National Medical Consultants, P.C.

Medical Review of Malpractice and
Health Related Cases In All Medical Specialties

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National Medical Consultants, PC represents a panel of over 1200 distinguished specialists in all areas of medicine from some of the finest institutions in the country including Yale, Einstein, Columbia, Cornell, Sloan-Kettering, UCLA and Stanford. They are all board certified, active in medical practice, and many are published in medical journals.

Below you can find information on the institutions we draw our panel of medical experts from. National Medical Consultants only uses medical experts from these leading institutions, simply put our experts have credentials beyond reproach. Whether it is a free review of your case summary or you are in need of an expert witness at a medical malpractice trial, you can trust that all of our medical experts have been thoroughly screened.

Yale University School of Medicine

The Yale University School of Medicine is known throughout the world as one of the leading centers for biomedical research, education and advanced health care. Founded in 1810, the School of Medicine has grown to include every modern medical discipline. Its faculty includes some of the world's most respected scholars in medicine, public health and biomedical science.

A Leader in Research

Yale consistently ranks among the handful of leading recipients of research funding from the National Institutes of Health and other organizations supporting the biomedical sciences. The school's unique curriculum, known as the Yale System, promotes teaching in small seminar, conference and tutorial settings, and requires student self-evaluation, independent thinking and investigation.

A Unique Approach

Since 1839, Yale has required that each student complete a thesis based on original research prior to graduation. Graduates of the school have gone on to significant leadership positions in virtually every medical field, as well as many nonmedical areas.

UCLA David Geffen School of Medicine

History

In just over 50 years - within the lifetimes of many of its original architects - the David Geffen School of Medicine at UCLA has joined the ranks of the nation's elite medical schools.

During a period of revolutionary change in biomedical research and patient care, the school quickly moved to the forefront of academic medicine and discovery. It is now mentioned in the same breath with the small group of institutions known as the best in the world - many of which are at least twice UCLA's age.

The Beginning

At the end of World War II, a group of physicians began pushing hard the idea that the University of

California should have a medical presence in Southern California. One of the leading proponents was Elmer Belt, a distinguished urologist who treated, among others, then-Governor Earl Warren.

On October 19, 1945, the University of California Board of Regents voted to establish a medical school as part of UCLA. The state Legislature unanimously passed a $7 million appropriation bill to fund the new school, and Governor Warren signed it into law.

Stafford L. Warren was appointed in 1947 as the school's first dean. Dr. Warren had served on the Manhattan Project while on leave as a professor at the University of Rochester Medical School in New York. A tall, craggy-faced man, he was both impressive and imposing. His compelling personality, combined with experience that gave him knowledge of the inner workings of government, helped the fledgling school raise money and cut through bureaucratic red tape.

In choosing his core faculty, Warren looked initially to three former associates in Rochester. He appointed Andrew Dowdy as the first professor of radiology; John Lawrence as the first professor of medicine; and Charles Carpenter as the first professor of infectious disease. To round out the executive group that, including the dean, was called the Founding Five - Warren recruited 34-year-old William Longmire Jr. of Johns Hopkins, known as "the youngster with the most promise in the nation," to head up the surgery department.

When Dr. Longmire came to UCLA for his first visit in 1948, he was taken aback to find that there was no hospital, only a pastoral arroyo from which the UCLA Medical Center would soon rise. There were no advanced research facilities; scientists worked in temporary Quonset huts scattered around the campus. It wasn't until 1949 that the job of building the medical center and the School of Medicine would begin.

The medical school's first 28 students - 26 men and 2 women - began attending classes in the fall of 1951. Classes were initially held in what had been the reception lounge of the old Religious Conference Building on Le Conte Avenue. Aside from a lecture room, there were five laboratories. In 1951 there were 15 faculty members; by the time the first class graduated in 1955, that number had nearly tripled, to 43.

In July of 1955, the UCLA Medical Center officially opened its doors.

The Sixties

Sherman Mellinkoff succeeded Stafford Warren as dean in 1962. Dr. Mellinkoff had come to UCLA in 1953 as an assistant professor in the Department of Medicine. He saw the school through the most tumultuous decade in the nation's recent history, and stayed in the position a remarkable 24 years.

Under Dr. Mellinkoff, the 60s proved to be a decade of unprecedented growth. The Neuropsychiatric Institute, the Brain Research Institute, and the Marion Davies Children's Center opened their doors. Construction began on the Jules Stein Eye Institute and the Reed Neurological Research Center. By decade's end UCLA had doubled the size of the medical school and the hospital. It had added a School of Dentistry and an independent School of Public Health to an integrated Center for the Health Sciences, which also included a School of Nursing. The medical school had nearly 400 medical students, more than 700 interns and residents, and nearly 200 M.S. and Ph.D. candidates.

Building on earlier efforts to give back to the community, particularly in meeting the needs of the underserved, a partnership was formed with the Charles R. Drew University of Medicine and Science in 1966 to train medical students. The goal, then and today, was to provide high-quality, accessible health care, along with research and medical education, in South Los Angeles.

The Seventies

By the 1970s, the reputation of the school had grown as two decades of graduates had begun making their marks as physicians and scientists. Although state and federal funding was not as easy to obtain as in the past, the school was able to continue its dramatic growth thanks to outstanding community support.

In the early 1970s, a formal affiliation was forged with the Venice Family Clinic, which would become the largest free clinic in the nation and a beloved institution for an impoverished community. Important affiliations rbor, two VA facilities and Olive-View Medical Center ttings for medical students and

residents.

In 1974, UCLA joined with UC Riverside in establishing the Biomedical Sciences Program that offers 24 students each year the opportunity to earn both the B.S. and M.D. degrees in seven years instead of the traditional eight. This shortened path to the M.D. degree is the only program of its kind in the State of California.

The 1970s were characterized by high technology and computerization. The UCLA Medical Center, which would admit its one millionth patient by the end of the decade, was renovated to make room for advanced diagnostic equipment.

The Eighties

By the 1980s the expanse of land that the founding faculty first encountered had been covered by the vast Center for the Health Sciences complex. Outside CHS, there were now alliances with 17 community, county, and federal hospitals throughout the region. In 1981, the Doris and Louis Factor Health Sciences Building was dedicated, providing a home for the School of Nursing and Jonsson Comprehensive Cancer Center. In 1987, construction began on UCLA Medical Plaza, an outpatient facility located across the street from the main hospital.

Kenneth I. Shine succeeded Sherman Mellinkoff as dean on July 1, 1986. "You don't replace Dr. Sherman Mellinkoff, you follow him," Dr. Shine said at the time. Nonetheless, Shine brought his own vision and vigor to the challenges facing the school in the last part of the 20th century.

The Nineties

The pace continued to accelerate in the 1990s, and UCLA remained at the forefront in every area including education. Medical students now reflected the diversity of multiethnic Southern California, bringing a myriad of backgrounds and life experiences and resulting in graduates better able to serve the entire community. Training future physicians was only part of the school's charge. By the end of the 1990s, there were more than 300 Ph.D. students and 250 postdoctoral fellows, greatly strengthening the research enterprise.

In addition to preparing the next generation of basic scientists, the school expanded its joint M.D./Ph.D. program, in response to the growing importance of training individuals able to translate laboratory findings into clinical gains. Pioneering programs that trained medical residents in clinical research gained national attention.

In 1992 Dr. Shine left UCLA to become President of the Institute of Medicine in Washington, D.C. Gerald S. Levey, a nationally recognized leader in both academic medicine and private-sector medical affairs, was appointed provost of medical sciences and dean of the medical school in 1994. Dr. Levey set an ambitious course for the school that included expansion of interdisciplinary research and the establishment of a Department of Human Genetics. Under his leadership the Gonda (Goldschmied) Neuroscience and Genetics Research Center was constructed to ensure that UCLA remain at the forefront in these two promising fields.

The Present

In 2002 Mr. David Geffen announced a $200 million unrestricted endowment for the school and the school thus was named. The endowment enables the school to compete in perpetuity with the finest medical institutions in the world for outstanding faculty regardless of the economic climate, to provide critical financial support to enroll the finest students regardless of need, and to develop forward-looking research and clinical programs.

The medical school today has more than 2,000 full-time faculty members, almost 1,300 residents, more than 750 medical students and almost 400 Ph.D. candidates. The UCLA Medical Center has been ranked "Best in the West" by U.S. News and World Report's annual survey of the best hospitals in America for fourteen consecutive years. The medical school is ranked ninth in the country in research funding from the National Institutes of Health and third in the United States in research dollars from all sources.

An ambitious building program is under way. Two new hospitals are under construction. The UCLA Replacement Hospital, designed by I.M. Pei, will be completed in mid-2005 and will serve as a model for state-of-the-art medical science and patient care in a patient- and staff-friendly environment. The new Santa Monica-UCLA Medical Center will be completed in 2006 and will be a model for community hospitals. Four new research buildings are recently completed or under construction.

The dream of the school's founders has been realized. The David Geffen School of Medicine is an internationally recognized leader in research, medical education, and patient care.

Weill Medical College of Cornell University

About Us

Founded in 1898, and affiliated with what is now NewYork-Presbyterian Hospital since 1927, Weill Medical College of Cornell University is among the top-ranked clinical and medical research centers in the country. In addition to offering degrees in medicine, Weill Cornell also has PhD programs in biomedical research and education at the Weill Graduate School of Medical Sciences, and with neighboring Rockefeller University and the Sloan-Kettering Institute, has established a joint MD-PhD program for students to intensify their pursuit of Weill Cornell's triple mission of education, research, and patient care.

The Medical College is divided into 20 academic departments: seven focus on the sciences underlying clinical medicine; and thirteen encompass the study, treatment, and prevention of human diseases, and maternity care. In addition to its affiliation with NewYork-Presbyterian Hospital, Weill Medical College and Graduate School maintains major affiliations with Memorial Sloan-Kettering Cancer Center, Hospital for Special Surgery, as well as with the metropolitan-area institutions that constitute NewYork-Presbyterian Healthcare Network. The Joan and Sanford I. Weill Medical College and Graduate School of Medical Sciences of Cornell University are accredited by the Liaison Committee for Medical Education of the American Medical Association and the Association of American Medical Colleges.

Sloan-Kettering

Sloan-Kettering Institute (SKI) of Memorial Sloan-Kettering Cancer Center offers advanced laboratory research training for postgraduate biomedical scientists and for physicians in the training stages of research careers.
Research training is offered in each of SKI's eight scientific programs under the guidance of the Institute's professional staff. Within each program, the educational opportunities reflect the areas of research pursued by the program's investigators. Inter-program training is encouraged, and interdisciplinary opportunities include courses, seminars, and collaborative investigative projects.

Research Areas

Research at the Sloan-Kettering Institute is organized into the following eight research programs:

- Cancer Biology & Genetics
- Cell Biology
- Computational Biology
- Developmental Biology
- Immunology
- Molecular Biology
- Molecular Pharmacology and Chemistry
- Structural Biology

Affiliations

Located in the "research corridor" of Manhattan's Upper Eastside, Sloan-Kettering Institute enjoys a close

collaboration with neighbors Cornell University, its Weill Medical College, and The Rockefeller University. This "Tri-Institutional" community is home to five Nobel prize winners.

Graduate Training Activities

Sloan-Kettering Institute, in conjunction with Cornell University, participates in a PhD training program in the biological sciences through the Weill Graduate School of Medical Sciences of Cornell University and a Tri-Institutional MD/PhD Program with The Rockefeller University and the Weill Medical College of Cornell University. More than one hundred students in these programs are pursuing their thesis research in our laboratories.
Sloan-Kettering Institute of Memorial Sloan-Kettering Cancer Center, Cornell University, its Weill Medical College, and The Rockefeller University also offer a Tri-institutional PhD Program in chemical biology and computational biology and medicine.

Support

The Sloan-Kettering Institute offers a highly competitive stipend and benefits package for all research fellows. The starting stipend for incoming research fellows is $40,000. Stipends are reviewed annually by the research mentor and the institution. Funding to support basic science fellows in training is obtained from NIH institutional training grants, individual sponsor and fellowship grants, and other institutional and extramural sources. The Center maintains an Office of Sponsored Projects, which assists in the initiation, development, preparation, and submission of grants and contracts.
Choose from the sections below for further information about Sloan-Kettering Institute's opportunities for research fellows.

Albert Einstein College of Medicine

This institution opened in 1955 and developed rapidly into one of the nation’s premier academic medical centers. Consistently ranking in the top tier of medical schools with respect to NIH funding for basic biomedical research, we currently have NIH funded research centers in cancer, AIDS, diabetes, liver disease and women’s health. We are a Howard Hughes Medical Institute site for tuberculosis vaccine development, and we have a Hispanic Center of Excellence that addresses health care disparities in socio-economically disadvantaged populations. A state-of-the art Magnetic Imaging Research Center was recently completed, and construction of the Center for Genetic and Translational Medicine has begun.
We are affiliated with major voluntary and public hospitals located in three boroughs of New York City and in Long Island, serving the health care needs of a large population of wide socioeconomic and ethnic diversity. These institutions provide extraordinary opportunities to learn state-of-the-art diagnostic and treatment practices in virtually all medical and surgical specialties while also providing students with a firm grounding in generalist medicine. Our clinical sites provide opportunities to acquire experiences and deep understanding of problems and issues in social medicine that are unmatched anywhere.
Most Einstein students conduct biomedical, clinical, translational or population health research, or participate in community based or global health projects. They represent a wide range of backgrounds, talents and interests, have demonstrated evidence of interesting academic and non-academic activities prior to medical school, and many continue to nurture their interests during their tenure at Einstein. Thus, we have the student edited *Einstein Journal of Biology and Medicine*, a student-planned course in *Social Medicine* and a student-run periodical, *Ad Libitum*, devoted to literature and art.

Our curriculum is always on the move, and we continue to implement modern educational strategies even as we retain what is best of the traditional. We offer significant patient-centered experiences within a few weeks after matriculation. The case based, small group conference is a dominant feature of pre-clerkship courses , and didactic teaching hours have been reduced substantially. A new and innovative third year program deals with issues such as prevention, ethics, professionalism, cultural competency and alternative/complementary medicine in small group settings. We have an extraordinary program in Medical Spanish, entirely elective, but taken by most students in the class. A new program in Personal Wellness is meant not only to promote health and reduce stress, but also to expand students’ views of

what they, as future physicians, can provide for their patients.

High-speed wired internet access is available in students' housing and at every seat in the lecture halls; wireless access is available in most teaching and study areas. As the use of information technology extends to all aspects of academic and health care activities, we are challenged to maintain an appropriate balance between electronic and personal communication and between electronic and traditional methods of teaching and learning. The effectiveness of our education programs should not be judged primarily by the quality and quantity of PowerPoint presentations and Web sites. In the teaching and practice of medicine, human interaction must still rule the day.

Our medical school's namesake was alive while the buildings were under construction, and this is the only institution in the world to which Einstein agreed to give his name. In addition to his stature as a scientist, Einstein's moral and compassionate views on human affairs place him clearly in the camp of philosopher and humanist as well as scientist. Our students and faculty- indeed, all members of our community- continue to honor his legacy.

Columbia University Medical Center

Education at Columbia University Medical Center

Columbia University Medical Center consistently has been praised for the quality, innovation, and academic rigor of its educational programs, as well as for the unsurpassed excellence of its faculty. Home to approximately 2,900 students and 6,200 part-time and full-time faculty members, the Columbia University Medical Center campus includes four professional schools, as well as the biomedical sciences programs of the Graduate School of Arts and Sciences.

Degrees/Programs Offered:

College of Physicians & Surgeons:
- M.D., M.D./Ph.D., M.D./M.P.H., M.D./M.B.A, Master's program-Nutrition, Program in Occupational and Physical Therapy.

Mailman School of Public Health:
- M.P.H., M.S., Ph.D., Dr. P.H

College of Dental Medicine:
- D.D.S. Posdoctoral Specialty Training

School of Nursing:
- M.S., M.S/M.P.H., M.S./M.B.A., D.N.Sc., DrNP

Graduate School of Arts and Sciences:
-Ph.D.

More About Education

Columbia University Medical Center Education Project:
Executive Summary — Education Resources Recommendations

Office of Education
To establish a culture of collaboration and cooperation among all of the Medical Center schools and academic programs and to facilitate the delivery of education.

The Glenda Garvey Teaching Academy
To create a setting that will recognize excellence and innovation in education, enhance the status of faculty educators and have a transformative effect on education across the medical center campus

Continuing Medical Education at Columbia University Medical Center
Continuing Medical Education activities encompass a variety of educational formats including lectures, seminars, demonstrations, hands-on experience, print, audio-visual materials and telecommunication techniques. Newer educational technologies will be explored as they become available.

Columbia University Medical Center Curriculum Online
Medicine, Dentistry, Public Health and CourseWorks for Columbia University Medical Center.

Student Information
Student Administrative Services, Student Financial Planning, CUMC Curriculum, How to apply to Schools at CUMC, Student Organizations, Student Resources.

Other Programs

Ben-Gurion University of the Negev Medical School for International Health in collaboration with Columbia University Medical Center
M.D. Program in International Health and Medicine in Collaboration with Columbia University Medical Center
The Critical Time Intervention Mental Health Program for the Homeless
On-site and community-based services critical for transitioning homeless individuals with mental illness from shelter to community living.

Stanford University School of Medicine

Education

Training leaders in medical and life sciences

Providing a basic education to doctors and scientists isn't enough - we expect our graduates to play leadership roles in the biosciences. That is why we work hard to ensure that our training programs are the standard for excellence in traditional as well as emerging disciplines. We also offer learning opportunities that range from our high school outreach programs to our continuing medical education courses for health-care professionals. Many of our faculty members also share their insights with the public through seminars and classes.
To Prospective Students: A message from Dean Pizzo, Senior Associate Dean Parsonnet, and Senior Associate Dean Daria Mochly-Rosen.

Degree programs

MD Program: Medical education at Stanford prepares the student to meet both the opportunities and the challenges of the future, whatever his or her eventual career path may be. In addition to a rigorous curriculum in biomedical science and clinical training, MD candidates undertake scholarly concentrations — research-oriented programs that develop independent, critical, and inquiring approaches to medicine — in areas of study that interest them.
PhD Programs: Celebrated programs in Bioengineering, Biomedical Informatics, and Biosciences offer an extraordinary choice of biomedical research opportunities: more than two hundred labs in the basic sciences and over four hundred additional labs in the clinical disciplines.
Master's Degree Programs: Programs in Bioengineering, Biomedical Informatics, Epidemiology, and Health Services Research allow opportunities for biomedical inquiry, while the Master of Science in Medicine program offers Stanford PhD students the opportunity to train in medical science alongside their MD colleagues.
Multiple-Degree Programs: Learn about opportunities for MD candidates to enhance their training with MS, MPH, PhD, or other advanced degrees, and for PhD students to join in medical training through the Master of Science in Medicine program.
Undergraduate Education: In partnership with the Stanford Introductory Seminar program, the School of Medicine invites freshmen and sophomores to explore topics in a variety of biomedical subjects. Students are also welcome to investigate one-on-one directed reading, research, or even — for those who meet prerequisites — some advanced study.

Non-degree programs

Postdoctoral Scholars: Each year over fourteen hundred postdoctoral scholars contribute to the research, clinical care and education of graduate students and undergraduates at the University. A list of open positions is available on the web site for the Office of Postdoctoral Affairs.
Fellowships: In addition to postdoctoral scholarship, the School of Medicine offers clinical and research opportunities for physicians seeking speciality training, graduate and medical students, undergraduate students, and high school students.
Clerkships**:** We offer a maximum of three months of elective rotations to students who are in their fourth or final year at an LCME-accredited medical school in the United States or Canada.
Resident Programs: Stanford residents get both real-world and cutting-edge clinical experience.
Continuing Medical Education (CME): Modern medical practice requires a career-long commitment to learning the latest skills and practices, and Stanford is here to help.