p> <p>Total Lect – 10</p> <p>Total Nonlect – 12</p> <p>Total Hours – 22 + 2</p> |
|                 | 1-3 Step Prep QuAG   | <p>2-4 CSI Groups 1-5 – Approach to Chest Pain – History Taking Role Plays</p> <p>1-2:15 CSI Groups 9-10 PE – Abdomen / Ultrasound</p> <p>2:15–3:30 CSI Groups 11-12 PE – Abdomen/Ultrasound</p> <p>3:30-4:45 CSI Groups 13-14 PE- Abdomen/Ultrasound</p> | <p>2-4 CSI Groups 6-12 – Approach to Chest Pain – History Taking Role Plays</p> <p>1-2:30 CSI Groups 15-16 PE– Abdomen /Ultrasound</p> <p>2:15-3:30 CSI Groups 1-2 PE– Abdomen/Ultrasound</p> <p>3:30-4:45 CSI Groups 3-4 PE – Abdomen/Ultrasound</p> | <p>2-4 CSI Groups 13-16 – Approach to Chest Pain – History Taking Role Plays</p>   | <p>1-2:15 CSI Groups 5-6 PE– Abdomen/Ultrasound</p> <p>2:15-3:30 CSI Groups 7-8 PE – Abdomen/Ultrasound</p>   |   |
| <b>November</b> | <p>9</p> <p>8-9 GRDA: Lumbar Plexus / Autonomic System of Abdomen &amp; Pelvis</p> <p>9-10 GRDA: Transverse Sections of the Abdomen</p> <p>10-12 GRDA Lab: Duodenum, pancreas, hepatic portal vein, GI tract</p> | <p>10</p> <p>8-9:45 CSI Groups 1-16 TBL – Approach to Abdominal Pain/Use of Ultrasound (CSI + GRDA)</p> <p>10-11 BC: Fed State / Fasted State</p> <p>11-12 BC: Fasted State / Diabetes</p>  | <p>11</p> <p>8-9 GRDA: Abdominal Organs – Clinical Aspects</p> <p>9-10 GRDA: Developmental Anatomy Review</p> <p>10-12 GRDA Lab: Posterior abdominal viscera, posterior abdominal wall, diaphragm</p>   | <p>12</p> <p>8-9:45 CSI Groups 1-16 TBL – Approach to Fatigue/Diabetes (CSI + BC)</p> <p>10-11 BC: Diabetes/Obesity</p> <p>11-12 GRDA: Developmental Anatomy Demonstration: Thorax/Abdomen</p> | <p>13</p> <p>8-10 GRDA: Correlation / Review of Thorax &amp; Abdomen, Autonomic NS</p> <p>10-12 GRDA Lab: Thorax &amp; abdomen review / Developmental Anatomy Demo (Thorax/Abdomen)</p>                               | <p>Lect – 9</p> <p>Lab – 7</p> <p>CSI - 6</p> <p>Total Lect – 10</p> <p>Total Nonlect – 13</p> <p>Total Hours – 23 + 2</p>  |
|                 | 1-3 Step Prep QuAG   | <p>2-4 CSI Groups 1-5 – Approach to Abdominal Pain – History Taking Role Plays</p>  | <p>2-4 CSI Groups 6-12 – Approach to Abdominal Pain – History Taking Role Plays</p>   | <p>2-4 CSI Groups 13-16 – Approach to Abdominal Pain – History Taking Role Plays</p>   | <p>1-2 BC: Review for Exam 3</p>  |   |



|         | Monday   | Tuesday  | Wednesday  | Thursday   | Friday   | Total Hours   |
|---------|--|--|--|--|--|---|
| Jan     | 4<br><br>CSI Preceptorship   | 5<br><br>CSI Preceptorship   | 6<br><br>CSI Preceptorship   | 7<br><br>CSI Preceptorship   | 8<br><br>CSI Preceptorship   |   |
| January | 11<br>8-9 GEN: Introduction/Molecular Medicine<br><br>9:15-10:15 CBA: Cell Biology I<br><br>10:30-11:30 CBA: Cell Biology II | 12<br>8-9:30 GEN: Mendelian Inheritance<br><br>9:45-11:45 CBA: Epithelium/Cell Surface   | 13<br>8-9 GEN: Non-mendelian Inheritance<br><br>9:15-11:15 CBA: Muscle Tissue                            | 14<br>8-9 GEN: Molecular Basic of Genetic Disease<br><br>9:15-10:15 PHYS: Introduction / Autonomic Nervous System<br><br>10:30-11:30 PHYS: Skeletal Muscle | 15<br>8-9:45 GEN: Inborn Errors of Metabolism/Clicker Exercises/or TBL<br><br>10-12 CBA: Connective Tissue/Adipose/Cartilage | Lect – 16<br><br>Lab – 7<br><br>CSI - 0<br><br>Total Lect – 16<br><br>Total Nonlect – 7                         |
|         | 12-4 Careers in Medicine   |  | 1-3 CBA Lab: Cell Biology/Epithelium   | 1-4 CBA Lab: Muscle / TBL Cell Biology and Epithelium  | 1-3 CBA Lab: Connective Tissue   | Total Hours – 23 (+ 4)  |
|         |  |  |  |  |  |   |
| January | 18<br><br>Martin Luther King Day   | 19<br>8-9 GEN: Cytogenetics<br><br>9:15-10:15 PHYS: Cardiac Muscle<br><br>10:30-11:30 PHYS: Smooth Muscle<br><br>11:45-12:15 CSI: Difficult Patient Interviews / Breaking Bad News | 20<br>8-10 CBA: Cardiovascular System<br><br>10:15-11:15 PHYS: Electrical Activity of the Heart I        | 21<br>8-9 GEN: Review/Cases<br><br>9:15-10:15 PHYS: Electrical Activity of the Heart II<br><br>10:30-11:30 PHYS: Hemodynamics I                            | 22<br>8-9 GEN: MIDCOURSE QUIZ<br><br>9:15-10:15 PHYS: Hemodynamics II<br><br>10:30-11:30 PHYS: Cardiac Cycle                 | Lect – 12<br><br>Lab – 7<br><br>CSI – 2<br><br>Total Lect – 12<br><br>Total Nonlect – 9<br><br>Total Hours – 21 |
|         |  | 2-4 CSI Groups 1-5 – Breaking Bad News/Genetic Diagnoses/Ethics in Genetics – History Taking Role Plays  | 2-4 CSI Groups 6-12 – Breaking Bad News/Genetic Diagnoses/Ethics in Genetics History Taking – Role Plays | 2-4 CSI Groups 13-16 – Breaking Bad News/Genetic Diagnoses/Ethics in Genetics – History Taking Role Plays  | 1-4 CBA Lab: CSI Groups 1-4, 13-16 – Cardiovascular System + Cardiovascular TBL  |   |
|         |  | 1-5 PHYS Lab: CSI Groups 9-12 – EKG Monitoring and Interpretation  | 1-5 PHYS Lab: CSI Groups 13-16 – EKG Monitoring and Interpretation                                       | 1-4 CBA Lab: CSI Groups 5-12 – Cardiovascular System + Cardiovascular TBL<br><br>1-5 PHYS Lab: CSI Groups 1-4 – EKG Monitoring and Interpretation          | 1-5 PHYS Lab: CSI Groups 5-8 – EKG Monitoring and Interpretation   |   |



# Pedagogical Methods

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- Traditional lecture
- Laboratory
- Clinical problem solving – clicker exercises
- Demonstrations
- Team-Based Learning
- Small group discussions
  - Case-based discussions
  - Journal club
- Role play
- Clinical experiences



# Phase 2 Progress

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- **Systems courses under development**
  - Renal
  - Neurologic-psychiatric
  - Hematology
  - Endocrine
  - Musculoskeletal
  - Pulmonary
  - Gastrointestinal
  - Cardiovascular

# Sample Weeks - Renal - Draft

CSI: Clinical Skills Integration LPE: Longitudinal Professional Experience JC: Journal Club PC: Patient Counselling exercise QI: Quality Improvement exercise  
 CPS: Clinical Problem Solving exercise IS: Independent Study

|          | Monday   | Tuesday   | Wednesday  | Thursday  | Friday  | Total Hours  |
|----------|--|---|--|---|---|--|
| Jan/Feb  | 30<br>8-12 CSI Groups 1-16: LPE/IS   | 31<br>8-12 CSI Groups 6-16: LPE/IS<br><br>10-12 CSI Groups 1-5:<br>JC/PC/QI                                       | 1<br>8-12 CSI Groups 1-5, 13-16:<br>LPE/IS<br><br>10-12 CSI Groups 6-12:<br>JC/PC/QI                                   | 2<br>8-12 CSI Groups 1-12: LPE/IS<br><br>10-12 CSI Groups 13-16:<br>JC/PC/QI                                      | 3<br>8-12 CSI Groups 1-16: LPE/IS   | Lect – 11<br><br>Nonlect Block – 3<br><br>CSI – 2 + LPE                          |
|          | 1-3 Overview of Normal Kidney / Nephron / Fluid Metabolism / Fluid Compartments<br><br>3-5 Step Prep QuAG Review   | 1-4 Tubular Pathology / Assessment of Renal Function<br><br>4-4:30 CPS: Volume Disturbance                        | 1-4 Diuretics / Electrolyte Abnormalities<br><br>4-4:30 CPS: Electrolyte Assessment                                    | 1-4 Acid-Base Metabolism<br><br>4-4:30 CPS: Interpretation of Blood Gases and Management                          | 1-2:30 CSI Groups 1-8: TBL – Electrolyte Disorders, ATN, Acid-Base Disturbances<br><br>2:30-4 CSI Groups 9-16: TBL – Electrolyte Disorders, ATN, Acid-Base Disturbances | Total Lect – 11<br><br>Total Nonlect – 5<br><br>Total Hours – 16 + 2 + LPE       |
| February | 6<br>8-9:30 CSI Groups 1-8: TBL – Approach to Weakness / Electrolyte Disturbances<br><br>9:45-11:15 CSI Groups 9-16: TBL – Approach to Weakness / Electrolyte Disturbances | 7<br>8-12 CSI Groups 6-16: LPE/IS<br><br>10-12 CSI Groups 1-5: Approach to Weakness – History Taking Role Plays   | 8<br>8-12 CSI Groups 1-5, 13-16: LPE/IS<br><br>10-12 CSI Groups 6-12: Approach to Weakness – History Taking Role Plays | 9<br>8-12 CSI Groups 1-12: LPE/IS<br><br>10-12 CSI Groups 13-16: Approach to Weakness – History Taking Role Plays | 10<br><br>NEPHROLOGY EXAM 1   | Lect – 9<br><br>Nonlect Block – 3.5<br><br>CSI – 3.5 + LPE<br><br>Total Lect – 9 |
|          | 1-4 Normal Glomerulus / Glomerular Pathology / Urinalysis<br><br>4-6 Step Prep QuAG Review   | 1-4 Vasculature / Renal Artery Stenosis / Immunologic Kidney Disease<br><br>4-4:30 CPS: Urinalysis Interpretation | 1-4 Blood Pressure Regulation / Hypertension / Antihypertensives   | 1-4 Large Group QuAG / CPS: Hypertension / Electrolytes / Acid-Base Metabolism / Glomerular Disease               | 1-4 CSI Groups 1-16: LPE/IS   | Total Nonlect – 7<br><br>Total Hours – 16 + 2 + LPE                              |

# Sample Weeks – Neuropsych - Draft

|  |   |  |   |  |  |
|--|---|--|---|--|--|
| <p>3<br/>Speech and language<br/>Aphasia case studies</p> <p>IPE demo – roles and responsibilities of various providers this week – stroke patient</p> | <p>4</p> <p>8-10 CSI groups 1-5<br/>Small Group JC/PC/QI</p> <p>8-12 CSI groups 6-16<br/>Longitudinal Professional Experience / Independent Study</p>                                 | <p>5</p> <p>8-10 CSI groups 6-12<br/>Small Group JC/PC/QI</p> <p>8-12 CSI groups 1-5, 13-16<br/>Longitudinal Professional Experience / Independent Study</p>                                 | <p>6</p> <p>8-10 CSI groups 13-16<br/>Small Group JC/PC/QI</p> <p>8-12 CSI groups 1-12<br/>Longitudinal Professional Experience / Independent Study</p>   | <p>7</p> <p>EXAM 2</p>   | <p>N-P lec – 12</p> <p>N-P nonlecture –</p> <p>CSI – 6 (2+4)</p> <p>Total lec –</p> <p>Total nonlec –</p> <p>Total hrs -</p> |
| <p>States of consciousness – 2 hours</p>   | <p>Anesthesia pharm – general, classes, conscious sedation – 3 hours</p>  | <p>Peripheral movement disorders –/ Demyelinating d/o – neuro, path, micro</p> <p>Neuropathy Case studies</p>  | <p>Neurology Chairman's Grand Rounds - review</p>   |  |  |
| <p>10<br/>Block 3</p> <p>Higher cortical function – neuro</p>  | <p>11</p> <p>8-10 CSI groups 1-5<br/>Small Group – Mental Status Assessment (CSI, Psych)</p> <p>8-12 CSI groups 6-16<br/>Longitudinal Professional Experience / Independent Study</p> | <p>12</p> <p>8-10 CSI groups 6-12<br/>Small Group – Mental Status Assessment (CSI, Psych)</p> <p>8-12 CSI groups 1-5, 13-16<br/>Longitudinal Professional Experience / Independent Study</p> | <p>13</p> <p>8-10 CSI groups 13-16<br/>Small Group – Mental Status Assessment (CSI, Psych)</p> <p>8-12 CSI groups 9-12<br/>Longitudinal Professional Experience / Independent Study</p> <p>10-12 CSI 1-8 TBL Approach to Altered Mental Status in the Elderly – include pharm</p> | <p>14</p> <p>8-12 CSI groups 1-8<br/>Longitudinal Professional Experience / Independent Study</p> <p>10-12 CSI 9-16 TBL Approach to Altered Mental Status in the Elderly – include pharm</p> | <p>N-P lec –</p> <p>N-P nonlecture - 2</p> <p>CSI – 6 (2+4)</p> <p>Total lec –</p> <p>Total nonlec –</p> <p>Total hrs -</p>  |
| <p>Intro to psych / Mental status assessment – dementia/delirium – 3 hrs (aging)</p> <p>Lg group Patient demo – MMSE/dementia</p>                      | <p>Learning and memory / temporal lobe – neuro – 2 hrs</p> <p>Path – dementias 1 hour-</p>  | <p>Degenerative – Alzheimer's – neuro, neuro repair, neurochemistry, dementia</p> <p>Case studies – question analysis</p>  | <p>Seizures/epilepsy – neuro, pharm, ddx of seizures – 3 hours</p>  | <p>Neurodevelopmental disorders –birth defects, hydrocephalus, migration defects, malformations – 1 hour</p> <p>CP with patient demo – 1 hour</p>  |  |



# Longitudinal Threads

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- **Cultural competency**
- **Health disparities**
- **Medical ethics**
- **Geriatrics**
- **Genetics**
- **Evidence based medicine**
- **Patient safety and quality improvement**



# Phase 2 Progress

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- **Administrative structure development**
  - **Course directorship**
  - **Funding mechanism**
    - **Development**
    - **Implementation**



# Student Assessment

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- **Potential for NBME customized systems assessments**
- **Policies regarding course grades and promotion drafted and approved by Curriculum Renewal Committee and Curriculum Steering Committee**
  - Needs to go to Academic Standards Committee





# Outcomes Measures

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- **New monitoring**
  - Curriculum integration
  - Self-directed learning
  - Cultural competency/disparities
  - Student workload
  - Learning environment
  - Student electives/scholarship
- **Ongoing monitoring**
  - Board scores
  - Match results
  - Program director surveys, etc.



# Next Steps

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- Faculty approval
- Continued development
- Formal appointment of course directors
- Finalization of course schedules with Curriculum Renewal Committee
- Faculty development e.g. TBL



| Semester 1*                                |  | Semester 2**  |                                 |                                  |   |
|--|--|---|---------------------------------|----------------------------------|---|
| Intro to the Profession***                 | Gross and Developmental Anatomy<br>Lecture and Lab | P<br>r<br>e<br>c<br>e<br>p<br>t<br>o<br>r<br>s<br>h<br>i<br>p | Physiology Lecture and lab      |                                  | Intro to the Health System and Population Medicine **** |
|  | Biochemistry                                       |   | Cell Biology<br>Lecture and Lab |                                  |   |
| Clinical Skills Integration***** (CSI) 100 |  |   | Genetics                        | Human Behavior & Development**** |   |
|  |  | Clinical Skills Integration (CSI) 100                         |                                 |                                  | CSI Assessments   |

| Semester 1*                         |   |                  |                        |                  | Semester 2**  |                  |                   |                  |                                 |                                     |   |  |
|-------------------------------------|---|------------------|------------------------|------------------|---|------------------|-------------------|------------------|---------------------------------|-------------------------------------|---|--|
| Intro to Path, Micro, and Pharm *** | Clinical Skills Integration 200<br>(time for clinical focus area, research, and scholarly activity) |                  |                        |                  | CSI 200<br>(time for clinical focus area, research, and scholarly activity) |                  |                   |                  |                                 |                                     |   |  |
|                                     | Hema-Tology   | Neuro-psych      | Musc-Skeletal and Derm | Cardio-vascular  | Pulmonary   | Renal            | Gastro-intestinal | Endocrine Repro. | ****Synthesis / CBSSA (2 weeks) | Synthesis / CBSSA / USMLE (2 weeks) | CBSSA / USMLE / Clerkship Boot Camp (2 weeks) | USMLE / Clerkship Boot Camp / Elective (2 weeks) |
| Path Pharm Micro                    | Path Pharm Micro  | Path Pharm Micro | Path Pharm Micro       | Path Pharm Micro | Path Pharm Micro  | Path Pharm Micro | Path Pharm Micro  | Path Pharm Micro |                                 |                                     |   |  |

# **SoM Facebook Page**

**Laura Bell**

**Director, Continuing Medical Education**

**Stephanie Galendez**

**Assistant Director, Office of Medical Education**





# Chancellor's Update

J Pegues

Vice Chancellor for Administration



# Vision, Strategy, and Building Brand

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- Shared Organizational Vision
- Strategic Objectives
- Brand Building Initiatives



# Our Purpose

Our Fundamental Reason for Existence

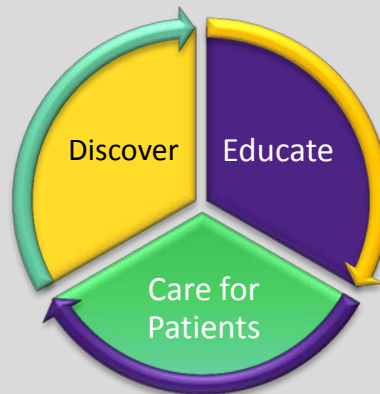
LSU Health New Orleans exists to educate, to care for patients,  
and to discover.

For these purposes, we ensure a continuous supply of trained Louisiana  
health care professionals who will:

Provide patient care to their communities,

Train future generations of health care professionals, and

Lead in the discovery of medical and scientific breakthroughs.





# Mission 2030

Our Big, Hairy, Audacious Goal

LSU Health New Orleans will be the #1 health sciences university in the Southeast, surpassing all other health science universities.

We will be #1 in student, faculty, and staff achievement.

We will be the #1 choice for residency training.

We will be #1 in patient satisfaction.

We will be #1 in Genomics-based research in the Southeast.





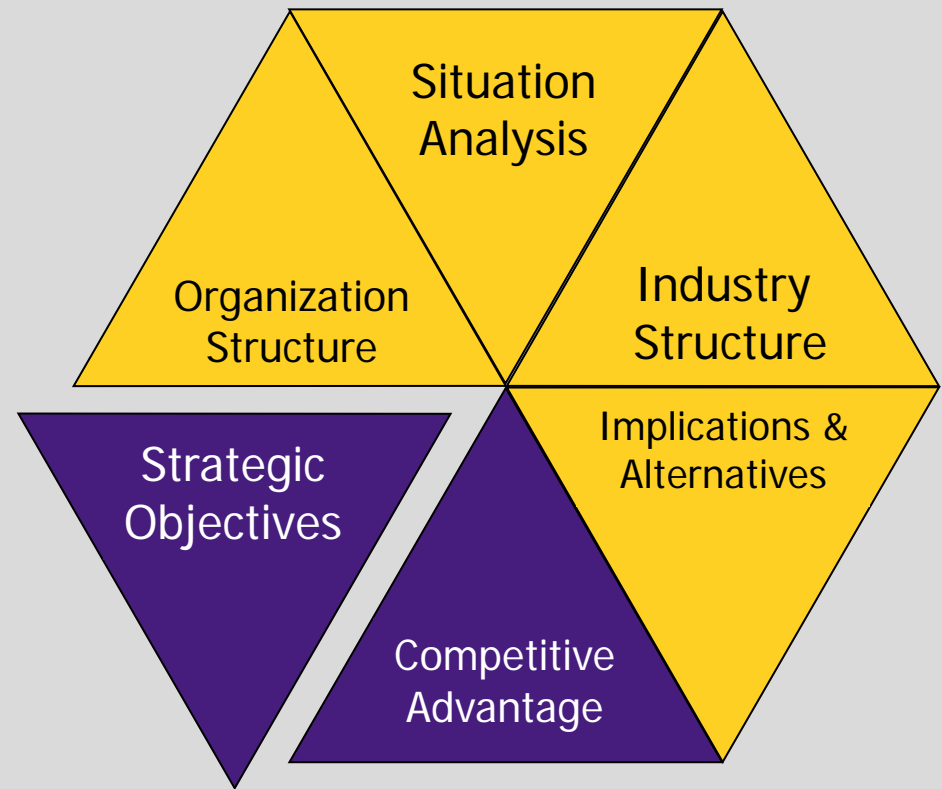


# Strategic Objectives

With Mission in place, we established our Strategic Objectives.

- More immediate and concrete than the Vision.
  - Five-year timeline
- Near-term milestones we need to achieve in implementing our strategy.
- Measurable, closed-end targets.
- Hurdles that clearly and directly motivate behavior.

*The Pieces to the Strategy Puzzle*





# Strategic Objectives

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- **Aligned with ten critical categories of operations**
  - Enterprise
  - Education
  - Research
  - Patient Care
  - Technology
  - Brand
  - Funding
  - Political
  - Physical Plant
  - Human Resources
- **Measureable milestones with targeted completion dates through 2019**
  - Competitive pressures demand a sense of urgency.
  - Delivering on-time is crucial.
- **“Lead Responsibility” assignments**
  - Responsible for building task-focused teams
  - Responsible for delivering results

# Building the LSU Health Brand



**LSU Health**  
NEW ORLEANS

# Building the LSU Health Brand



# Building the LSU Health Brand

## Exclusive sponsorship of live broadcast of 2015 Jazz and Heritage Festival

- Strategic investment by The LSU Health Foundation
- Primary intent is to drive growth in private revenues.
- Local broadcast; worldwide streaming
- Simulcast on over a dozen stations, including New York City, Austin, and Washington, D.C.
- LSU Health sponsorship announcements on WWOZ during the 45 days leading up to Jazz Fest
- LSU Health acknowledgements during the Jazz Fest broadcast
  - Live on-air mentions during the broadcast for all seven days of the festival
  - Custom announcement themes focused on education, patient care, and research



# Building the LSU Health Brand

## Additional media messages:

- WWL-TV
- Print, digital, and television ads in local media leading up to the festival and announcing LSU Health's sponsorship of the live broadcast
  - *The Gambit*
  - *The Advocate*
  - *OffBeat*, including full-page ad in the *May Jazz Fest Bible*
- WWOZ's homepage and WWOZ's Jazz Fest page with links to LSUHSC.edu site
- Spotlight article in the April edition of WWOZ's newsletter, *OZone*





# Building the LSU Health Brand

## Additional impressions:

- Live “check presentation” at Basin Street Station recorded for filmed broadcast of *New Orleans Calling – Live*
  - Invitation-only audience of local leaders
- Sponsorship magnets with LSU Health New Orleans logo distributed at New Orleans concerts
- Prominent acknowledgement at New Orleans Jazz & Heritage Foundation board of directors meetings
- LSU Health logo on 20 CBD and Vieux Carré pedi-cabs during French Quarter Festival, Zurich Classic, Jazz Fest, and Cinco de Mayo.



# Building the LSU Health Brand



**BRINGING NEW ORLEANS  
MUSIC TO THE UNIVERSE**

**LIVE JAZZ FEST BROADCAST**

**TUNE IN**

**ALL 7 DAYS**

**WWOZ 90.7 FM**  
**WWOZ.org or**  
**the WWOZ app**

**IRMA THOMAS**  
*Soul Queen of  
New Orleans*

**BROADCAST SPONSORED BY**  
**LSU Health**  
**NEW ORLEANS**

Volunteer-Powered, Listener-Supported, Community Radio  
Photo by www.RHRPhoto.com

**NEW ORLEANS  
WWOZ  
90.7 FM**





# Building the LSU Health Brand



**BRINGING NEW ORLEANS  
MUSIC TO THE UNIVERSE**

**LIVE JAZZ FEST BROADCAST**

**NEW ORLEANS  
WWOZ  
90.7 FM**

**GLEN DAVID ANDREWS**  
*Trombone & Singer*

**TUNE IN**

**ALL 7 DAYS**

**WWOZ 90.7 FM**  
**WWOZ.org or**  
**the WWOZ app**

**BROADCAST SPONSORED BY**  
**LSU Health**  
**NEW ORLEANS**

Volunteer-Powered, Listener-Supported, Community Radio

Photo by www.RHRPhoto.com



# Building the LSU Health Brand

**BRINGING NEW ORLEANS  
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**BROADCAST SPONSORED BY**  
**LSU Health**  
**NEW ORLEANS**

**NEW ORLEANS  
WWOZ  
90.7 FM**

**GEORGE PORTER, JR.**  
*Bassist & Singer*

**Volunteer-Powered, Listener-Supported, Community Radio**

Photo by Kichea S. Burt





# Building the LSU Health Brand

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**An organization's brand is its future.**

**Of all the things the organization owns,  
nothing is as important.**

**Nothing's as valuable. Nothing's as enduring.**

**Founders die. Buildings burn down.**

**Laboratories get outdated. Technology becomes obsolete.**

**Only one thing never expires – your brand.**



# Faculty Assembly Update

Stacey Holman, MD

President, Faculty Assembly

# Proposed Changes to Faculty Assembly Bylaws

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- Article IV, Section 1: The Assembly shall be made up of no more than ~~thirty~~ **thirty-six** elected Delegates. Twelve Delegates shall be faculty from Basic Science Departments and ~~eighteen~~ **twenty-four** Delegates shall be faculty from Clinical Departments. Of the ~~eighteen~~ **twenty-four** Clinical Delegates, at least one shall be from the Baton Rouge Clinical Faculty and at least one shall be from the Lafayette Clinical Faculty.

# Proposed Changes to Faculty Assembly Bylaws

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- Article V, Section 1. At the ~~July~~ **first** meeting of the academic year, Assembly Delegates shall elect a President-elect and Secretary-Treasurer from among the current Delegates
- Article V, Section 2. The nominator must ensure that the nominee is willing to serve in the capacity for which he or she is nominated. The two persons receiving the most nominations for each office will be placed on the ballot. The President shall ~~insure that~~ **strongly encourage** at least two nominations for each office are on the ballot.
- Article VI, Section 8. The President of the Assembly shall present a report and other items to the faculty at least ~~twice~~ **once** a year at a General Faculty meeting called by the Dean or by the President of the Assembly.

# Academic Advancement Update

Janis Letourneau, MD

Associate Dean, Faculty & Institutional  
Affairs



# Important Dates

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- Guidelines and Criteria updated
- Advancement workshops completed
- Departmental deadlines set
- September 18, 2015 (4:30 pm)
  - Packets due Dean's Office
  - Effective date July 1, 2016



# Strategic Plan Progress Report

**Janis Letourneau, MD**  
**Associate Dean, Faculty & Institutional**  
**Affairs**



# Progress Report – Goal 1

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- **Excellent and Innovative Education**
  - IPE (SACS COC Quality Enhancement Plan)
  - Curriculum Renewal
    - Active Learning and self learning
    - Increased content integration
    - EPAs and competencies
  - Curriculum Renewal
    - Cultural competencies
    - QI/PS
    - Population health
    - Critical review of literature

# Progress Report – Goal 1

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- **Excellent and Innovative Education**
  - **Expanded Educational Opportunities**
    - Support/integration student summer research
    - Faculty hire to facilitate MD/MPH
  - **Partnerships**
    - Faculty development modules for FT/PT/gratis
    - Dialogue – protect/strengthen learner experience
  - **Infrastructure**
    - Video conferencing enhancements – CSRB/elsewhere
    - ODCE staffing and faculty

# Progress Report – Goal 2

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- **Scholarly Excellence**
  - **Faculty Development and Leadership**
    - Continued support for MD/PhD program
    - CVC Director hired and lab build out/faculty hires
    - Recruitment of K – award faculty in BS/CS depts
  - **Support Structure**
    - CS Research Enhancement Fund opportunities
    - Big Data – planning and implementation with IT
    - Dean’s Seminar Series

# Progress Report – Goal 2

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- **Scholarly Excellence**
  - LA CaTS – scholars named
  - Dean’s Seminar – translational research
  - LCRC Clinical Trial capacity – under development
  - UMC Clinical Trial unit – planning ongoing

# Progress Report – Goal 3

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- **Clinical Practice Opportunities**

- **Partnerships**

- Strengthened strategies for program development
- Accelerated discussions on service lines/leadership
- Faculty and leadership recruitment planning

- **LSUHN**

- Increased capacity in gen surg/primary care
- Continued input from CPLG and Dean's Advisory TF
- Recruitment in CRS, pul HTN, other key programs

# Progress Report – Goal 4

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- **Diversity**

- Appointed Director of Student Services
- New faculty member in ODCE – pipelines/outcomes
- Enhanced interface of summer science programs
- Community advisory committee
- Increased involvement in curriculum renewal

# Progress Report – Goal 5

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- **Faculty Matters**
  - Dialogue with CS dept heads on hiring/on-boarding
  - Facilitated and revised on-boarding best practices
  - Alternative instrument
    - Annual Review -> Annual Report
  - Revised Advancement Guidelines and Criteria
  - Expanded Leadership Seminar Series
  - Communications consultant



# Progress Report – Goal 6

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- **Annual Reporting**
  - Due Date dept/center reports – April 30
  - Exploring internal/external review process – cyclical

# Progress Report – Goal 7

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- **Budget**
  - Curriculum renewal – allocation process
  - Involvement of clinical partners
    - Discussions on educational/research missions
  - Evolution of LSUHN dashboards

# Progress Report – Goal 8

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- **Outreach**
  - OCDE – enhanced efforts with HBCU/others
  - Enhanced presence on media
    - WDSU - faculty affiliation
  - OCDE newsletter and Alum Affairs features
    - Community outreach/service activities

# Progress Report – Goal 9

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- **Communications**
  - Dean’s Lunch
  - SGA – Gold Humanism program
  - Monthly blast – Faculty Assembly
  - Increased marketing – LSUHN
  - LSU Health New Orleans – branding effort
  - Enhanced community service activities – WIM and AWIS

# Searches

## Legislative Overview

Steve Nelson, MD  
Dean