

The Bulletin of  
Vanderbilt University 1986-87

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# Medical Center



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**THE BULLETIN OF VANDERBILT UNIVERSITY**  
**Volume 86, Number 4                      September 1986**

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Vanderbilt University Medical Center







# The Medical Center

School of Medicine  
School of Nursing  
University Hospital



Vanderbilt  
University  
1986-87

Containing general information  
appointments and courses of study  
for the 1986-87 session  
corrected to 15 May 1986  
Nashville

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## School of Medicine Calendar, 1986-87

### FALL SEMESTER 1986

Registration and classes begin 3rd year / Monday 25 August  
Registration 2nd and 4th years / Tuesday 26 August  
Registration 1st year / Wednesday 27 and 28 August  
Classes begin 2nd and 4th years / Thursday 28 August  
Classes begin 1st year / Friday 29 August  
Medical School reunion / Friday 24 October and 25 October  
Homecoming / Saturday 25 October  
Thanksgiving holidays / Thursday 27 November to 30 November  
Examination period elective courses 1st and 2nd years / Monday 8 December  
to 12 December  
Examination period required courses 1st and 2nd years / Monday 15 December  
to 19 December  
Fall semester ends / Friday 19 December  
Christmas holidays / Saturday 20 December to Sunday 4 January

### SPRING SEMESTER 1987

Spring semester begins / Monday 5 January  
Spring holidays 1st and 2nd years / Sunday 1 March to 8 March  
Spring holidays 4th year / Wednesday 18 March to 22 March  
Founder's Day Tuesday 17 March  
Spring holidays 3rd year / Saturday 28 March to 5 April  
National Boards (Part II) 4th year / Wednesday 1 April to 2 April  
Instruction ends 1st, 2nd, and 4th year / Friday 24 April  
Examination period elective courses 1st and 2nd years / Monday 20 April to 24 April  
Examination period required courses 1st and 2nd years / Monday 27 April to 1 May  
Commencement / Friday 8 May  
National Boards (Part 1) 2nd year / Wednesday 10 June to 11 June  
Instruction ends 3rd year / Friday 12 June  
Examination period 3rd year / Monday 15 June to 19 June

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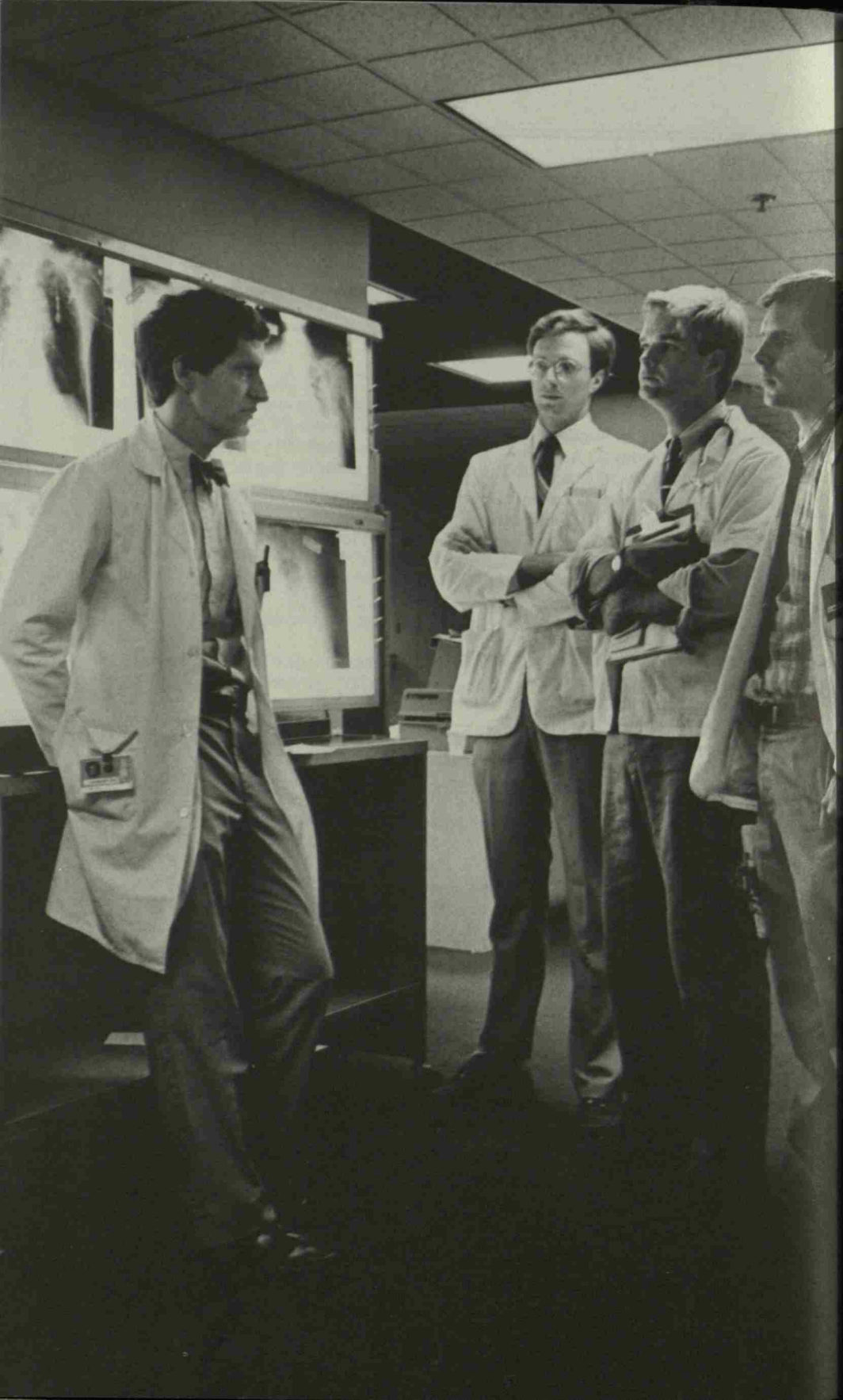
## **School of Nursing Calendar, 1986-87**

### FALL SEMESTER 1986

*Orientation for transfer students / Saturday 23 August*  
*Registration / Tuesday 26 August to 27 August*  
*Classes begin / Thursday 28 August*  
*Homecoming / Saturday 25 October*  
*Thanksgiving holidays and fall break / Sunday 23 November to 30 November*  
*Classes end / Wednesday 10 December*  
*Reading days and examinations / Thursday 11 December to 19 December*  
*Fall semester ends / Friday 19 December*

### SPRING SEMESTER 1987

*Registration / Tuesday 6 January to 7 January*  
*Classes begin / Thursday 8 January*  
*Spring holidays / Sunday 1 March to 8 March*  
*Founder's Day / Tuesday 17 March*  
*Parents' Weekend / Friday 28 March to 29 March*  
*Classes end / Wednesday 22 April*  
*Reading days and examinations / Thursday 23 April to 1 May*  
*Commencement / Friday 8 May*








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Vanderbilt University  
MEDICAL CENTER



Vanderbilt University  
MEDICAL CENTER

- Light Hall
- Langford Auditorium

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# The Medical Center

**An Academic Health Care Center  
for the Southeast**

**Life at Vanderbilt**





# An Academic Health Care Center for the Southeast

**V**ANDERBILT University Medical Center has a three-fold mission—the education of health professionals, research in medical sciences, and patient care. This mission is carried out in three main operating units—the School of Medicine, the School of Nursing, and the 661-bed Vanderbilt University Hospital, where patients receive exemplary care from physicians and nurses who are creative teachers and scholars, instructing their students in healing sickness and unraveling its mysteries.

Members of the faculty maintain proficiency and establish working relationships in the professional community by participating directly in patient care. Their practice encourages the free flow of ideas among the School of Medicine, the School of Nursing, and the University Hospital and facilitates joint research activities. As a result, the Medical Center can undertake significant, innovative programs that set the standard for health care in the region.

Such outstanding service has established Vanderbilt's reputation as a referral center for the Southeast. Physicians from other states and foreign countries refer to Vanderbilt those patients whose health problems demand interdisciplinary skills and expert knowledge. Consequently, students in the Medical Center encounter a wider range of diseases than they would likely see in many years of private practice.

The Medical Center furnishes support for University-wide programs in engineering and law—and makes possible the Ann Geddes Stahlman professorship in medical ethics as well as interdisciplinary programs in philosophy, religion, and the social sciences.

Through the education of physicians, nurses, biomedical scientists, and technicians in allied health professions—and through the best possible care of patients—Vanderbilt Medical Center works to improve the health of the individual. Through scholarship and research leading to new knowledge about the nature, treatment, and prevention of disease, the Medical Center works to improve the health of all.

## **Facilities**

### *Vanderbilt University Hospital*

The hospital is a dramatic, twin-tower structure of red brick, especially equipped to provide complex and vital services to its patients, con-

tinuing Vanderbilt's century-old tradition of the best in patient care.

At the fifth floor level is a unique "playground in the sky" for youngsters in the Children's Hospital and Junior League Home. This spacious courtyard utilizes the roof of the fourth floor as a playground, providing the children access to outdoor recreation just a few steps from their rooms.

#### *Rudolph A. Light Hall*

Completed in 1977, Light Hall provides classroom and laboratory space for students in the School of Medicine. It houses the departments of biochemistry, neurology, and physiology and the Howard Hughes Medical Institute. Named for Dr. Rudolph A. Light, former professor of surgery and member of the Board of Trust, Light Hall is connected by tunnels to the West Wing of Medical Center North and to the Hospital.

#### *Medical Center North*

Outpatient clinics, the 21-bed Newman Clinical Research Center, Co-operative Care Center, dietary services, and most other support functions are in Medical Center North. The complex also houses such specialized treatment and research units as the Burn Center, the Rehabilitation Center for patients with severe physical handicaps, Vanderbilt Institute for Treatment of Alcoholism (VITA), and Physical Therapy Services.

Faculty and administrative offices and research space for all Medical School departments except biochemistry, neurology, and physiology are in Medical Center North. The original portions of the building were completed in 1925. Since that time a number of connecting wings and buildings have been added:

*A. B. Learned Laboratories.* Completed in 1961 and dedicated primarily to research in the basic sciences, this building is shared with the general University and is attached to Medical Center North at the north side.

*West Wing.* Known as the "Round Wing," this portion was completed in 1962.

*West Court Building.* Completed in 1964, this building is entered off the plaza connecting Medical Center North with the hospital.

*Zerfoss Building.* Completed in 1967, the Zerfoss Building is located north of the Round Wing.

*Northwest Court.* This wing, also completed in 1967, is located north of the Round Wing.

*Joe and Howard Werthan Building.* The Werthan Building, completed in 1972, fronts on 21st Avenue South.

### *Medical Center South*

The Medical Center South includes inpatient facilities for child psychiatry, the department of neurology, the Jerry Lewis Neuromuscular Disease Research Center, the Comprehensive Development Evaluation Center, and office space.

### *Mary Ragland Godchaux Hall*

Contains classrooms and offices of the School of Nursing faculty.

### *Helene Fuld Instructional Media Center*

Established in 1967 by the Helene Fuld Health Trust and housed in Godchaux Hall, the center provides multimedia learning materials, including computer terminals and microcomputers, either in a carrell area or in classrooms. More than 1,000 programs are available for instructional purposes. In addition, the School of Nursing receives new programs via the Helene Fuld television network that serves all the schools in the Helene Fuld Health Trust system.

### *Langford Auditorium*

Located in the Medical Center area, this 1,200-seat facility is for general University use.

### *Bill Wilkerson Hearing and Speech Center*

A community-operated diagnostic and treatment center for audiological and speech problems, the Wilkerson Center is located at Edgehill Avenue and 19th Avenue South.

### *Center for Health Services*

The Center for Health Services, occupying a historic residence near the Round Wing, is a multidisciplinary entity with campus-wide student and faculty participation. It was founded in 1971 to encourage and pursue improvements in health care, primarily in under-served communities. The curriculum of the center is designed around current health care issues. Outreach projects are directed by students with faculty advice. At present, course offerings for medical students are non-credit and elective credit in certain departments.

### *Medical Arts Building*

Erected in 1955, the Medical Arts Building provides members of the clinical faculty with convenient office space and houses a number of Vanderbilt Hospital outpatient clinics.

### *The Cooper Building*

Twelve miles from campus, on the grounds of the Middle Tennessee Mental Health Institute, the Cooper Building has been made available to Vanderbilt by the State of Tennessee. It houses the Tennessee Neuropsychiatric Institute, which is dedicated to clinical and basic research in the area of mental health.

### **Affiliated Facilities**

Vanderbilt is closely affiliated with the 485-bed Veterans Administration Medical Center—a Vice-Chancellor's Committee hospital containing 439 acute-care beds and outpatient facilities—and with the Howard Hughes Medical Institute, which occupies the seventh floor of Rudolph A. Light Hall.

The Nashville Metropolitan General Hospital and Saint Thomas Hospital are closely affiliated with the educational programs of the Medical and Nursing schools. The Medical Center also utilizes the facilities of Baptist Hospital, the Luton Community Mental Health Center, the Metro Nashville–Davidson County Health Department, and Park View, Southern Hills, and West Side hospitals.

### **Medical Center Library**

Founded in 1906 as the library of the School of Medicine, the Medical Center Library was moved in 1964 to its present location in the northeast wing of Medical Center North. These quarters were improved and expanded in 1977. The library serves the bibliographical and informational needs of all Vanderbilt University personnel who are engaged in the study, teaching, or practice of the health sciences and is a major information resource for the health professionals of this region.

The library, which is the official archive of the Medical Center, contains over 140,000 volumes. About two-thirds of these are bound periodicals, and more than 1,700 periodicals and serial publications are currently received. The History of Medicine Room houses a collection of materials illustrating the roots and development of medicine and nursing, especially in the United States. Access to materials and the circulation of books are provided through an integrated, automated system—Acorn. Public catalog terminals of Acorn are located in all divisions and units of the Jean and Alexander Heard Library.

The library provides seating for some 200 readers. It offers a wide range of services, including reference assistance and advice on bibliographic matters; instruction and orientation in use of library resources; literature searches; document delivery; and the usual circulation, reserve book circulation, and copying services. There is on-line access to MEDLINE and the many other computer-based information retrieval services now available. The library participates in various cooperative ventures and projects, including the Southeastern Library Network (SOLINET) and the nationwide Regional Medical Library Program.

In addition to the resources of the Medical Center Library, readers have access to the total resources of the Jean and Alexander Heard Library, numbering over 1.6 million volumes. Included are the Central/Science, Divinity, Education, Law, and Management libraries.

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### **Canby Robinson Society**

In 1978 Vanderbilt established the Canby Robinson Society in honor of George Canby Robinson, M.D., the Medical School's first Dean. It was through Dr. Robinson's leadership that the teaching hospital and the research laboratories were placed under one roof, thrusting Vanderbilt to the forefront of medical education. His innovation regarding the diversity of the Medical School's curriculum, with emphasis on biomedical research and improved health care, is a legacy that continues today.

Its almost six hundred members, including an active board, provide impetus to the Medical Center's philanthropic programs. Through the leadership of this group, private support to the Medical Center has increased greatly over the past few years, with the Society contributing over four million dollars last year.

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 PAUL MOUNTCASTLE, Nashville  
 GLORIA A. MYERS, Fort Worth  
 WILLIAM T. MYERS, Fort Worth  
 CAROLE NELSON, Nashville  
 EDWARD G. NELSON, Nashville  
 CAROL S. ODESS, Birmingham  
 JOHN S. ODESS, Birmingham  
 DOUGLAS G. ODOM, JR., Madison, Tenn.  
 ROBBIE ODOM, Madison  
 EVELYN OVERALL, Nashville  
 JAMES C. OVERALL, Nashville  
 GLADYS OWEN, Cookeville, Tenn.  
 LULU HAMPTON OWEN, Nashville  
 ALICE CHENOWETH PATE, Arlington, Va.  
 NANCY K. PERKINS, Nashville  
 ELIZABETH CRAIG PROCTOR, Nashville  
 MARIAN RHEA, Paris, Tenn.  
 WILLIAM G. RHEA, Paris  
 DOUGLAS H. RIDDELL, Nashville  
 JEANNE RIDDELL, Nashville  
 HELEN W. ROSENFELD, Nashville  
 LOUIS ROSENFELD, Nashville  
 JOHN L. SAWYERS, Nashville  
 JULIA EDWARDS SAWYERS, Nashville  
 H. WILLIAM SCOTT, JR., Nashville

MARY SCOTT, Nashville  
ALVIS JOE SCULL, JR., Santa Barbara  
ESTHER SCULL, Santa Barbara  
C. IRBY SIMPKINS, Nashville  
FAYE SIMPKINS, Nashville  
EVELYN SMITH, El Paso  
LESLIE M. SMITH, El Paso  
MARGARET SMITH, Nashville  
ANITA STALLWORTH, Nashville  
ELIZABETH P. TAYLOR, Menlo Park  
HARLAN H. TAYLOR, Menlo Park  
JUDITH THOMPSON, Birmingham  
BETTYE THORNTON, Brownsville, Tenn.  
JOHN C. THORNTON, JR., Brownsville  
HILLIARD TRAVIS, Nashville  
NANCY TRAVIS, Nashville  
CAL TURNER, JR., Nashville

MARGARET TURNER, Nashville  
F. KARL VAN DEVENDER, Nashville  
KATHY VAN DEVENDER, Nashville  
JOHN S. WARNER, Nashville  
MARGARET S. WARNER, Nashville  
LEAH ROSE WERTHAN, Nashville  
ANNE POTTER WILSON, Nashville  
DAVID K. WILSON, Nashville  
EDITH WINN, Lake Arthur, La.  
CHARLES E. WORK, Cincinnati  
MILDRED WORK, Cincinnati  
JANE YOUNT, Oak Ridge, Tenn.  
THOMAS L. YOUNT, JR., Oak Ridge  
ARLENE I. ZIMMERMAN, Nashville  
RAYMOND ZIMMERMAN, Nashville  
EDMOND P. ZIMSKY, Boca Raton, Fla.

## The Environment

Favored for its key location in the rapidly developing sunbelt region, Nashville offers unique professional, cultural, and recreational opportunities.

The modern buildings and restored historic structures punctuating the downtown skyline give graphic evidence of the city's business vitality. Nashville has long been known as a center of banking, finance, publishing, and insurance. The rapid expansion of manufacturing and service operations since 1960 has completed a picture of prosperity that resists the swings of national economic cycles. Nashville is home base for a number of major national corporations, including Hospital Corporation of America, Genesco, and Aladdin Industries. Many major manufacturing installations—among them Dupont, Ford, Avco, Nissan, and General Motors' new \$5 billion Saturn facility—are located in the area.

Nashville is the state capital, and government agencies constitute a substantial portion of the city's economic base. In addition, the city's sixteen colleges and universities include two major medical centers—Vanderbilt and Meharry Medical College—and studies in the health sciences are enriched by Nashville's status as a regional medical center for the Southeastern states.

More than a dozen colleges and universities attract more than thirty thousand students from the U.S. and around the world. Vanderbilt is the best known of these institutions, which form a broad, influential community of higher education and earn Nashville the nickname "Athens of the South."

Cultural life is greatly enriched by the Tennessee Performing Arts Center, with auditorium facilities for the Nashville Symphony Orchestra and a great variety of theatrical and musical presentations. In addition, music, drama, and dance performances by both touring and resident artists are regularly scheduled events on the Vanderbilt campus.

Some of the most sophisticated soundstage and television studio facilities in the United States are here. RCA, Columbia, and many other record companies have offices and recording studios in Nashville, which enjoys longstanding fame as Music City, U.S.A.

Nashville's many restaurants cater to dining preferences ranging from barbecue and turnip greens to Peking duck. Entertainment choices are likewise wide-ranging, from hole-in-the-wall bluegrass establishments to swank, showcase supper clubs. For recreation, the area surrounding Nashville is a natural for hiking, camping, and caving. An abundance of streams and rivers allow boaters to choose lazy, scenic float trips or the thrilling trials of whitewater. Old Hickory and Percy Priest lakes, each about thirty minutes from Vanderbilt, are popular with skiers, sailors, and anglers. The Nashville Sounds (AAA affiliate of the Detroit Tigers) play ball April through September and, together with Vanderbilt's football, basketball, and other Southeastern Conference teams, generate sports excitement throughout the school year.

The city's many beautiful residential areas, easily accessible to offices, shopping, and recreation, provide a comfortable environment for family life.

All these diverse elements of the city are drawn together by a progressive form of city-county metropolitan government that has been studied and adopted by many other cities since its inception in 1964.

### **The University**

One-and-a-half miles from Nashville's downtown business district lies Vanderbilt University's 305-acre campus, which adjoins and includes the Medical Center facilities. Here arrogant squirrels scamper across broad lawns and up the glossy-leaved magnolias and towering oaks that shade the brick walkways connecting all parts of the University complex.

Vanderbilt was founded in the reconstruction period following the Civil War, when Commodore Cornelius Vanderbilt gave a million dollars to build and endow a university that would "contribute to strengthening the ties which should exist between all sections of our common country." Medical education has been an integral part of the University from its very beginning. The School of Nursing was founded in 1909.

Today Vanderbilt is a private, selective university with a strong faculty of more than 1,250 full-time members and a diverse student body of about 8,600 from "all sections of our common country." Academic work is still governed by the honor system that was inaugurated at the school's founding. The University now consists of ten schools:

*The College of Arts and Science*, offering the Bachelor of Arts and Bachelor of Science.

*The Graduate School*, offering the Master of Arts, the Master of Arts in Teaching, the Master of Science, and the Doctor of Philosophy.



*Blair School of Music*, which offers studies leading to the Bachelor of Music degree beginning in the fall of 1986.

*The Divinity School*, offering the Master of Divinity and the Doctor of Ministry.

*The School of Engineering*, offering the Bachelor of Engineering, the Bachelor of Science, and the Master of Engineering.

*The School of Law*, offering the Doctor of Jurisprudence.

*The School of Medicine*, offering the Doctor of Medicine.

*The School of Nursing*, offering the Bachelor of Science in Nursing and the Master of Science in Nursing.

*Owen Graduate School of Management*, offering the Master of Management and the Master of Business Administration.

*George Peabody College for Teachers*, offering the Bachelor of Science, the Master of Education, the Master of Library Science, the Specialist in Education, and the Doctor of Education.

No honorary degrees are conferred.

Vanderbilt is a member of the Association of American Universities and is accredited by the Southern Association of Colleges and Schools.





# Life at Vanderbilt

**V**ANDERBILT provides a full complement of auxiliary services to meet the personal needs of students, to make life on the campus comfortable and enjoyable, and to provide the proper setting for academic endeavor.

## Housing Facilities

The Office of Residential and Judicial Affairs provides suitable and appropriate housing for as many graduate and professional students as possible. Applications and inquiries concerning housing should be addressed to the Office of Residential and Judicial Affairs, Box 1677, Station B, Vanderbilt University, Nashville, Tennessee 37235, as soon as notice of admission is received. A \$200 deposit is required at the time of application.

Entering students who apply by 1 May are given priority for housing space. After 1 May, assignment is made on the basis of the date of application.

Apartments are leased for the entire academic year. Students who are assigned space on the campus are thus committed for one year and should understand that only withdrawal from the University will cause the lease to be terminated.

Residential occupancy is subject to the terms and conditions of a lease executed by the occupants. Only full-time students at Vanderbilt are eligible for campus apartments. Apartments must be vacated within twenty-four hours if the occupants cease to be students.

Because housing on the campus is limited, unmarried students must share apartments: two per efficiency, two per one-bedroom, and three per two-bedroom.

University housing for graduate and professional students is available in the following facilities:

Lewis House, on the south side of campus, is an eleven-story apartment building with air-conditioned efficiency, one-bedroom, and two-bedroom apartments. It is primarily for married students. There are recreational facilities for children.

Oxford House contains efficiency and one-bedroom apartments in an eleven-story building on 21st Avenue South at Dixie Place, near the Medical Center. These apartments are usually assigned to single students. There are no provisions for children.

The Married Students Apartments, located at the eastern edge of campus on 18th Avenue South are town-house apartments with living room

and kitchen downstairs and two bedrooms upstairs. The apartments are designed for families.

The Garrison Apartment complex on 18th Avenue South has air-conditioned efficiency and one-bedroom units. Single as well as married students are assigned here.

### *Off-Campus Housing*

The Office of Residential and Judicial Affairs maintains a listing of available off-campus accommodations in the Nashville area. The majority of rental property is close to the campus. Cost, furnishings, and conditions vary greatly. For best choices, students seeking off-campus housing should visit the office by early July for suggestions and guidance.

### **Dining Services**

There are five main dining facilities on campus: Branscomb Dining Hall, the Divinity Refectory, the Cumberland Room (Hill Center), Rand Dining Room and Commodore Room snack bar, and McTyeire Dining Room (breakfast and lunch). Rand Dining Hall and the Divinity Refectory feature the "scramble" or selective type of dining service. The Cumberland Room service is a combination of deli and cafeteria styles.

Through liberal dining plans ranging from \$75 to \$660 per semester, students may use meal cards to purchase food, a la carte, at any of the above listed locations except McTyeire. Meals are also available on a cash basis.

The Overcup Oak, located in Sarratt Student Center, has an informal, pub-like atmosphere. Specialty foods are available for lunch and dinner. Another convenient facility is the cafeteria in Medical Center North. Meal cards are not valid at these locations.

### **Counseling Center**

"Students don't have to have a definable problem to come here. A university is a place where people come to grow in a number of different dimensions, only one of which is with respect to the content of courses." —*Nick Sieveking, Director, Counseling Center.*

The Psychological and Counseling Center is a broad-based counseling center that is available to students, faculty, and staff members. Services here include:

- Individual and group counseling for personal problems and issues
- Group support programs for learning special techniques or skills such as relaxation, assertiveness, marital communication, reading and study skills, and weight, stress, and time management
- Administration of national testing programs

- Career counseling
- Outreach and consultation with faculty and staff

"We have a body of people here who are trained in a variety of different therapy forms from alcohol and drug treatment to career counseling. We take our expertise out to the University community." —*Gerard Halek, Associate Director, Counseling Center.*

Students may make appointments by visiting the Counseling Center at 300 Oxford House, at Twenty-first Avenue South and Dixie Place, or by calling 322-2571.

### Student Health Service

"Our major advantage is our physical and academic affiliation with the Medical Center." —*John Greene, M.D., Director, Student Health Service.*

The Vanderbilt Student Health Service is a student-oriented facility that provides medical care for chronic and acute conditions. The director of the Health Service is a tenured member of the Medical Center faculty.

The following general health services are provided without charge:

- Visits to staff physicians and nurse practitioners
- Personal counseling by psychiatrists and psychologists
- Routine treatments, dressings, and suturings
- Confidential testing to detect common communicable diseases
- Educational information and speakers for campus groups

Students are billed for any services provided by the Medical Center; many services, however, may be covered by the student hospitalization insurance policy.

The Health Service is open from 8 a.m. to 4:30 p.m., Monday through Friday, and 8:30 a.m. until noon on Saturday. Students are requested to call for appointments when possible, but "walk-ins" are helped on a first-come first-served basis. When Student Health is closed, students may receive medical care at the emergency room of Vanderbilt University Hospital. They will be charged for emergency room services, but a part of this cost may be covered under the student insurance plan.

A twenty-four-hour consultation service is also available (except during summer and scheduled academic breaks) by calling 322-2427.

### Hospitalization Insurance Plan

All students at Vanderbilt are required to have adequate hospitalization insurance coverage, and a health insurance plan is offered through the University. This plan is designed to provide liberal hospital, surgical, and major medical benefits. A brochure explaining the limits, exclusions, and benefits of insurance coverage is available to students at registration, in the office of Student Accounts, or at the Student Health Service.

The annual premium is in addition to tuition. Coverage extends from

21 August until 20 August of the following year, whether a student remains in school or is away from the University.

A student who does not wish to subscribe to the insurance plan offered through the University must notify the University of adequate coverage under another policy. New students must complete and return the acceptance/waiver card that is available at registration or in the Student Accounts Office. Acceptance/waiver cards must be completed by returning students if they wish to change their current insurance status.

Notice of cancellation of insurance coverage must be received and verified in the Student Accounts Office by 15 October for fall semester and 15 February for spring semester.

*Family Coverage.* An additional premium is charged for family hospital coverage. Married students who wish to provide coverage for their families may secure an application form from the Student Accounts Office at the time of registration.

*International Student Coverage.* International students and their dependents residing in the United States are required to purchase foreign-student health insurance. No exceptions are made unless, in the judgment of the University, adequate coverage is provided from some other source. This insurance is required for part-time as well as full-time students. Information and application forms are provided through the Office of International Services.

### **Services for Handicapped Students**

"The swimming pool has been accessible for a long time but no handicapped student had asked to use the weight room until this year. At the request of two students a ramp is being built to the weight room on the ground level of Memorial Gym."

Vanderbilt has a strong commitment to persons with disabilities and provides unique services from the first day of their academic careers. Among the University's many services are: readers and brailled or taped books for the blind and interpreters for the deaf; special print-enlarging equipment for the visually handicapped; and modifications of class locations and assignments.

The Opportunity Development Center serves as a resource regarding complaints of unlawful discrimination concerning state or federal equal opportunity laws.

Working through faculty monitors, the University provides accessibility to academic programs, parking, and recreational facilities. Specific concerns pertaining to services for the handicapped should be directed to Dean Daniel M. Buxbaum, School of Medicine, 115 Light Hall, Nashville, Tennessee 37232 or Patricia L. Peerman, Director of Student Advising, School of Nursing, 106 Godchaux Hall, Nashville, Ten-

nessee 37240. The Opportunity Development Office is also available to help with any specific concerns. Write Pat Pierce, Director, P.O. Box 1809, Station B, Nashville, TN 37235.

### **Child Care Center**

"We are on campus, so parents can linger when they bring their children. They can eat lunch or stay and read a story. We're a place for families, not just children." —*Diane Neighbors, Director, Child Care Center.*

Vanderbilt Child Care Center operates as a service to University staff, faculty members, and students. The program serves sixty children, two years old through kindergarten. Tuition is determined by the child's age and family income. The center is open from 6:30 a.m. to 5:30 p.m. Daily activities always include outdoor play, music, art, and listening experiences. Additional information is available from the Vanderbilt Child Care Center, Box 83, Peabody College, Nashville, Tennessee 37203.

### **Police and Security**

Of primary concern to the Department of Police and Security is the protection of students, faculty and staff members, and the assets of the University. Security services are provided in response to this concern.

### *Shuttle Bus Service*

The University Shuttle Bus Service operates from 7 a.m. to 2 a.m., Monday through Friday, and 6 p.m. to 2 a.m. on weekends. The bus is accessible to persons with disabilities. Schedule and route information may be obtained at the Department of Police and Security or by calling 322-VUSS. The shuttle bus service does not operate on holidays or during academic break periods.

### *Escort Service*

A vehicular or walking escort service is available after dark for persons who need an escort for personal safety reasons or for those who need transportation because of physical disability. The telephone number for the service is 321-8888.

### *Blue Light Emergency Telephones*

These highly visible phones are strategically placed around the campus. Simply lifting the receiver identifies the location and sends an immediate message to the Department of Police and Security.

### *Lost and Found*

Articles abandoned on campus are turned in to the Department of Police and Security in Alexander Hall, 2505 West End Avenue. Students are advised to label all personal belongings with proper identification.

### *Vehicles and Parking on Campus*

Parking space on campus is severely limited. Cars, motor bikes, and bicycles owned by students must be registered with the Department of Police and Security. Students will be assigned to specific areas of the campus for parking purposes, but off-campus parking is strongly encouraged.

### **Women's Center**

The Women's Center was established in 1978 to provide support for women in a comfortable setting where information regarding sex equality and other issues relating to women's rights may be distributed and discussed.

"The Women's Center demonstrates to the community that Vanderbilt is dedicated to supporting women." —*Nancy Ransom, Director, Women's Center.*

The center houses a library—an excellent resource for the history and accomplishments of women—where students may browse at leisure. The center is located in E-2, West Side Row, and is open weekdays from 8:30 a.m. to 4:30 p.m.

### **Sports and Recreation**

Graduate and professional students are encouraged to participate in the many physical activity classes, intramurals, and club sports offered by the University. Spouses and family members must pay a user fee to participate.

The physical activity classes, including such unusual ones as tae kwon do, wind surfing, and scuba diving, are offered along with the old standbys: tennis, volleyball, and racquetball. Physical activity classes are offered on an elective, no-credit basis. Twenty club sports provide opportunity for participation in such favorites as sailing, fencing, rugby, and lacrosse.

The University recreation facilities include gymnasiums, indoor and outdoor tracks, an indoor tennis center plus many outdoor hard courts, an indoor swimming pool, a nautilus room, racquetball courts, and softball diamonds. Playing fields are irrigated and constantly maintained to assure excellent field conditions. Excellent lighting is available for night games.



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Students may purchase tickets to Vanderbilt basketball and football games at reduced rates after their ID cards have been validated.

### **Religious Life**

The Office of University Ministry exists to provide occasions for religious reflection and avenues for service, worship, and action. The Office of University Ministry and its staff of chaplains (Baptist, Episcopal, Jewish, Presbyterian, Roman Catholic, and United Methodist) provide many opportunities for involvement; Vanderbilt Prison Project, the Ox-fam Fast, the Second Harvest Food Bank, and the interracial, student-initiated Racial Environment Project are major service projects. The Holocaust and Martin Luther King lecture series provide two intense weeks of lectures investigating these climactic historical events and times.

Worship services for Catholics are conducted in chapels on campus. Provision for worship by other Christian groups and for Muslim students is also made by the University.

### **Sarratt Student Center**

The Madison Sarratt Student Center provides a wide variety of programs and activities for the campus community. The center is equipped with a movie theatre where classical and contemporary films are shown nightly, large and small meeting rooms for conferences and seminars, a game room, meeting and work space for student organizations, an art gallery, craft and darkroom space for classes and individual work, facilities for the several campus publications and radio station, comfortable reading rooms and lounges, and a deli, The Overcup Oak.

### **Education Records**

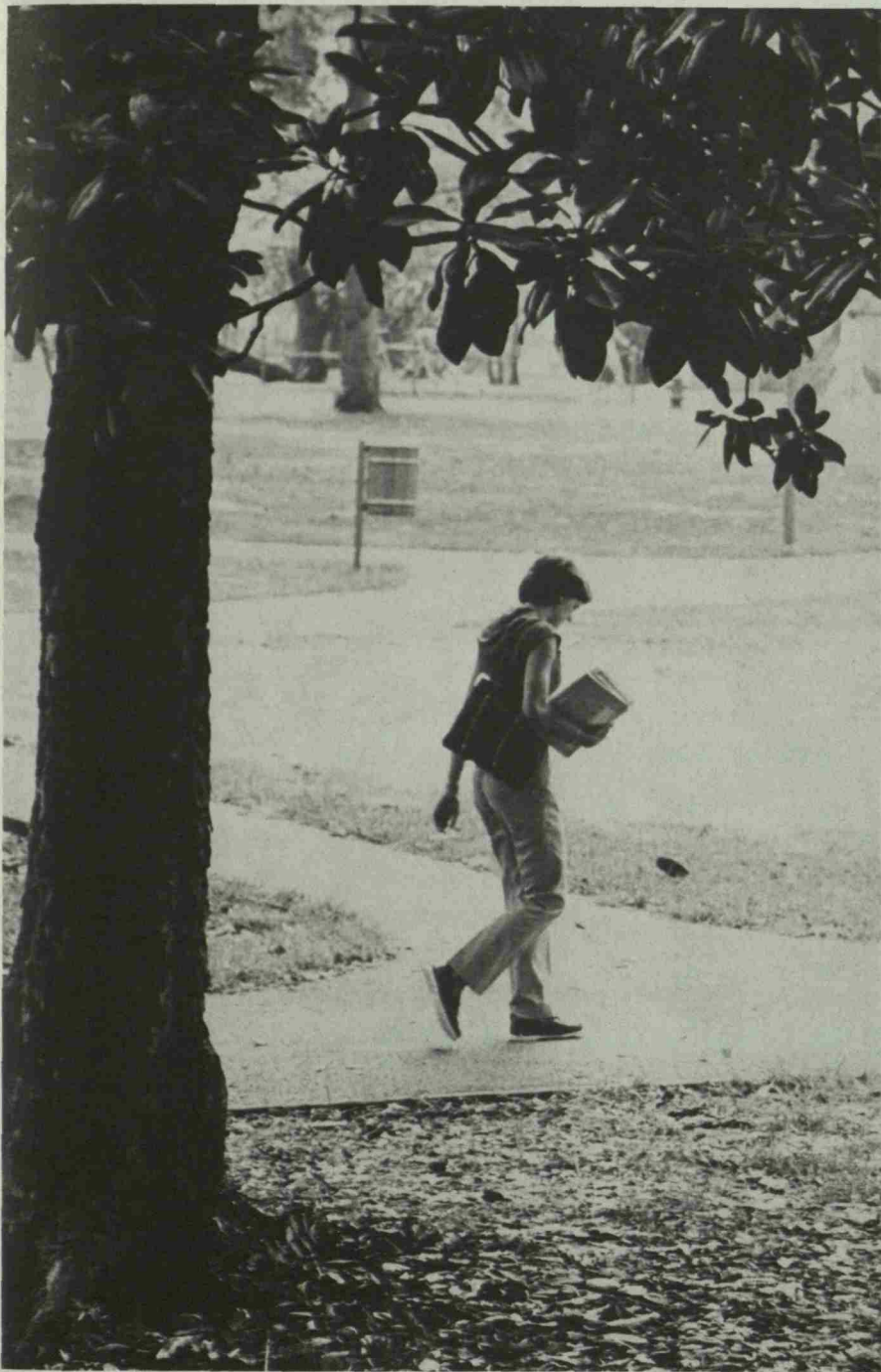
Vanderbilt University is subject to the provisions of federal law known as the Family Educational Rights and Privacy Act (the Buckley Amendment), affording students rights of access to education records and imposing obligations on the University in the release and disclosure of those records to third parties.

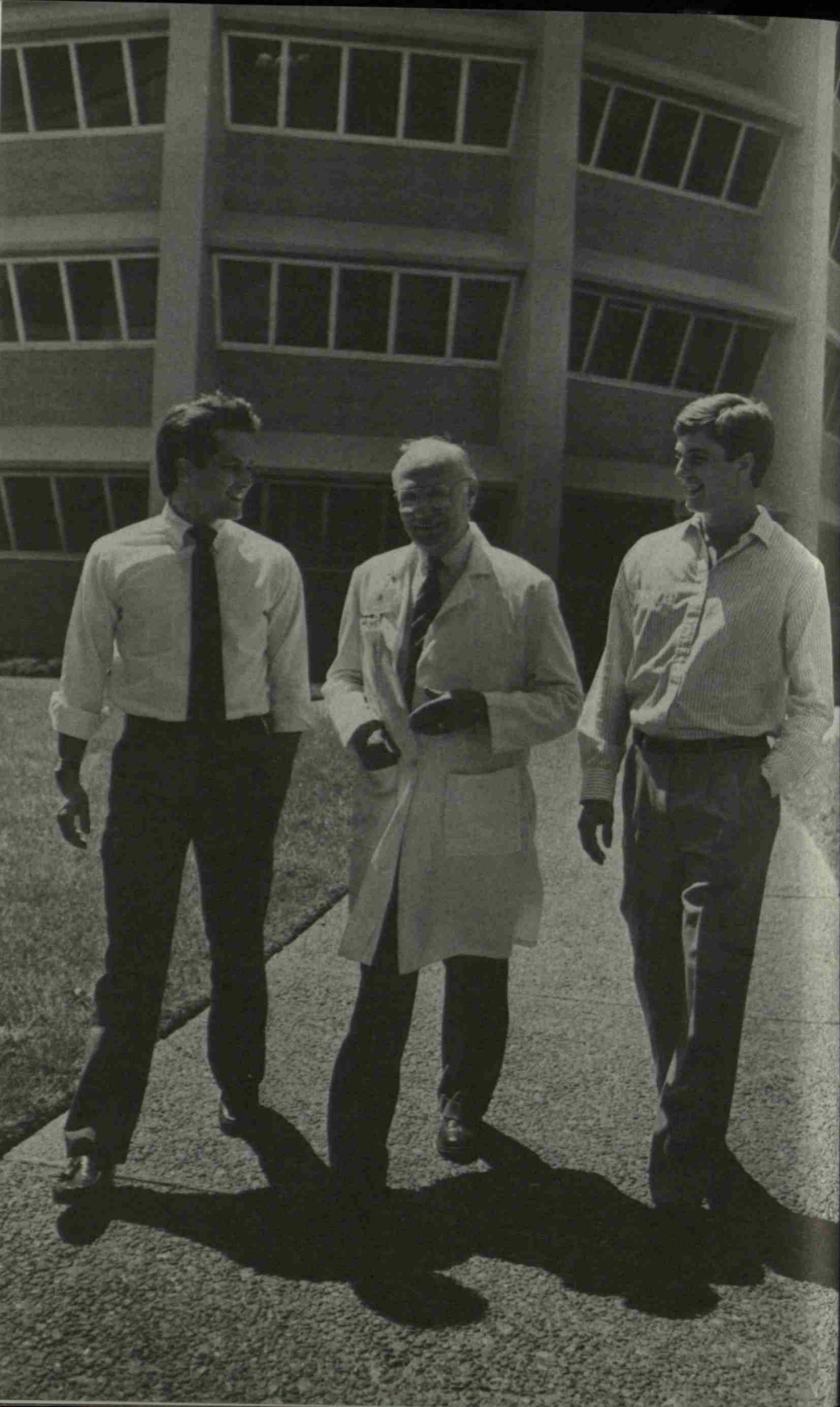
In order to comply with federal regulations promulgated pursuant to the Buckley Amendment, Vanderbilt University has formulated and adopted institutional policies and procedures to be followed by the University and by others with regard to the disclosure of information from the education records of current and former students. Copies of these policies can be obtained by students who are or have been in attendance at Vanderbilt University from the University Registrar, 316 Kirkland Hall. The federal regulations will also be available for inspection by students.

For purposes of the Buckley Amendment, Vanderbilt University has designated the following information as "directory information" and may make such information available to any person without the student's consent unless the student gives notice as provided for below: the student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the last education agency or institution attended by the student, and other similar information.

Any student who does not wish disclosure of directory information should notify the University Registrar in writing, specifying the type or types of directory information to be withheld. Such notification must be given within a reasonable period of time after the completion of the student's first registration of the academic year.

If a student believes that the University has failed to comply with the Buckley Amendment and does not wish to utilize the grievance procedure set forth in the University policies and procedures to resolve a grievance, or is dissatisfied with the outcome of such procedure, the student can file a written complaint with the Family Educational Rights and Privacy Act Office, Department of Education, 4511 Switzer Building, Washington, D.C. 20202.





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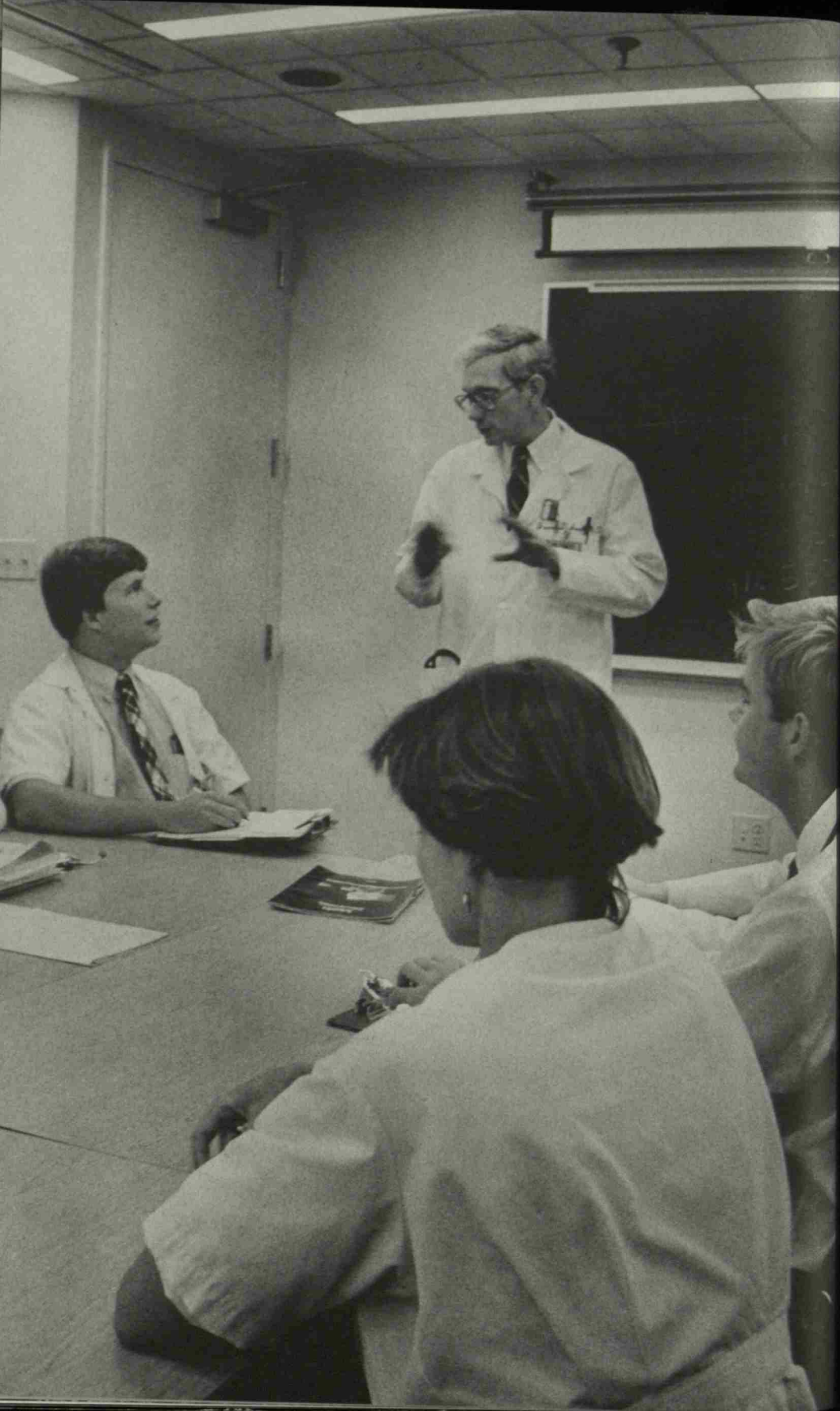
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# The School of Medicine



JOHN E. CHAPMAN, M.D., Dean  
GERALD S. GOTTERER, M.D., Ph.D., Associate Dean  
LLOYD H. RAMSEY, M.D., Assistant to the Dean  
JOHN H. HASH, Ph.D., Associate Dean, Biomedical Sciences  
DENNIS K. WENTZ, M.D., Associate Dean, Graduate and Continuing Medical Education  
JOHN O. LOSTETTER, Ph.D., Director, Office of Program Support Services  
JANELLE CAREY OWENS, Executive Assistant, Office of the Dean  
DANIEL M. BUXBAUM, Ph.D., Assistant Dean, Division of Educational Operations.  
WINFRED L. COX, M.B.A., C.P.A., Assistant Dean, Resources and Administration  
PHILIP W. FELTS, M.D., Assistant Dean, Division of Student Affairs  
RICHARD M. SCOTT, B.A., Assistant Dean, Division of Student Services

## Executive Faculty

John E. Chapman, *Chairman*. Lonnie S. Burnett, Leon W. Cunningham, Michael H. Ebert, James H. Elliott, Gerald M. Fenichel, Daryl K. Granner, Joel G. Hardman, William H. Hartmann, A. Everette James, Jr., Albert S. Kaplan, David T. Karzon, Scott W. McDougal, Harold L. Moses, John A. Oates, Roscoe R. Robinson, John L. Sawyers, William Schaffner, Bradley E. Smith, Dan M. Spengler, Regular Non-Voting Members: John H. Hash, Fred V. Lucas, Lloyd H. Ramsey, Dennis K. Wentz.

EXECUTIVE COMMITTEE OF THE EXECUTIVE FACULTY. John E. Chapman, *Chairman*. Lonnie Burnett, James H. Elliott, Daryl K. Granner, Joel G. Hardman, Harold L. Moses, John A. Oates.

## Standing Committees

(The Dean is an ex officio member of all standing and special committees.)

### Admissions

The Admissions Committee has the responsibility of reviewing Medical School applications for admission and making recommendations to the Dean for the admission of those students who are considered best qualified.

Virgil S. LeQuire, *Chairman*. John G. Coniglio, Kathryn M. Edwards, George F. Gray, Craig R. Heim, Loren H. Hoffman, John Lukens, Arnold W. Malcolm, Walter H. Merrill, Richard M. Zaner. *Ex officio*: Philip W. Felts, Richard M. Scott.

### Advisory Council

The Advisory Council provides a formal structure for the synthesis of faculty opinion. It is advisory and has no power to implement its opinion except through the Dean. The council

should provide the Dean and Executive Faculty with a long-range perspective on issues that the administration and Executive Faculty may not have the opportunity to develop while responding to day-to-day crises. Furthermore, the Advisory Council provides the faculty with an alternative channel of communication with the Dean through representatives other than the appointed departmental chairmen who compose the Executive Faculty.

Miles K. Crowder, Richard H. Dean, George F. Gray, Lewis B. Lefkowitz, Jr., William M. Mitchell, David M. Regen, Thomas R. Soderling, Jack N. Wells.

### Standing Policy Committees

These committees report to the Advisory Council. (For committee charges, see Rules and Procedures of the School of Medicine, Article II.) Each committee has a student representative.

BIOMEDICAL SCIENCES. David M. Regen, *Chairman*. Graham F. Carpenter, Lillian B. Nanney, David M. Regen, D. Lewis Sly, D. Martin Watterson, Raymond L. Woosley.

FACULTY. Thomas R. Soderling, *Chairman*. Benjamin J. Danzo, Clark M. Gregg, Marie M. Griffin, David H. Johnson, Bruce Smith.

GOALS AND GOVERNANCE. Richard H. Dean, *Chairman*. Alvin M. Burt, Stephen Dudley, Carl Hellerqvist, Joanne L. Linn, John O. Lostetter.

MEDICAL EDUCATION. Jack N. Wells, *Chairman*. Roger M. Des Prez, Patrick W. Meacham, James W. Pichert, James R. Sheller, Charles W. Stratton.

POSTGRADUATE EDUCATION. Miles K. Crowder, *Chairman*. John W. Brock III, Emmanuel N. Dessypris, Joseph Diggs, Robert C. MacDonnell, Jr., David L. Page.

### Clinical Research Center

The Clinical Research Center Advisory Committee meets regularly to act upon new and current faculty research proposals for the use of the center, to formulate policy and review all aspects of the administration of the center, and to approve reports and applications by the center to the National Institutes of Health.

Lloyd H. Ramsey, *Chairman*. Emmanuel N. Dessypris, Kenneth R. Hande, Thomas R. Harris, W. Scott McDougal, John H. J. Nadeau, C. Leon Partain, David M. Regen, James V. Staros, Grant R. Wilkinson. *Ex officio*: John H. Hash.

### Continuing Education

The Continuing Education Committee has the responsibility of developing policies and providing leadership, liaison, and recommendations regarding departmental and institutional programs of instruction designed for those who have completed formal studies in their respective health fields. This year the committee should pay special attention to short- and long-range efforts in which the Medical School can feasibly be involved.

Dennis K. Wentz, *Chairman*. Gordon R. Bernard, Frank H. Boehm, Stephen S. Feman, Gerald M. Fenichel, Arthur C. Fleischer, Marion Harper, Marcus C. Houston, John A. Morris, John H. J. Nadeau, John A. Phillips III, Charles W. Stratton, Lester F. Williams, Jr., Charles H. Wallas, Raymond L. Woosley. *Consultant*: R. B. Gaston. *Ex officio*: Marilyn D'Asaro.



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### **Vice-Chancellor's Committee for the Veterans Administration Medical Center**

The Vice-Chancellor's Committee is the fundamental administrative unit for policy development and evaluation of educational and research programs at the affiliated Veterans Administration Medical Center. It is composed of senior faculty members of the School of Medicine and others who are associated with the Veterans Administration Medical Center. Vanderbilt members are appointed by the chief medical director of the Veterans Administration on nomination by the Vice-Chancellor for Health Affairs.

Roscoe R. Robinson, *Chairman*. John E. Chapman, Roger M. DesPrez, Larry E. Deters, Michael H. Ebert, James H. Elliott, Eugene W. Fowinkle, Walter G. Gobbel, Jr., William H. Hartmann, A. Everette James, Jr., Arnold W. Malcolm, John A. Oates, Jr., Joseph C. Ross, John L. Sawyers, Dan M. Spengler, Conrad Wagner, Dennis K. Wentz.

### **Educational Programs and Student Affairs**

The Educational Programs and Student Affairs Committee is composed of students, faculty, and administration. It serves as a forum for exchange of views and continuing review of educational programs and policies and recommends to the Executive Faculty and Dean, actions and policies which have the committee endorsement in these areas of responsibility.

Philip W. Felts, *Chairman*. Robert H. Alford, Richard M. Heller, Jr., Frederick K. Kirchner, Clifton K. Meador, *Consultant*. *Student Representatives*: Jenny J. Franke, Douglas W. Lowery III, Juan P. Frias, Daniel J. Diekema.

### **Faculty Promotions and Appointments**

The committee, appointed by the Dean, is responsible for consideration of faculty promotions in the School of Medicine and for examination of credentials of candidates for appointment to faculty positions.

Alan D. Cherrington, Fred Gorstein, Thomas P. Graham, Jr., Elaine Sanders-Bush, James D. Snell, Jr., William Schaffner, Dan M. Spengler, Anne Colston Wentz. *Ex officio*: Lloyd H. Ramsey.

### **Graduate Education**

The Graduate Education Committee is the faculty body concerned with graduate student affairs and graduate programs in the Medical Center.

Thomas R. Soderling, *Chairman*. Leon W. Cunningham, Loren H. Hoffman, Edwin K. Jackson, Virgil S. LeQuire, Jay Sanders, Clark Tibbetts.

### **Institutional Review Board for the Protection of Human Subjects**

The Institutional Review Board for the Protection of Human Subjects comprises a chairman and the committees of Behavioral Sciences and Health Sciences, which are composed of physicians, behavioral scientists, a staff attorney, and community members. Acting through its two committees, the board reviews research proposals involving human subjects with respect to the rights and welfare of the human subjects, the appropriateness of methods

used to obtain informed consent, and the risks and potential benefits of the investigation. Approval of the board or one of its component committees is required prior to initiation of any investigation.

### *Behavioral Sciences Committee*

Barbara Strudler Wallston, *Chairman*. Frank S. Bloch, Daniel B. Cornfield, George W. Howe, Thomas M. Klee, James R. Lent, Ann Lineberger, Alasdair C. MacIntyre, Arlene Owen, Charles E. Scott, Richard C. Shelton, Steven H. Smartt, Diane Smith, Thomas D. Yeager, Richard M. Zaner, one undergraduate student to be named.

### *Health Sciences Committee*

Stanley E. Graber, *Chairman*. M. Lawrence Berman, Shirley M. Caldwell, Barbara G. Chazen, Anh H. Dao, Garret A. FitzGerald, Michael L. Freeman, Joel G. Hardman, John R. McRae, Julia Morris, Mary Rolando, Raphael Smith, Grant R. Wilkinson, Steven N. Wolff.

### **M.D./Ph.D. Committee**

The M.D./Ph.D. Committee has responsibility for admitting students to the M.D./Ph.D. program; for recommending candidates for fellowships and other funds available for the program; and for maintaining, on a continuing basis, a review of the activities and progress of the students in the program.

*Chairman to be appointed*. Kenneth L. Brigham, Daniel G. Colley, G. Rodman Davenport, Thomas R. Harris, Alexander R. Lawton, Virgil S. LeQuire, David E. Ong, Oscar Touster. *Student Member*: John C. Harrison. *Ex officio*: Daniel M. Buxbaum, Philip W. Felts, Dan M. Roden, Richard M. Scott.

### **Medical Center Library and Archives**

The Medical Center Library and Archives Committee advises and informs the library director on developments affecting the library and archives, and suggests and supports the response to these developments; it also recommends and reacts to changes in policy and procedure and helps the director obtain the necessary support for the operation and advancement of the library and archives.

Alistair J. J. Wood, *Chairman*. Robert B. Cotton, Mary Louise Donaldson, Elizabeth Gardner, R. Todd Light, James A. Patton, Harry W. Pipkin, James R. Snapper. Three student members to be assigned. *Ex officio*: T. Mark Hodges, University Library Committee representative, University Archives Committee representative.

### **Promotions (First and Second Year)**

The Promotions Committee of the first and second years has the responsibility for reviewing student progress in each of these years and of making recommendations to the Executive Faculty concerning the progress and promotion of each student.

John G. Coniglio, *Chairman*. Daniel G. Colley, Miles K. Crowder, Marcus C. Houston, Ronald F. Kourany, Thomas L. McCurley III, Jeanette J. Norden, Thomas Guv Pennington, David M. Regen, Peter W. Reed, Richard S. Stein. *Ex officio*: Philip W. Felts, Richard M. Scott.

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### Promotions (Third and Fourth Year)

The Promotions Committee of the third and fourth years has the responsibility of reviewing student progress in each of these years and making recommendations to the Executive Faculty concerning the promotion of students, in the case of the third year, and recommending to the Executive Faculty those students completing the fourth year who are deemed qualified to receive the M.D. degree.

Frank H. Boehm, *Chairman*. John G. Coniglio, Marcus C. Houston, Howard S. Kirshner, John M. Leonard, Thomas J. Limbird, John N. Lukens, Jr., Kenneth W. Sharp. *Ex officio*: Philip W. Felts, Richard M. Scott.

### Special Student Programs—Fellowships and Merit Awards

The committee is charged with responsibility for the overall coordinating of free-time fellowship experiences for medical students throughout the Medical School and elsewhere and recommends to the Executive Faculty institutional policy in this regard.

Philip W. Felts, *Chairman*. John D. Hainsworth, Anthony W. Kilroy, William M. Mitchell, John H. Newman. *Student Representatives*: Leslie Shinobu, Douglas R. Weikert.

### University Animal Care Committee

The University Committee on Animal Care is responsible for the establishment and periodic review of University policy on the humane care and use of animals in experimentation. While not involved in the direct administration of any animal facility, the committee makes recommendations to the Chancellor on policies maintained by these facilities.

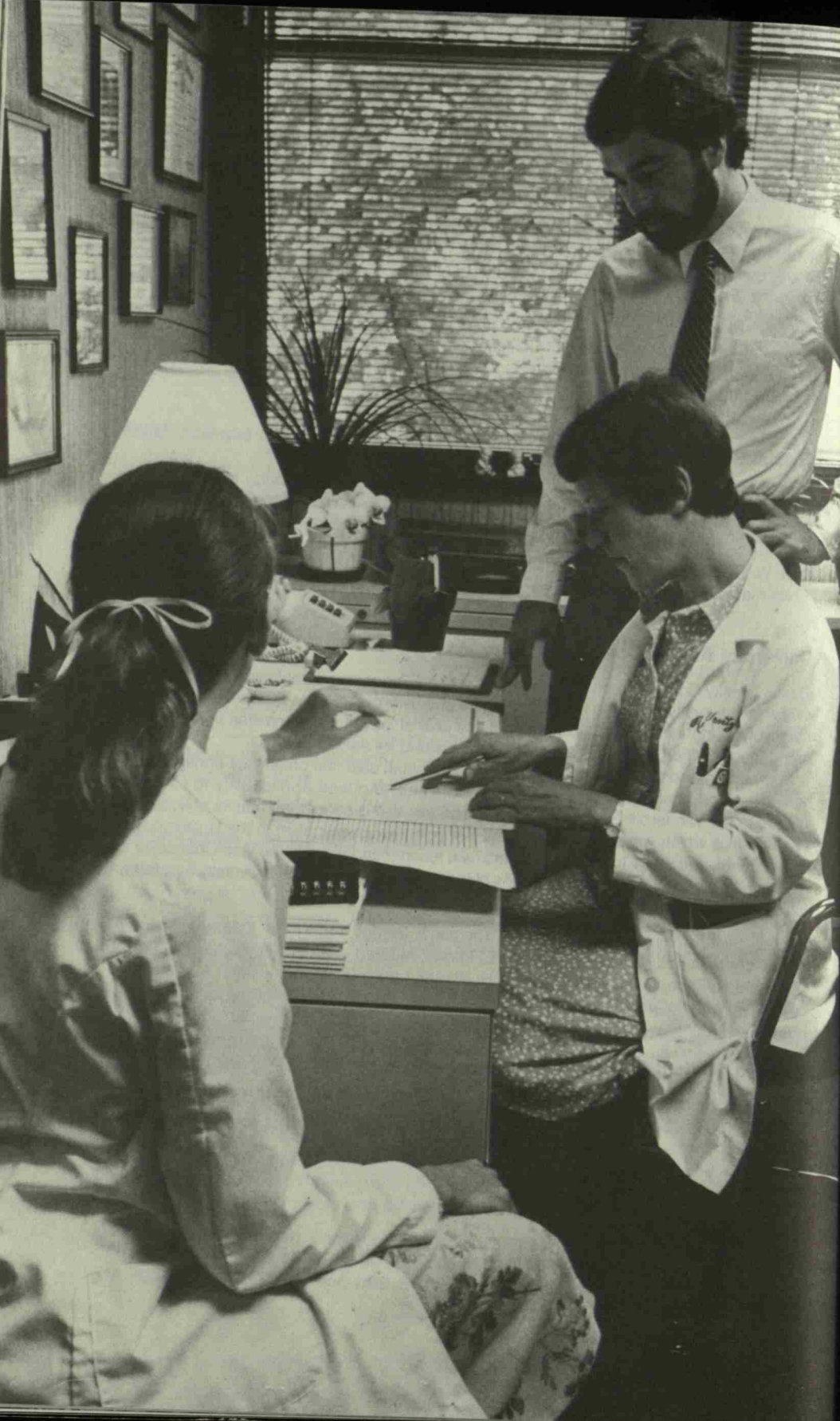
In reviewing and establishing such policies for animal care, the committee considers prevailing federal, state, and local laws and guidelines and their applicability to situations unique to the Vanderbilt experience. The committee also is concerned that its policies lead to standards which will enhance the quality of scientific investigation in the University.

The committee is free to consult with and take recommendations to the Vice-Chancellor for Health Affairs, the Provost, and the deans of the various schools of the University as it formulates and reviews animal care policies.

Larry L. Swift, *Chairman*. Naji Abumrad, Thomas F. Barnes, Kathryn M. Edwards, Myron A. Holscher, James McKanna, Richard E. Parker, Mildred Jean Porter, Richard H. Porter, Ronald R. Price, D. Lewis Sly, Steven H. Smartt, Laken G. Warnock, John A. Waterman, John P. Wikswa, Jr.

### Visiting Student Committee

Lloyd H. Ramsey, *Chairman*. Philip W. Felts, *Vice Chairman*. Daniel M. Buxbaum, Richard M. Scott, Virgil S. LeQuire, John G. Coniglio, Frank H. Boehm.



## Medical Education at Vanderbilt

THE Vanderbilt University School of Medicine is committed to the education of physicians who are firmly grounded in basic medical science, who can recognize, treat, and prevent diseases and disorders in their patients, who can obtain, evaluate, and apply the results of scientific research, and who can translate their proficiency into effective humanitarian service.

The medical school's major strength lies in the quality of its students and faculty. This fact is responsible, in part, for the medical school's unusually low attrition rate; less than two percent of Vanderbilt's medical students fail to graduate within four years, as compared to the national rate of nine percent. Vanderbilt graduates rank high on the National Board examinations and traditionally seek—and receive—entrance to quality residency programs around the country.

The faculty, which represents a variety of specialties and many strong research programs, has a national and international reputation for excellence in the biomedical sciences and clinical care. House staff officers who have teaching duties receive commendation for their contribution to the educational program.

The medical school curriculum contains within its core and elective components the full spectrum of medicine. The curriculum provides sufficient structure to afford guidance, with flexibility to encourage initiative. It provides traditional experiences in the subspecialty disciplines of medicine and offers students research opportunities for academic credit. Cardiopulmonary resuscitation and emergency room experience, required of all students, emphasize techniques for maintaining life and the integrity of body systems following major trauma or life-threatening illness. To enrich and expand the student's understanding of people and nontechnical aspects of medicine, there are courses in human development, human behavior, medical philosophy, medical ethics, medical history, death and dying, and human sexuality.

From among the 4,200 or more applications received each year at the School of Medicine, approximately a hundred students are chosen for the first-year class. A hallmark of the Medical School admissions process is the personal attention to details by the administrative staff and the Admissions Committee. The involvement of more than a hundred faculty members in the interview and evaluation process creates a personal interest in each applicant. One of the most effective components of the admissions process is the applicant's guided tour of the Medical School facilities with a member of the student body as guide.

A special program encourages enrollment of minority and disadvantaged students who are invited to visit the campus so that they may be

interviewed and see the Medical School before making a decision regarding acceptance.

Undergraduate medical education is but the beginning of a continuing process. Following graduation from medical school, there is a period of further formal training in specialized areas of medicine. For the physician who aspires to a career in academic medicine, additional postdoctoral training in research is needed. The Vanderbilt program in medical education provides a sound basis for the physician graduate to enter any field of medicine he or she chooses. Vanderbilt's commitment to medical education as a lifelong pursuit is evidenced in programs of continuing education offered to alumni and to physicians practicing within the region primarily served by Vanderbilt Hospital.

### **Mission of the School**

The School of Medicine fulfills two parts of the Medical Center's three-fold mission—education and research—and contributes to fulfillment of the third—patient care.

*Education.* The school's mission is to educate physicians at all levels of their professional experience: undergraduate medical school; postgraduate education, including basic science and clinical experience; and continuing education in both formal and informal settings. The faculty seeks to provide students with the attitudes and background, based on sound biomedical science, to continue their education lifelong. At Vanderbilt, every medical student has access to examples of the highest standards of biomedical investigation and clinical practice in as many areas of medicine as are feasible within the limits of a four-year course of study. The desired end is a graduate who has been challenged and stimulated by the best there is to offer in all branches of medicine, a graduate who has the knowledge necessary to select an appropriate career and to contribute understanding and information to that chosen area of interest.

*Patient Care.* A teaching hospital and its extensions into outpatient care constitute a classroom based on high academic standards. The clinical facility also provides the faculty with a laboratory setting for clinical research. Faculty members serve as role models for young physicians, teaching the practice of exemplary patient care at all levels. Model programs of health care delivery, at primary, secondary, and tertiary levels, are consistent with the school's responsibility for community service in the widest context.

*Research.* In addition to teaching, members of the medical school faculty have a second and overlapping responsibility as members of the academic community to generate new knowledge through research. Exposure to an inquiring faculty sparks the spirit of inquiry in students. At Vanderbilt, research encompasses basic scientific questions, clinical problems, and problems related to the health care system itself.

Vanderbilt is recognized as one of the leading medical schools in research activity in the United States. Because students are encouraged to participate, more than thirty percent have research experience before they graduate.

### History of the School

The first diplomas issued by Vanderbilt University were to sixty-one Doctors of Medicine in February of 1875, thanks to an arrangement that recognized the University of Nashville's medical school as serving both institutions. Thus, Vanderbilt embraced a fully-organized and functioning medical school even before its own campus was ready for classes in October of that year.

The arrangement continued for twenty more years, until the school was reorganized under control of the Board of Trust. In the early days, the School of Medicine was owned and operated as a private property of the practicing physicians who composed the faculty and received the fees paid by students—a system typical of medical education in the United States at the time. Vanderbilt made no financial contribution to the school's support and exercised no control over admission requirements, the curriculum, or standards for graduation. After reorganization under the Vanderbilt Board in 1895, admission requirements were raised, the course was lengthened, and the system of instruction was changed to include laboratory work in the basic sciences.

The famous report of Abraham Flexner, published by the Carnegie Foundation in 1910 and afterward credited with revolutionizing medical education in America, singled out Vanderbilt as "the institution to which the responsibility for medical education in Tennessee should just now be left." Large grants from Andrew Carnegie and his foundation, and from the Rockefeller-financed General Education Board, enabled Vanderbilt to carry out the recommendations of the Flexner Report. (These two philanthropies, with the addition of the Ford Foundation in recent years, have contributed altogether more than \$20,000,000 to the School of Medicine since 1911). The reorganized school drew upon the best-trained scientists and teachers in the nation for its faculty. The full benefits of reorganization were realized in 1925 when the school moved from the old South Campus across town to the main campus, thus integrating instruction in the medical sciences with the rest of the University. The school's new quarters were called "the best arranged combination school and hospital to be found in the United States."

Rudolph A. Light Hall, completed in 1977, is a sophisticated facility providing much-needed space for medical education and other student activities. The seven-story structure contains 209,000 square feet of space housing the latest in laboratory equipment, audio-visual and electronic teaching tools, and multi-purpose classroom space. The second floor student lounge is designed to foster medical student interaction and to

permit informal educational experiences—leading to the development of physicians grounded in the sciences but enlightened by humanitarian interests and understanding.

Light Hall is the physical manifestation of Vanderbilt Medical School's ongoing commitment to excellence in all areas of medical education.

### **Objectives of the Program**

The medical education faculty seeks to provide the aspiring physician with:

1. *an understanding of the fundamental principles involved in human development, from its normal sequence to the disorders of development, structure, and function.* To reach this understanding, the student must acquire basic knowledge concerning the physical, chemical, biological, psychological, and social factors which affect human development.

2. *the basic diagnostic skills to recognize disease and disorders in the patient.* To acquire these skills, the student must be trained to perform physical examinations and laboratory tests and to interpret the results within the framework of the patient's unique history.

3. *the knowledge of operative and therapeutic procedures to treat disease and disorders, and of the techniques and resources for their prevention.* To acquire this knowledge, the student must be directly involved with sick patients, with the clinical processes requisite for their treatment, and with the means available for the prevention of disease and the maintenance of health.

4. *the training that will enable the student to keep abreast of developments in medicine after the M.D. degree is earned.* The exponential rate at which medical knowledge has grown in the recent past and the likelihood that it will continue to expand with equal rapidity in the future make it imperative that the student be exposed to the method, rigors, and techniques of scientific research in order to be able to evaluate and use wisely the results of scientific investigation.

In its first century of professional medical education, Vanderbilt has established a proud tradition. We enter our second century keenly aware of what the future demands, prepared to adapt our educational programs to the health care needs of tomorrow. Vanderbilt Medical School will identify and meet those needs within the context of proven strengths and our focused mission as a school of medicine. The diversity of emphasis and strength which has characterized Vanderbilt's first hundred years carries us confidently into the future.



# Admissions



## Requirements for Entrance

Vanderbilt School of Medicine seeks students with a strong background in both science and the liberal arts who will have the baccalaureate degree before matriculation. The Medical College Admission Test (MCAT) is required and used along with other observations to predict success in preclinical course work.

Applicants must present evidence of having satisfactorily completed the minimum requirements listed below. A semester hour is the credit value of sixteen weeks of work consisting of one hour of lecture or recitation or at least two hours of laboratory

purpose.

*Biology.* Eight semester hours, including laboratory, in either general biology, zoology, or molecular biology. Courses should deal with the structure and function of living organisms at the cellular and molecular level.

*Chemistry.* A minimum of 16 semester hours, 8 in general inorganic chemistry, including laboratory, and 8 in organic chemistry, covering aliphatic and aromatic compounds and including laboratory.

While a year of inorganic chemistry is designated, Vanderbilt will accept one semester if it represents the fundamental course in chemistry offered by the college as a satisfactory basis for further courses in chemistry. The course must also be considered by the college to be prerequisite and qualifying for course work in organic chemistry.

*English and Composition.* Six semester hours.

*Physics.* Eight semester hours, including laboratory. Quantitative laboratory work should be emphasized.

Advanced placement credits are not acceptable for science requirements.

## Recommendations for Entrance

A broad experience in non-science courses is encouraged, especially experience beyond the introductory course level in areas such as English, the humanities, the arts, and the social and behavioral sciences. A major in non-science courses does not affect selection.

## Selection Factors

The Committee for Admissions seeks applicants who have demonstrated academic excellence and leadership qualities, with broad extra-

curricular experience. Experience in research and evidence of a concern for others are positive factors for selection.

The applicant's essay, letters of recommendation, and the interview are also important factors in the Committee's evaluation. Interviews are conducted at Vanderbilt and, for those applicants unable to travel to Nashville, regionally.

### **Medical College Admission Test**

The Medical College Admission Test is given under the auspices of the Association of American Medical Colleges and is required of applicants to Vanderbilt. It is given twice a year at most universities and colleges. Since the examination score is used by medical schools in the selection of applicants, candidates should take the test in the spring prior to the time application is submitted.

### **Application Procedure for Admission**

As a convenience to the applicant, Vanderbilt School of Medicine participates in the American Medical College Application Service. All application materials may be obtained through AMCAS by writing:

American Medical College Application Service  
Association of American Medical Colleges  
Suite 301  
1776 Massachusetts Avenue Northwest  
Washington, D.C. 20036

The Committee on Admissions evaluates the initial application received through the application service. Applicants receiving favorable initial review are invited to file a final application which includes an interview and a request for letters of evaluation. Applications are received by AMCAS any time after 15 June and before 1 November preceding an anticipated fall semester enrollment date. Vanderbilt participates in the Early Decision Program through the American Medical College Application Service.

Successful applicants who receive official invitations are required to make a deposit of \$50. This deposit is credited toward payment of the first tuition and is returnable until 15 June, in the event the student does not matriculate.

### **Visiting Medical Students**

Visiting students are permitted registration for course work in the Medical School (if class space is available) with approval of the department in which course work is visited and with concurrence of the course instructor and the Assistant Dean for Student Affairs. Visiting students must present evidence of adequate professional liability coverage and

health insurance coverage and pay a registration fee when registering for course work. Since visiting students have no status for credit as Vanderbilt medical students, they are not issued credit for their experience at Vanderbilt, nor do they establish a medical-school-based record at Vanderbilt. The normal opportunities and prerogatives of regularly enrolled medical students are not available to visiting students. The visiting student is subject to all regulations of the University as well as to any special regulations relating to visiting student status as determined by the department, the course instructor, or the Dean or his deputy.

### Medical Scientist Training Program

The combined M.D./Ph.D. program is designed to develop teachers and investigators in the clinical and basic medical sciences. Students in the program have the opportunity to study a basic biomedical science in depth and to do research in some phase of that subject while concurrently pursuing studies leading to the medical degree. This training develops the skills and techniques necessary for an experimental approach to problems in basic and clinical medical sciences. The program is designed for students aspiring toward careers in academic medicine and medical research.

The M.D./Ph.D. program fully meets the Vanderbilt Medical School requirements for the Doctor of Medicine degree and Vanderbilt Graduate School requirements for the Doctor of Philosophy degree. The combined degree program usually requires six to seven calendar years beyond the baccalaureate for completion. Although some saving of time is built into the program, there is no implication that the combined degree program circumvents, alters, or dilutes requirements for either the M.D. or the Ph.D. The intent is to profit optimally from the strengths of each school.

#### Admission to the Program

Those applying to the M.D./Ph.D. program should complete the Medical Scientist Training Program section of the final application to Vanderbilt Medical School. Applications to the program are reviewed by the Medical Scientist Training Program Committee and by the Medical School Committee on Admissions. Applicants must be accepted into Vanderbilt Medical School upon recommendation by the Committee on Admissions and into Vanderbilt Graduate School upon recommendation of the Medical Scientist Training Program Committee. In exceptional circumstances, late applications to the program will be received from applicants who have already been accepted into the Medical School. Students who have completed one or more years in medical or graduate school may also apply for admission to the combined degree program.

Upon enrollment in the M.D./Ph.D. program, students are assigned to faculty and student advisers. During their first semester, they become familiar with Ph.D. study and research activities of the affiliated graduate programs: Anatomy, Biochemistry, Biomedical Engineering, Microbiology, Molecular Biology, Pathology, Pharmacology, and Physiology.

Following the orientation program, but before the end of their first year in medical school, M.D./Ph.D. students must select and be accepted into the graduate program of an affiliated department. M.D./Ph.D. students work closely with their assigned faculty and student advisers in all matters related to enrollment, registration, course selection, and scheduling. The usual course of study is divided into several phases. The first phase consists of the first two years of medical school, devoted largely to the basic biomedical sciences. Students then enter the graduate school (Ph.D.) part of the program after the second year of medical school. During this second phase the student meets the Graduate School residency requirements. The third phase consists of the clinical rotations of the third year and the clinical clerkships of the fourth year of medical school.

Requirements for the Ph.D. degree are set out in detail in the catalog of Vanderbilt Graduate School. Briefly stated, Ph.D. students must complete 72 hours of graduate work for credit, of which a minimum of 24 hours is required in formal course and seminar work. Ph.D. students must also complete a qualifying examination to test their knowledge of their field of specialization and present an acceptable dissertation in the major field of study.

M.D./Ph.D. students are encouraged to begin courses for graduate school credit and to select a preceptor to supervise their dissertation research as soon as possible. They are also encouraged to undertake research at an early stage, including the summer prior to matriculation. Students usually complete much, if not all, course work, research, and writing for the Ph.D. dissertation before entering the third phase of the program.

Certain features concerning the assignment of course credit toward the Graduate School and Medical School degrees should be noted. The only course allowed for credit toward both the M.D. and Ph.D. degree is the basic course of the student's graduate department. All other approved courses are allowed for credit toward either the Ph.D. degree or the M.D. degree, but not both. Certain Graduate School courses may be taken as part of the elective program in the Medical School and be applied toward formal course work requirements for the Ph.D. degree. The M.D./Ph.D. student must be officially enrolled in any one semester in either or both the Medical and Graduate schools to insure appropriate assignment of credits.

### **Financial Support**

Special funding is possible for those who gain admission to the Medical Scientist Training (M.D./Ph.D.) Program.

Students who wish to receive financial support should so indicate on their application to the program. The limitations of financial support create a competitive situation in the selection process. Candidates are urged to submit their application to the M.D./Ph.D. program as early as possible. In accepting financial support for the program, the student agrees to promote primary effort to M.D./Ph.D. studies, and further agrees not to undertake concurrently any other gainful employment or effort without formal approval of the Medical Scientist Training Program Committee and the Medical School officers responsible for the M.D./Ph.D. program.

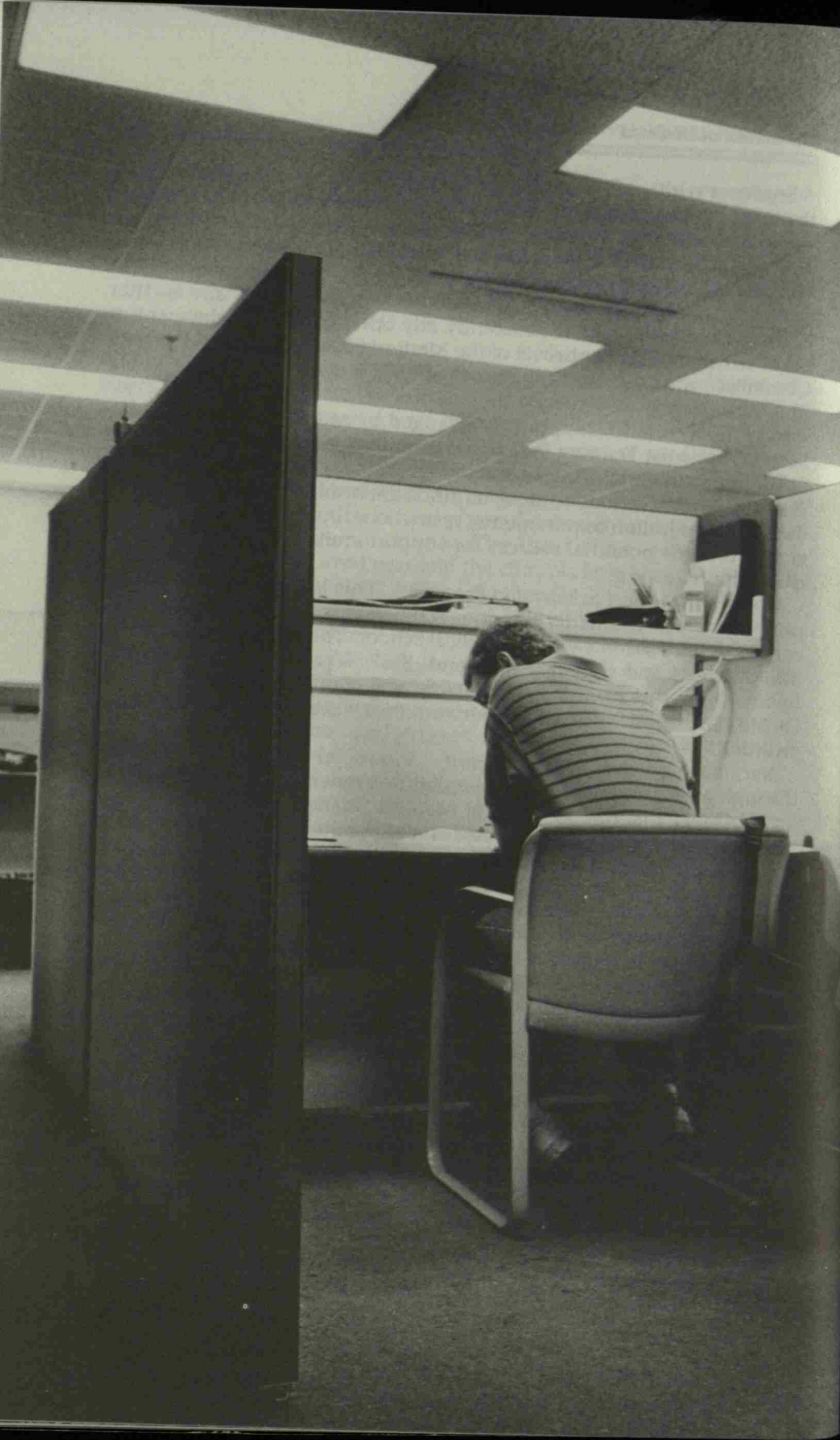
In general, financial support is arranged by mutual agreement of the Medical Scientist Training Program Committee, the Dean of the Medical School and, in certain instances, the chairman of the graduate department involved. Various sources of funds are available with each having different application requirements, restrictions, obligations, and levels of support. Some potential sources for support available to the student include the following:

*Vanderbilt Medical Scholarship Program.* This is a privately endowed program which ordinarily provides scholarships to students who have completed the second year of medical school. The scholarship pays tuition and fees and provides a stipend of \$7,500 a year. Once awarded, financial support from this scholarship will continue at the above rate, contingent upon satisfactory performance, until the M.D. degree is awarded.

*National Research Service Award.* Financial support is available through an institutional grant awarded to Vanderbilt Medical School by the National Institute of General Medical Sciences. The support pays tuition at the current level, provides a stipend of \$6,552 (plus Medical School supplement bringing total to \$7,500) per year, and includes funds for fees and related expenses. This support is assigned primarily to qualified incoming students. The students should consider special requirements, restrictions, and obligations that are associated with this source of financial support. As with all federal funding, support is guaranteed for only one year at a time, since all federal funds are reviewed and funded annually. Generally, funds are renewed and support is continued.

*Departmental Support.* Limited resources are available through graduate departments. Tuition awards are available as well as some stipend support either from federal training grants or research funds. Interested students should request from their faculty adviser or department chairman specific information on the availability of this type of support.

*Personal Support.* This refers to the student's own resources or sources of funds. Approved students for the Medical Scientist Training Program who do not receive financial support from any of the above sources may remain in the joint program at their own expense. Although not guaranteed, financial support can usually be obtained for the graduate phase of the M.D./Ph.D. program.



# The Academic Program

THE curriculum is divided into required courses taken by all students and elective courses taken at the choice of the individual student. Required courses constitute the nucleus of medical education at Vanderbilt; elective courses are an integral part of each student's educational experience in the Medical School, providing considerable flexibility in individual programs. Each student is assigned a faculty adviser to aid in the selection of elective courses, which must be approved by the Assistant Dean for Student Affairs.

All electives are courses for credit, graded on the same basis as required courses. Electives include: lecture series; specialty clinics, clinical clerkships, or research experience, at Vanderbilt or other institutions; Vanderbilt undergraduate or graduate courses.

One hour each week is designated for presentations of school-wide interest—lectureships, medical society meetings, and student papers. Students and faculty are expected to attend.

The Medical School curriculum is scheduled in conjunction with the common University calendar, and is divided on a semester basis. Students are encouraged to participate in a summer research fellowship program.

The curriculum is under constant review by both faculty and students, and is subject to timely change as recommended by the Educational Programs and Student Affairs Committee and approved by the Executive Faculty and Dean of Medicine.

## Major Courses

*First Year.* Biochemistry, gross anatomy, physiology, histology, the nervous system, and psychiatry, with emphasis on the first three. Saturday mornings and all day Wednesday are reserved for study and electives. Electives available to the first-year student cover a wide range of subjects, including fundamental principles in use of radioisotopes, topics in general physiology, medicine in families and the community, and medical ethics.

*Second Year.* Methods in clinical science, microbiology, pathology, and pharmacology. Courses include microbiology, pathology, pharmacology, radiology, preventive medicine, and psychiatry. Students begin the study of patients during the second semester, when all the clinical departments cooperate in providing an introduction to history taking, physical examination, and laboratory study of patients through a series of lectures, demonstrations, and individual practice by the student. A variety of electives, such as medical genetics, medical ethics, or

pediatric pathophysiology, may be taken either on Wednesday or at times scattered through the week.

*Third Year.* Medicine, obstetrics-gynecology, pediatrics, surgery, surgical subspecialties, psychiatry, neurology, and orthopaedics. Ward clerkships occupy the third year. Each student is randomly assigned to a rotation group for the first academic unit, and then proceeds through the succeeding units of the year. The precise schedule for each student is derived from computer algorithm.

Students have close contact with a limited number of selected patients under the supervision of attending physicians and house staff.

*Fourth Year.* Electives in basic science and/or clinical areas. Fourth-year students serve as clinical clerks in electives in the Outpatient Service. Here they have opportunity to see disease in its earlier stages when diagnosis is more difficult, under conditions of office practice, and with opportunities for follow-up examinations and observation over relatively long periods.

The fourth year is divided into academic units, during which students also serve in elective inpatient clerkships. The opportunities for use of this elective time include research fellowships in a clinical or preclinical department, at Vanderbilt or other institutions: advanced ward clerkships in clinical areas; combinations of a variety of specialty clinics and lecture courses. The flexibility of the fourth-year curriculum gives the student maximum opportunity for individual development.

Requirements include eight full academic units, a major clerkship in Medicine, a clerkship in Surgery (or surgical subspecialties), a clerkship in Pediatrics, and Emergency Room experience on a regularly assigned basis, except for students having ER experience through clerkships at the Metropolitan General Hospital in Medicine, Surgery, or Pediatrics.

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### 1st Year Fall Semester

### Schedule of Courses

HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8:00-12:00	Biochemistry	Anatomy		Anatomy	Biochemistry	Anatomy
1:00-2:00	Biochemistry	Psychiatry		Anatomy	Biochemistry	
2:00-4:00		Anatomy		Dean's Hour		
4:00-5:00						

### 1st Year Spring Semester

### Schedule of Courses

HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8:00-12:00	Anatomy	Physiology		Physiology	Anatomy	
1:00-4:00	Anatomy	Physiology		Physiology	Anatomy	
4:00-5:00		Psychiatry		Dean's Hour		

1. Elective time is unshaded.
2. Most first year students should take 4-5 elective hours each semester.

2nd Year Fall Semester

Schedule of Courses

HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8:00	Pathology	Pathology		Pathology	Pathology	
9:00						
10:00						
11:00						
12:00						
1:00	Methods in Clinical Science	Microbiology		Microbiology	Psychiatry	
2:00						
3:00						
4:00						

1. Elective time is unshaded.
2. Most second year students should take 4-5 elective hours each semester.
3. Clinical-pathological conferences will routinely be given in the Tuesday Student-Faculty Hour.

## 2nd Year Spring Semester

## Schedule of Courses

HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8:00	Pharmacology	Methods in Clinical Science Pharmacology		Psychiatry	Pharmacology	Preventative Medicine
9:00						
10:00	Pharmacology	Pharmacology		Preventive Medicine	Radiology Preventive Medicine	
11:00						
12:00						
1:00	Methods in Clinical Science	Methods in Clinical Science		Methods in Clinical Science	Pharmacology	
2:00						
3:00		Student-Faculty Hour		Dean's Hour		
4:00						

1. Elective time is unshaded.
2. Most second year students should take 4-5 elective hours each semester.
3. Clinical-pathological conferences will routinely be given in the Tuesday Student-Faculty Hour.

Schedule of Courses

3rd Year

HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8:00-12:00	Wards: 10 weeks, Medicine: 10 weeks, Surgery: 5 weeks, Pediatrics: 5 weeks, Obstetrics and Gynecology: 5 weeks, Psychiatry, 2½ weeks, Neurology: 2½ weeks, Orthopedic Surgery					
1:00-4:00						
	34 hrs Surgery	CPC	20 hrs Medicine 19 hrs Pediatrics 12 hrs Med Law	Dean's Hour	11 hrs Ob-Gyn 6 hrs Psychiatry	
4:00 P.M.	6 hrs Neurology	Radio-biology	11 hrs Anesthesiology			

1. Elective time is unshaded.
2. Minimal elective hours = 0.
3. Clinical-pathological conferences will routinely be given in the Tuesday Student-Faculty Hour.

**3rd Year (1st half)**

**Rotation Rotation (random assignment)**

STUDENT GROUP	1st 5 weeks	2nd 5 weeks	3rd 5 weeks	4th 5 weeks
1				
2	Medicine	Medicine	Surgery	Surgery
3				
4				
5	Psychiatry	Neu Orth	Medicine	Medicine
6		Orth Neu		
7	Neu Orth	Psychiatry		
8	Orth Neu			
9	Pediatrics	Ob-Gyn	Psychiatry	Neu Orth
10				Orth Neu
11	Ob-Gyn	Pediatrics	Neu Orth	Psychiatry
12			Orth Neu	
13			Pediatrics	Ob-Gyn
14				
15	Surgery	Surgery	Ob-Gyn	Pediatrics
16				

3rd Year (2nd half)

Rotation (random assignment)

STUDENT GROUP	5th 5 weeks		6th 5 weeks		7th 5 weeks		8th 5 weeks	
	1	Pediatrics		Ob-Gyn		Psychiatry		Neu
2	Ob-Gyn		Pediatrics		Neu	Orth	Orth	Neu
3	Ob-Gyn		Pediatrics		Neu	Orth	Psychiatry	
4	Ob-Gyn		Pediatrics		Neu	Orth	Psychiatry	
5	Ob-Gyn		Pediatrics		Neu	Orth	Psychiatry	
6	Surgery		Surgery		Pediatrics		Ob-Gyn	
7	Surgery		Surgery		Pediatrics		Ob-Gyn	
8	Surgery		Surgery		Pediatrics		Ob-Gyn	
9	Surgery		Surgery		Pediatrics		Ob-Gyn	
10	Medicine		Medicine		Surgery		Surgery	
11	Medicine		Medicine		Surgery		Surgery	
12	Medicine		Medicine		Surgery		Surgery	
13	Psychiatry		Neu	Orth	Medicine		Medicine	
14	Psychiatry		Orth	Neu	Medicine		Medicine	
15	Neu	Orth	Psychiatry		Medicine		Medicine	
16	Orth	Neu	Psychiatry		Medicine		Medicine	

4th Year

Half the Class (I) is assigned preference in enrolling for clerkships (A) in the odd-numbered academic units while the other half (II) has priority for clinic assignments (B).

The fourth year academic unit is approximately four weeks in duration.

Student Group	Fall Semester				Spring Semester			
	1st unit	2nd unit	3rd unit	4th unit	5th unit	6th unit	7th unit	8th unit
Class Half I	A	B	A	B	A	B	A	B
Class Half II	B	A	B	A	B	A	B	A

Requirements include eight full academic units, a major clerkship in Medicine, a clerkship in Surgery (or surgical subspecialties) and a clerkship in Pediatrics, and Emergency Room experience on a regularly assigned basis except students having ER experience through clerkships at the Metropolitan General Hospital in Medicine, Surgery, or Pediatrics.

## Advanced Training

In addition to its primary responsibility of educating medical students, the School of Medicine has active programs for graduate students in the preclinical sciences, for postdoctoral interns and residents, and for postdoctoral research trainees.

### Residency Training

Students preparing for the practice of medicine usually spend one or more years in house staff training. Such experiences at Vanderbilt are particularly varied and well supervised. Applicants for positions are carefully chosen and make up a competent and stimulating group, with considerable responsibility in medical student teaching.

The faculty of the School of Medicine has professional responsibilities at Vanderbilt, Veterans, Saint Thomas, Baptist, and Nashville General hospitals. Most patients in these hospitals are cared for by members of the intern and resident staff.

Vanderbilt University Hospital is a referral center and consequently has a patient population with complex medical and surgical problems. Nashville General Hospital is a community-owned facility in which patients present a wide spectrum of health problems. Veterans Administration Hospital, adjacent to the Vanderbilt Medical Center, is used extensively for student and house staff teaching.

### Residencies and Fellowships

*Dr. Cobb Pilcher-William Henry Howe Fellowship in Neurosurgery.* In December 1945, the William Henry Howe Fellowship in Neurosurgery was established in the School of Medicine. The fellowship was made available to the University by the late Dr. Pilcher and has been continued by the generosity of his family and friends.

### Post-Residency Fellowships

Postdoctoral courses have as their goal the training of physicians for practice and certification in a medical subspecialty. Fellows admitted to this program must have completed some part of an approved residency program. The fellow is expected to participate in departmental activities related to teaching, clinical services, and research.

### Continuing Medical Education

The School of Medicine recognizes a major commitment to the continuing education of physicians. Activities in support of this goal continue without interruption throughout the physician's professional life



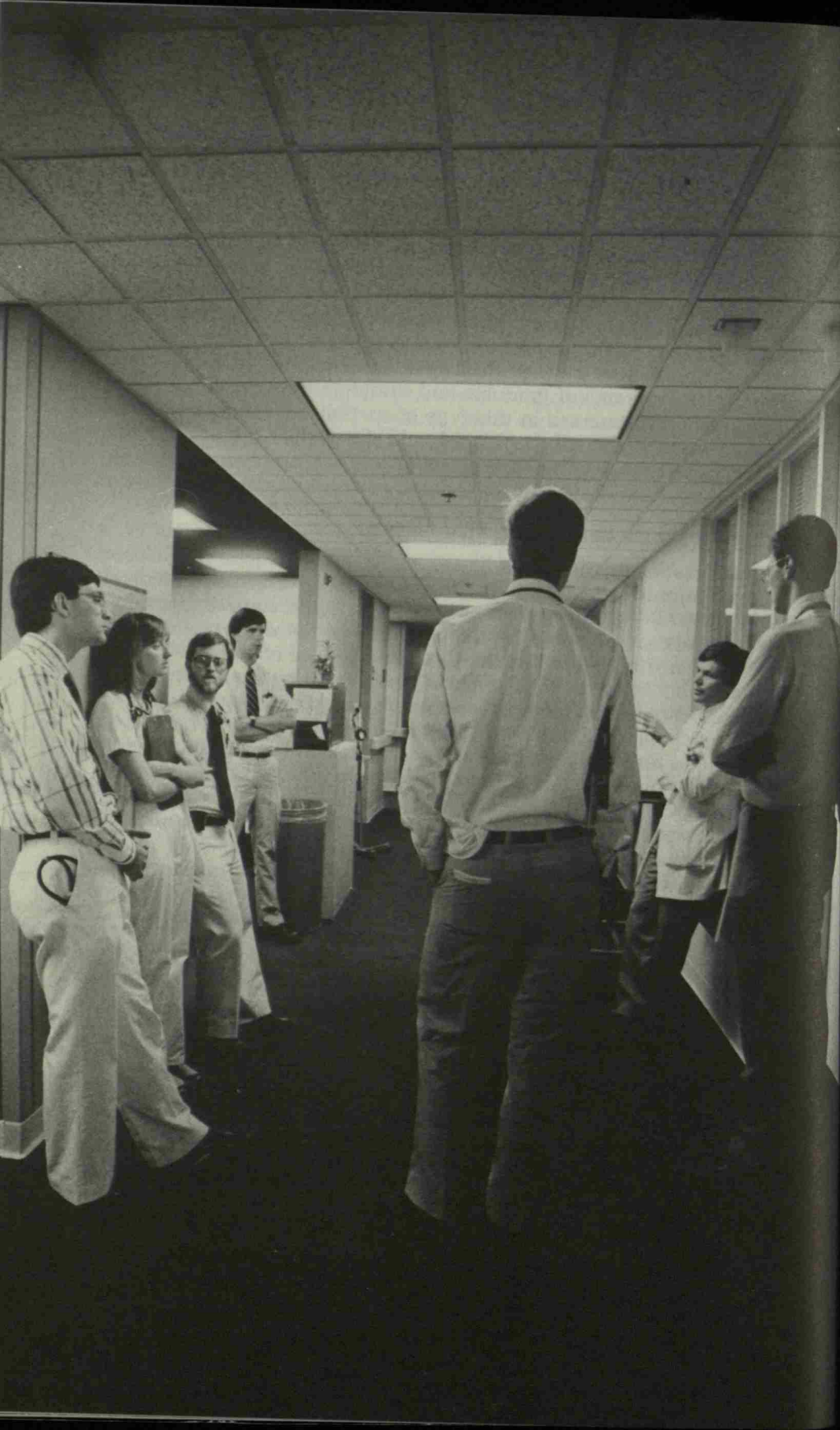
and are made available by special arrangements with the departments of the School of Medicine. Under the auspices of the Division of Continuing Medical Education, the School of Medicine offers a broad spectrum of courses throughout the year to meet the needs of physicians in practice. Since many courses have limited registration, inquiries should be directed to the Division of Continuing Medical Education.

Of special interest is the clinical training program, or "mini-residency," whereby physicians return for one or more weeks of clinical education in the patient units of the University Hospital, in conjunction with regular programs of graduate and undergraduate medical education. Physicians interested in this type of specialized, intensive experience in a specialty or subspecialty should direct their inquiries to the Division of Continuing Medical Education.

### **Courses toward the Master's and Ph.D. Degrees**

Candidates for the degree of Master of Science or Doctor of Philosophy may pursue work in the medical sciences given in the Medical School, either in regular courses or in special elective courses, provided such students are accepted by the chairmen of the departments concerned and are registered in the Graduate School of the University. Graduate work in the medical sciences is regulated by the faculty of the Graduate School, and candidates should apply to the registrar of the Graduate School. (See also Medical Scientist Training.)

Candidates for the degree of Master of Science in hearing and speech sciences may pursue work in their fields in the Bill Wilkerson Hearing and Speech Center and the School of Medicine. Graduate work in this division is regulated by the faculty of the Graduate School. Candidates should apply to the registrar of the Graduate School.



# Academic Regulations

THE School of Medicine operates under the honor system. All work submitted as a part of course requirements is presumed to be the product of the student submitting it unless credit is given in the manner prescribed by the course instructor. Cheating, plagiarizing, or otherwise falsifying results of study are prohibited. The student, by registration, acknowledges the authority of the Medical School Honor Council.

Students are expected to familiarize themselves with the *Student Handbook*, available at registration, which provides information about University services, policies, and procedures, including reference to the Honor Councils of the schools of the University, the Graduate Student Conduct Council, the Appellate Review Board, and related regulations.

## Requirements for M.D. Degree

Candidates for the Doctor of Medicine degree must be mature and of good moral character. They must have spent at least four years of study or its equivalent as matriculated medical students at an acceptable medical school as judged by the Vanderbilt Medical Admissions Committee; the last two years must have been in Vanderbilt University School of Medicine. They must have completed satisfactorily the medical curriculum, have passed all prescribed examinations, and be free of indebtedness to the University. Students fulfilling these requirements will be recommended for the degree Doctor of Medicine.

## Advisers

The Vanderbilt Medical School has one of the lowest attrition rates in the country. The faculty and administration take an active interest in assuring that each student achieves to maximum capability. Advisers, both student and faculty, and staff members of the office of the Dean are available to assist students toward successful development of their plans.

## The National Boards

All second-year students are required to take for credit Part I of the National Board Examinations in June following completion of second-year studies, and all fourth-year students are required to take for credit Part II of the National Board Examinations in the fall or spring of the

fourth year. Performance on National Board Examinations is significant as one of several performance criteria considered in the evaluation of the student.

### **Certification in Basic Sciences**

Many states now require examinations in the basic science subjects (anatomy, bacteriology, chemistry, pathology, and physiology). Lack of uniform state requirements creates a considerable impediment to movement of physicians from state to state by reciprocity. Each student is urged to achieve certification in the basic sciences as soon as possible. Successful completion of Part I of the National Boards serves to meet the basic science requirement in many states.

### **Examinations and Promotions**

Successful completion of the courses of the medical curriculum and scholastic standing are determined by the character of the student's daily work and the results of examinations. Examinations may be written, oral, or practical, and may be held in conjunction with each course or at the end of each semester, by a committee composed of the instructors responsible for the student's major courses. Promotion is determined by a committee of the faculty at the end of each academic year. The committee, on recommendation of the several departments, recommends to the Executive Faculty for promotion those students who have demonstrated personal, professional, and intellectual achievement consistent with faculty expectations for them at their particular stage of professional development. Students deficient in a major area or areas will be required to complete additional efforts satisfactorily in order to remedy deficiencies. Students deficient in a major undertaking or who demonstrate marginal performance in a major portion of their work may be denied further enrollment. Academic performance is evaluated on the following levels: superior, 88-100; satisfactory, 75-87; marginal, 70-74; unsatisfactory, 69 and below.

Students who fail in two major courses or fail a re-examination in a major course may be required to withdraw from the school. Students with no reported failures may be required to withdraw from the school if their work has been of a generally marginal quality. Students may be given credit for a subject by re-examination, but failures remain on their record and may be counted as a cause for withdrawal if another failure in a major course occurs.

Any student who fails to pass a course will be required to remove the failure before being permitted to enter the courses of the next academic year. Any student shown by work or conduct to be unfit for the practice of medicine may be required to withdraw from the school at any time.

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### **Extracurricular Work**

The Medical School does not regulate the outside work of its students, although it does take the firm position of discouraging outside work. No outside commitments may be assumed by medical students that may compromise their responsibilities at the Medical School. If the outside obligation is considered prejudicial, the student may be required to discontinue it.

### **Leave of Absence**

A leave of absence may be granted by the Dean for a period not to exceed one year for purposes of approved studies or for recuperation from illness. Should it be necessary for a student to be absent for a period of more than one calendar year, the student must make formal reapplication and be reconsidered by the Admissions Committee, unless special action approving a more lengthy leave of absence is established by formal action through the Executive Faculty.

### **Professional Liability Insurance**

Students will be automatically covered with professional liability insurance, required of all enrolled medical students, at the time of registration. The annual premium is payable in addition to tuition. Details of the policy are available at the University insurance office, and students are encouraged to familiarize themselves with these details and with their responsibilities in this regard.



# Lectureships



**THE ALPHA OMEGA ALPHA LECTURE.** The Alpha Omega Alpha Honor Medical Society each year invites a scientist of prominence to deliver a lecture before the students and faculty and members of the medical community. The first lecture was given during the school year 1926/1927.

**THE ALLAN D. BASS LECTURESHIP.** This lectureship was established in 1976 in recognition of Dr. Bass's outstanding contributions to Vanderbilt University, the Nashville community and the field of Pharmacology. He served as professor and chairman of the Department of Pharmacology from 1953 to 1973, as associate dean for biomedical sciences from 1973 to 1975, and as acting dean of the School of Medicine from 1973 to 1974. The lectureship is made possible through the generosity of his associates and colleagues in the American Society of Pharmacology and Experimental Therapeutics; FASEB; the AMA Council on Drugs; the Nashville Academy of Medicine; present and former staff, students and faculty members at Vanderbilt University; and the Department of Pharmacology. The first lecture was given in April 1977.

**THE ROBERT N. BUCHANAN, JR., VISITING PROFESSORSHIP IN DERMATOLOGY.** The Department of Medicine established in 1980 a visiting professorship to honor Dr. R. N. Buchanan, Jr., professor emeritus and former chairman of the Division of Dermatology. Each year a distinguished dermatologist is invited to come to Vanderbilt to deliver a series of formal lectures and participate in teaching conferences.

**THE BARNEY BROOKS MEMORIAL LECTURESHIP IN SURGERY.** In 1952 through the generosity of a Vanderbilt alumnus an annual lectureship was established to honor the memory of Dr. Barney Brooks, formerly professor of surgery and head of the department, and surgeon-in-chief of Vanderbilt University Hospital. As a fitting memorial to Dr. Brooks these lectures have been given by physicians who have made distinguished contributions in clinical or investigative surgery. The first Barney Brooks Memorial Lecture in Surgery was given during the spring of 1953.

**THE ROLLIN A. DANIEL, JR., LECTURE IN THORACIC SURGERY.** In 1977 the Department of Thoracic and Cardiac Surgery established the Rollin A. Daniel, Jr., Lecture as a tribute to Dr. Daniel. Since Dr. Daniel's death, there has been generous support from Dr. Daniel's family and many former residents to this lectureship fund. Each year a distinguished thoracic surgeon is invited by the Department to visit Vanderbilt and deliver the annual lecture, usually in the fall.

**THE LEONARD W. EDWARDS MEMORIAL LECTURESHIP IN SURGERY.** This annual lectureship was established in 1972 by the family and friends of Dr. Leonard Edwards, who was professor of clinical surgery, in recognition of his more than fifty years of contributions to Vanderbilt and the Nashville community as a distinguished surgeon and teacher. The first lecture was given in 1972 by Dr. Lester Dragstedt. Lectures usually concentrate on surgery and physiopathology of the alimentary tract.

**THE ABRAHAM FLEXNER LECTURESHIP.** In the fall of 1927 Mr. Bernard Flexner of New York City gave \$50,000 to Vanderbilt University to establish the Abraham Flexner Lectureship in the School of Medicine. This lectureship is awarded every two years to a scientist of

outstanding attainments who shall spend as much as two months in residence in association with a department of the School of Medicine. The first series of lectures was given in the fall of 1928.

**THE ALVIN F. GOLDFARB LECTURESHIP IN REPRODUCTIVE ENDOCRINOLOGY.** Established by the children of Dr. Goldfarb to honor their father, an alumnus of Vanderbilt University School of Medicine, this is the first named lectureship in the Center for Fertility and Reproductive Research. Serving as an important forum for continuing education, the lectureship enables the Vanderbilt medical community to learn from those at the cutting edge of research and practice in reproductive biology.

**THE ERNEST W. GOODPASTURE LECTURE.** In 1968 the Goodpasture Lecture was established by a friend of Vanderbilt University and of the Department of Pathology, Mrs. George M. Green, Jr. The lecture is to honor the memory of Dr. Ernest William Goodpasture, distinguished chairman of the Department of Pathology from 1925 until his retirement in 1955. Each year a lecturer prominent for achievements in research or in medical education is selected. The first lecture was given in the fall of 1971.

**THE J. WILLIAM HILLMAN VISITING PROFESSORSHIP.** This professorship was established in 1976 as a tribute to the late Dr. J. William Hillman who served as professor and chairman of the Department of Orthopaedics. To commemorate Dr. Hillman's tireless dedication to the art of teaching, the department annually invites a prominent orthopaedist to spend three or four days in residence teaching the house staff through a series of walking rounds and informal talks, concluding with a day-long seminar on special topics in the field.

**THE CONRAD JULIAN MEMORIAL LECTURE.** This lecture was instituted in 1980 in honor of Dr. Conrad G. Julian, the first director of gynecologic oncology at Vanderbilt University Hospital. The lecture is delivered each year on a subject related to gynecologic oncology and is given in conjunction with the annual Gyn Oncology Seminar.

**THE PAULINE M. KING MEMORIAL LECTURESHIP.** This lectureship was established in 1962 by Mr. Robert F. King of Klamath River, California, as a memorial to his wife. Each year a distinguished thoracic or cardiovascular surgeon is invited by the Department of Surgery to lecture at Vanderbilt School of Medicine. The first Pauline M. King Memorial Lecture was given in the spring of 1963.

**THE M. GLENN KOENIG VISITING PROFESSORSHIP IN INFECTIOUS DISEASES.** This visiting professorship was established in 1973 through the generosity of alumni, faculty, friends, and the family of the late Dr. M. Glenn Koenig who served as professor of medicine and head of the Division of Infectious Diseases. In recognition of Dr. Koenig's unexcelled ability to teach at the bedside, the Department of Medicine invites physicians of unusual competence in the teaching of clinical infectious diseases to join the Division of Infectious Diseases for short periods to spend time on the wards and in discussions with students, house staff, fellows, and faculty. The first visiting professorship was held in 1973.

**THE PAUL DUDLEY LAMSON MEMORIAL LECTURE.** This annual lectureship was instituted in 1965 in memory of Dr. Lamson who was professor of pharmacology and chairman of the Department of Pharmacology from 1925 until his retirement in 1952. A prominent pharmacologist is brought to the campus each year under the sponsorship of the alumni and staff of the Department of Pharmacology.

**THE FRANK H. LUTON LECTURESHIP.** Established in 1976 through the generosity of friends and former students, this lectureship honors Dr. Frank H. Luton, the first psychiatrist on the Vanderbilt faculty. Each year a prominent lecturer in the field of psychiatry is selected.



**THE DAN MAY LECTURE.** Made possible by a gift from the May family, this lecture series honors Mr. May, a Nashville business, educational, and civic leader who was a Vanderbilt graduate, long-time Board of Trust member, and friend of the University. The lecturer is a distinguished scholar of medicine or another discipline with expertise in cardiovascular disease, medical education, or humanistic aspects of medicine.

**THE GLENN A. MILLIKAN MEMORIAL LECTURE.** This lectureship was established in 1947 in memory of Dr. Millikan, professor of physiology, by members of the then second-year class. It has subsequently received support by means of a capital fund by Dr. Millikan's father and mother, Dr. Robert A. Millikan and Mrs. Gretna B. Millikan, and friends. Contributions have been made to the fund by members of the founding class and other students. The lectureship is maintained to provide a distinguished lecturer in physiology.

**THE HUGH J. MORGAN VISITING PROFESSORSHIP IN MEDICINE.** This visiting professorship was established in 1959 through the generosity of faculty, former house officers, and friends of the late Dr. Hugh J. Morgan, who served as professor of medicine and chairman of the department at Vanderbilt from 1935 through 1959. As a tribute to Dr. Morgan and his outstanding qualities as a superior clinician, the Department of Medicine invites a distinguished physician to spend one week in residence, during which time the physician assumes the teaching duties of the professor of medicine with students, house officers, and faculty. The first visiting professorship was awarded in 1959.

**THE ELLIOTT NEWMAN VISITING LECTURESHIP.** This lectureship was formally established by the Board of Trust of Vanderbilt University in 1977. Dr. Newman was a distinguished scientist and medical scholar, an outstanding clinician and teacher, and a loyal friend and faculty member of the School of Medicine for a period of twenty-one years.

**THE WILLIAM F. ORR LECTURESHIP.** This annual lectureship was established in 1976 through the generosity of Hoffman-LaRoche, Inc., in honor of Dr. William F. Orr, first professor and chairman of the Department of Psychiatry, a position he held from 1947 to 1969. A psychiatrist of national prominence is invited each year to present the lecture and to participate in various teaching conferences in the Department of Psychiatry.

**THE COBB PILCHER MEMORIAL LECTURE.** In 1950 the Pi Chapter of the Phi Chi Medical Fraternity established the Cobb Pilcher Memorial Lecture to honor the memory of Dr. Pilcher, formerly associate professor of surgery, distinguished neurosurgeon, and a member of Phi Chi fraternity. Each year a lecturer of prominence is selected. The first lecture was given in 1950.

**THE DAVID RABIN LECTURE IN ENDOCRINOLOGY.** The Department of Medicine established in 1980 a visiting lectureship in recognition of the salient contributions of Dr. David Rabin to the world of endocrinology. Dr. Rabin was professor of medicine and head of the Division of Endocrinology from 1975 until his death in 1984. This lectureship annually brings to Vanderbilt a world leader in the science of endocrinology and the application of that science to the solution of the problems of humankind.

**THE VANDERBILT UROLOGY SOCIETY VISITING PROFESSORSHIP AND RHAMY-SHELLEY LECTURE.** This annual visiting professorship and lectureship was established in 1972 through the efforts of former residents in urology at Vanderbilt University Medical Center. An outstanding urologist, from either the United States or abroad, is invited to spend four or five days as visiting professor in the Department of Urology, to join with former residents and other urologists in demonstrations of surgical technique and diagnostic acumen, as well as in a series of conferences and lectures. The activities conclude with a formal lecture which honors Dr. Robert K. Rhamy, who was chairman of the Department of Urology at

Vanderbilt from 1964 to 1981, and Dr. Harry S. Shelley, former chief of the Division of Urology at Nashville Veterans Administration Hospital.

**THE CHARLES J. THUSS, SR., AND GERTRUDE NOBLE THUSS LECTURESHIP IN PLASTIC AND RECONSTRUCTIVE SURGERY.** This lectureship was established in 1977 by Dr. Charles J. Thuss, Jr., Medical Class of 1961, of San Antonio, Texas, in honor of his parents. The lectureship is funded in collaboration with the Department of Plastic Surgery for the purpose of bringing distinguished lecturers in the field of plastic and reconstructive surgery to the Vanderbilt campus.



# Honors and Awards



## Alpha Omega Alpha

A chapter of this medical honor society was established by charter in the School of Medicine in 1923. Not more than one-eighth of the students of the fourth-year class are eligible for membership and only one-half of the number of eligible students may be elected to membership during the last half of their third year. The society has for its purpose the development of high standards of personal conduct and scholarship and the encouragement of medical research. Students are elected into membership on the basis of scholarship, character, and originality.

## Founder's Medal

This medal is awarded to the student in the graduating class of the School of Medicine who, in the judgment of the Executive Faculty, has achieved the strongest record in the several areas of personal, professional, and academic performance in meeting the requirements for the Doctor of Medicine degree during four years of study at Vanderbilt.

## Other Prizes and Awards

**THE BEAUCHAMP SCHOLARSHIP.** This scholarship, founded by Mrs. John A. Beauchamp in memory of her husband who was for many years superintendent of the Central State Hospital in Nashville, is awarded to the student showing the greatest progress in neurology and psychiatry and who is otherwise worthy and deserving.

**THE AMOS CHRISTIE AWARD IN PEDIATRICS.** Established in 1970 by an anonymous donor, this award is made to the student in the graduating class who has demonstrated the outstanding qualities of scholarship and humanity embodied in the ideal pediatrician. The award is in memory of Dr. Amos Christie, professor of pediatrics, emeritus, who was chairman of the Department of Pediatrics from 1943 to 1968.

**THE DEAN'S AWARD.** This award is presented by the Dean to students who have distinguished themselves by their outstanding contribution of leadership and service throughout four years of study at Vanderbilt University School of Medicine.

**THE HOSPITAL AWARD FOR EXCELLENCE.** This award recognizes the graduating medical student selected by the chief residents of all the services as having made the largest personal contribution toward quality patient care by demonstrating sensitivity, compassion, and concern in his or her clinical responsibilities to patients.

**THE RUDOLPH H. KAMPMEIER PRIZE IN CLINICAL MEDICINE.** An annual award of \$1,000, presented through the generosity of the Southern Medical Association, is made to the student who, at the completion of the fourth year of training, is judged by the faculty of the Department of Medicine to have exhibited the qualities of the excellent physician as exemplified by Dr. Rudolph H. Kampmeier throughout his career. The qualifications to be given greatest weight will be proficiency in diagnosis and therapy; consideration of the pa-

tient as a complete person with a life that is more than that of a "sick patient"; ability to think with originality and to teach, lead, and inspire others; willingness to devote himself/herself unstintingly to the welfare of others; and ability to work effectively with other members of the medical and paramedical professions.

**THE KAUFMAN PRIZE IN MEDICINE.** This award, honoring J. Kenneth Kaufman, M'39, is presented to a graduating medical student who has demonstrated qualities of humaneness, dedication, and unselfish service in the study of medicine and will apply these qualities in medical practice.

**THE ROENTGEN AWARD.** This is an annual award to a graduating medical student who has made important contributions in one of the radiological sciences during his or her four years at Vanderbilt Medical School. Named for Wilhelm Conrad Roentgen (1845-1923), a pioneer in diagnostic radiology, the award recognizes discoveries in either clinical or research areas.

**THE SCHOOL OF MEDICINE AWARD OF DISTINCTION IN MEDICAL EDUCATION.** This award is presented to the student who has demonstrated outstanding qualities of scholarship, leadership, and humanitarian service in the context of medical education.

**THE H. WILLIAM SCOTT, JR., PRIZE IN SURGERY.** This award is presented to the graduating student who exemplifies the qualities of leadership, performance, and character reflecting the ideal surgeon.

**THE JOHN L. SHAPIRO AWARD FOR EXCELLENCE IN PATHOLOGY.** This award is given to the student selected by the Department of Pathology on the basis of accomplishments and potential in medicine with superior performance in the pathology course or superior performance in research in pathogenesis of disease.

**THE SURGICAL CLERKSHIP AWARD.** This award is presented annually by the section of surgical sciences to a student who has had a superior performance in the third-year surgical clerkship and who plans to enter graduate education in surgery. The award includes an expense-paid attendance at the annual meeting of a national surgical society.

**THE UPJOHN AWARD.** This award is given each year to a medical student in the graduating class who is distinguished by an outstanding record in scholastic, personal, and professional achievement, and as a member of the Vanderbilt community. The Upjohn Award is provided through the interest and generosity of the Upjohn Pharmaceutical Company.

**THE ALBERT WEINSTEIN PRIZES IN MEDICINE.** Three prizes established in memory of Albert Weinstein, M.D., are awarded at graduation to fourth-year students who, in the opinion of the faculty of the Department of Medicine, merit recognition for high scholastic attainment and the qualities which characterize the fine physician.

Dr. Albert Weinstein was graduated from Vanderbilt University in 1926 and was founder's medalist from Vanderbilt School of Medicine in 1929. Following training at Vanderbilt and Johns Hopkins he returned to Vanderbilt as chief resident in medicine, 1933-1935, and served as a distinguished member of the faculty and clinical professor of medicine until his death on 1 October 1963. Despite a busy and successful practice, Dr. Weinstein contributed regularly to the medical literature and maintained a major interest in the teaching of medical students. These prizes were established in 1964 by contributions from friends, associates, and former patients of Dr. Weinstein.

**THE CANBY ROBINSON SOCIETY AWARD.** This award is presented by the Canby Robinson Society to the graduating student whose medical school career exemplifies leadership and service to his class and school.

**TENNESSEE ACADEMY OF FAMILY PHYSICIANS AWARD.** This award is given to a graduating medical student in recognition of dedication to the high ideals of Family Practice.

# Financial Information

THE annual expense of a student in the School of Medicine is estimated to be \$17,000.

## Tuition and Fees

Tuition (1986/87 academic year)	\$10,500
Application fee (to accompany final application)	25
Student activities fee (Sarratt Center)	55
Microscope usage fee per year (1st and 2nd years)	85
Student health insurance	200
Professional liability insurance	50

*Tuition and fees are set annually by the Board of Trust and are subject to review and change without further notice.*

First-year medical students who are also three-year students in the College of Arts and Science are required by the College to pay a senior-in-absentia fee equal to one hour of Arts and Science tuition.

All regularly enrolled medical students must pay the full tuition each year. There will be no exception to this requirement. Graduate students who enroll in courses in the medical curriculum for credit toward an academic degree and who later become candidates for the Doctor of Medicine degree may be required to pay the full tuition as indicated above. Students who withdraw officially or who are dismissed from the University for any reason after the beginning of a term may be entitled to a partial refund in accordance with a schedule available in the Office of Student Accounts. No refund will be made after the eighth week in any semester.

Tuition, fees, and other University charges are due and payable at the time of registration and enrollment. The \$50 matriculation fee deposited with the Admissions Office when the student is accepted is applied to the bill for the first semester.

## Late Payment of Fees

Charges not paid by registration or when otherwise due will be automatically deferred (the Division of Student Services may refuse to allow this if in its judgment the deferment is unwarranted) and the student's account will be assessed a monthly late payment fee at the following rate: \$1.50 on each \$100 that remains unpaid after registration (\$5 minimum).

An additional monthly late payment fee will be assessed unless payment is received in full on or before the 25th day of the month; and late payment fees will continue for each month thereafter based on the outstanding balance unpaid as of the 25th day of each month. Students who have applied for and are awaiting financial aid (i.e., GSL or HEAL) are not charged a late payment fee.

### **Financial Clearance**

Students will not be allowed to register for any semester if they have outstanding unpaid balances for any previous semester. No transcript, official or unofficial, will be issued for a student who has an outstanding debit balance until the account has been paid. Degrees of graduating students will be withheld until all bills are paid.

### **Microscopes, Books, and Equipment**

First-year and second-year students are provided microscopes by the University. The usage fee for this service is included in the tuition and fee schedule and is required of all students in these classes.

All students must have clean white laboratory coats. In their second year students must acquire hemocytometers and ophthalmoscopes.

The minimum cost of books is approximately \$400-\$500 per year. Purchases made at the Vanderbilt Book Store are on a cash basis.

### **Activities Fee (1985/86)**

The \$55 annual student activities fee of \$55 entitles medical students to use the facilities of Sarratt Student Center. By payment of an additional fee, during specific and announced periods, students and their spouses may have their I.D. cards validated for admission to athletic events.

## **Honor Scholarships**

**JUSTIN POTTER MEDICAL SCHOLARSHIPS.** The Justin Potter Medical Scholarships commemorate Mr. Justin Potter, a Nashville businessman, industrialist, and financier. These scholarships were established in 1963 by Mr. Potter's family and are awarded annually to applicants who have legally established residences in any of the following southern states: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, or Virginia. Children of full-time faculty of Vanderbilt University School of Medicine are not eligible for consideration for a Justin Potter Medical Scholarship.

Stipends of \$10,000 annually are awarded to successful candidates and, once awarded, continue at this rate for four years contingent upon satisfactory performance.

The method of selection of Justin Potter Scholars is as follows: the Committee on Admissions of Vanderbilt School of Medicine recommends to the Justin Potter Medical Scholarship Committee candidates from the eleven southeastern states who have accepted official invitation to attend Vanderbilt. Candidates selected by the scholarship committee are then invited to Nashville for personal interviews (candidates will be reimbursed for their expenses). The committee, composed of a medical educator, a practicing physician, a businessman, and an attorney, makes the final selection.

**CATHERINE EASTERLING MOUNTCASTLE SCHOLARS PROGRAM.** The Catherine Easterling Mountcastle Scholars Program was established in 1983 through the generosity of Mrs. Mountcastle's family to support superior students who need financial aid to attend Vanderbilt School of Medicine. Catherine Easterling Mountcastle Scholars will be selected from students who have accepted official invitation to the School of Medicine, by the Scholars Selection Committee from a candidate list provided by the Committee on Admissions of the School of Medicine.

Stipends of \$11,000 annually are awarded to successful candidates and, with satisfactory progress at Vanderbilt, continue for four years.

### Financial Assistance

Education leading to the Doctor of Medicine degree requires a careful consideration of financial commitment by the prospective student and family. Financial planning is an important part of the student's preparation for medical school.

In addition to the Honor Scholarships just described, scholarships and loans are available through Vanderbilt, based on demonstrated financial need and continued satisfactory academic progress. Financial aid from school sources must be considered a supplement rather than the primary source of funds necessary to attend medical school. University financial aid is not adequate to meet students' demonstrated need, but recent experience has been that most (but not all) approved financial aid requests have been met for items basic to the student's subsistence and education from a combination of sources, including the student's personal and family assets and Vanderbilt aid funds.

*Satisfactory Performance.* Students must demonstrate satisfactory performance for continued enrollment in the School of Medicine. Students must perform satisfactorily in order to qualify for financial assistance (see Examinations and Promotions).

Government funds that furnish significant loans to medical students

are: the Guaranteed Student Loan program and related federal and state loan funds, the Health Education Assistance Loan program, and the PLUS program (auxiliary loans to assist students).

Applications for financial aid will be sent to incoming first-year students at the time they are offered admission to the Medical School. Applicants desiring more specific information about financial aid resources should write to the Assistant Dean for Student Services.

### **Scholarships**

The School of Medicine has a number of scholarships available to worthy applicants with distinguished scholastic records and demonstrated financial need. Information and application forms may be obtained from the Assistant Dean for Student Services.

**THE EUGENE AND MARGE BESPALOW SCHOLARSHIP FUND.** This is an endowment scholarship fund for deserving medical students.

**THE BURRUS SCHOLARSHIP FUND.** This endowed scholarship was established by members of the Burrus family to help meet the cost of tuition for medical students who have demonstrated need.

**THE HERBERT ESKIND MEMORIAL FUND.** This scholarship honoring the memory of Mr. Herbert Eskind was established by members of his family. It is awarded each year to one or more medical students on the basis of demonstrated financial need, and provides each recipient with a minimum scholarship of \$750. It is anticipated that this fund will be supplemented to meet the needs of increasing numbers of medical students.

**THE WILLIAM O. INMAN, JR., SCHOLARSHIP FUND.** This fund supports students in the combined M.D./Ph.D. program.

**MEDICAL STUDENT SCHOLARSHIPS.** Funds are available to needy students through gifts donated by alumni and friends of Vanderbilt Medical School.

**THE JAMES PRESTON MILLER TRUST.** This trust, left by the will of James P. Miller in memory of his father, James Preston Miller, provides funds to assist in the medical education of deserving young men and women at Vanderbilt University. Residents of Overton County, Tennessee, are to be given first preference, and other residents of Tennessee to be given second preference.

**MINORITY SCHOLARSHIP FUNDS.** Funds are provided to needy, minority medical students.

**THE FRED C. WATSON MEMORIAL SCHOLARSHIP.** This scholarship is made on the recommendation of the Medical School to students selected by a committee based in Lexington, Tennessee, to students who are graduates of Lexington High School and are residents of Henderson County.

### *Other Scholarships*

A scholarship for studies in nutrition is awarded by the Department of Biochemistry. Further information is available from the department.



## Revolving Loans

THE ALPHA KAPPA KAPPA ALUMNI ASSOCIATION FUND. These funds are made available to students through contributions from alumni of the Alpha Kappa Kappa medical fraternity.

THE EDWARD F. COLE REVOLVING MEDICAL LOAN FUND. These funds are made available to students through contributions from Dr. Edward F. Cole, a Vanderbilt Medical alumnus.

THE WILLIAM A. DIMMICK EMERGENCY MEDICAL FUND. This fund has been established by friends to honor the Reverend William A. Dimmick. It is to be used as a revolving loan fund for the education of worthy medical students.

THE MAX EISENSTAT REVOLVING STUDENT LOAN FUND. This fund was established to honor the memory of Dr. Max Eisenstat.

THE TINSLEY HARRISON LOAN FUND. This fund was endowed to assist needy and worthy medical students by Dr. T. R. Deur, a Vanderbilt Medical School alumnus, in memory of Dr. Harrison, a former teacher and clinician at the school.

THE DR. ISADORE DAVID HASKELL FUND. This fund is provided by a bequest from the will of Mrs. Elena G. Haskell. The loans are to be provided in emergency situations to needy and deserving students.

THE GALE F. JOHNSTON LOAN FUND. The funds donated by Gale F. Johnston are to be used as a revolving loan fund for students in the School of Medicine.

THE W. K. KELLOGG FOUNDATION LOAN FUND. This fund was established through donations from the W. K. Kellogg Foundation. It is to be used as a revolving student loan fund.

THE IKE J. KUHN FUND. This revolving loan is provided by a bequest from the will of Mr. Ike J. Kuhn, and is awarded in the School of Medicine to a worthy man or woman born and reared in any of the states commonly known as the "southern states."

THE THOMAS L. MADDIN, M.D., FUND. This fund is provided by a bequest from the will of Mrs. Sallie A. C. Watkins in memory of Dr. Thomas L. Maddin, to be used by some worthy medical student at Vanderbilt.

THE McVEIGH LOAN FUND. This loan fund is provided by a bequest from the will of Grace McVeigh in memory of her mother and father, Bess and Townsend A. McVeigh.

THE VANDERBILT MEDICAL FACULTY LOAN FUND. This fund is made available by donations from members of the Medical School faculty to be used to defray the educational costs of disadvantaged students.

THE MEDICAL LOAN FUND OF LIFE AND CASUALTY INSURANCE COMPANY OF TENNESSEE. Through donations from the Life and Casualty Insurance Company of Tennessee, needy students are provided revolving student loans.

THE KARL METZ MEMORIAL LOAN FUND. This fund for needy students was established in memory of Karl Metz.

THE J. C. PETERSON STUDENT LOAN FUND. This fund was established in memory of Dr. J. C. Peterson to provide loan monies for deserving medical students.

THE LOUIS ROSENFELD STUDENT LOAN FUND. This fund was established by contributions from Dr. Louis Rosenfeld and from friends in honor of Dr. Rosenfeld.

THE JOHN N. SHELL ENDOWMENT FUND. This revolving loan fund is provided by a bequest from the will of John N. Shell.

THE LEO SCHWARTZ LOAN FUND. This loan fund was established through contributions from Dr. Leo Schwartz.

THE ROBERT E. SULLIVAN MEMORIAL LOAN FUND. Through the generosity of Robert E. Sullivan a fund has been established to assist worthy and deserving medical students.

THE THOMAS W. RHODES STUDENT LOAN FUND. Funds provided by the will of Georgine C. Rhodes were left to Vanderbilt University for the purpose of establishing a loan fund in the School of Medicine.

THE THOMPSON STUDENT LOAN FUND. This fund is to be used as a revolving loan fund for students in the School of Medicine from Middle Tennessee.

THE JOE AND HOWARD WERTHAN FOUNDATION FUND. The funds made available by this foundation to Vanderbilt University are to be given or lent to those students in the School of Medicine needing financial assistance.

THE ROANE-ANDERSON COUNTY MEDICAL SOCIETY FUND. A revolving loan to a needy medical student, with preference being given, when possible, to students from Roane, Anderson, and Morgan Counties of Tennessee.

THE J. F. FOX STUDENT LOAN IN MEDICINE. This fund was established in memory of Dr. J. F. Fox, a Vanderbilt graduate, and provides for annual assistance to students in the School of Medicine as a revolving loan fund based on scholarship, promise, and financial need.

THE VANDERBILT MEDICAL EDUCATION FUND. This fund, derived from the donations of friends and alumni, provides significant help by making loans to qualified students within the funds available.

### **Student Summer Fellowships**

Student research under the sponsorship of members of the faculty of the preclinical and clinical departments is endorsed as an important part of the elective medical curriculum. Stipends vary from about \$2,000 to \$2,250 for the summer programs, depending upon experience. Limited funds for fellowship support are available on a competitive basis from individual departments within the Medical School. Funds are provided from a variety of sources, including the United States Public Health Service and various private foundations and health-interested organizations such as the local affiliates of the American Heart Association.

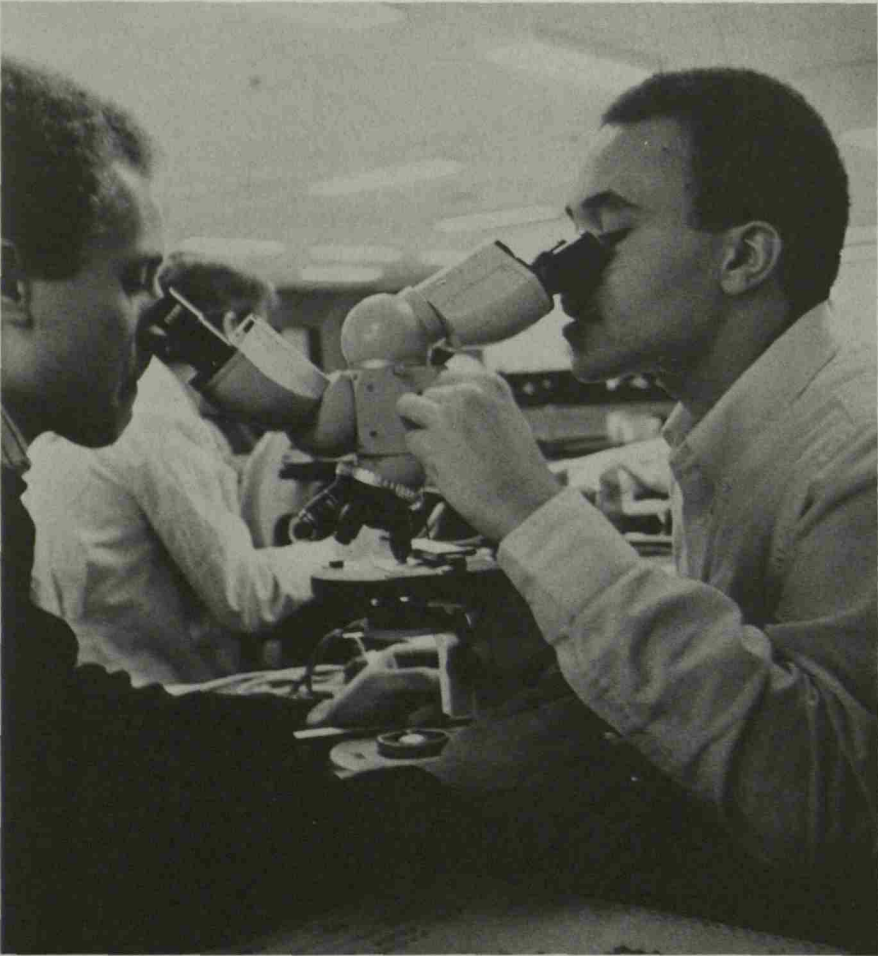
Research projects may be taken as electives for credit but without remuneration. Special arrangements can be made for participation in research programs abroad or in other medical schools in the United States. Individual departments or faculty members may also support student research experiences. Funds from all sources are becoming more difficult to obtain, but remain available, though limited.

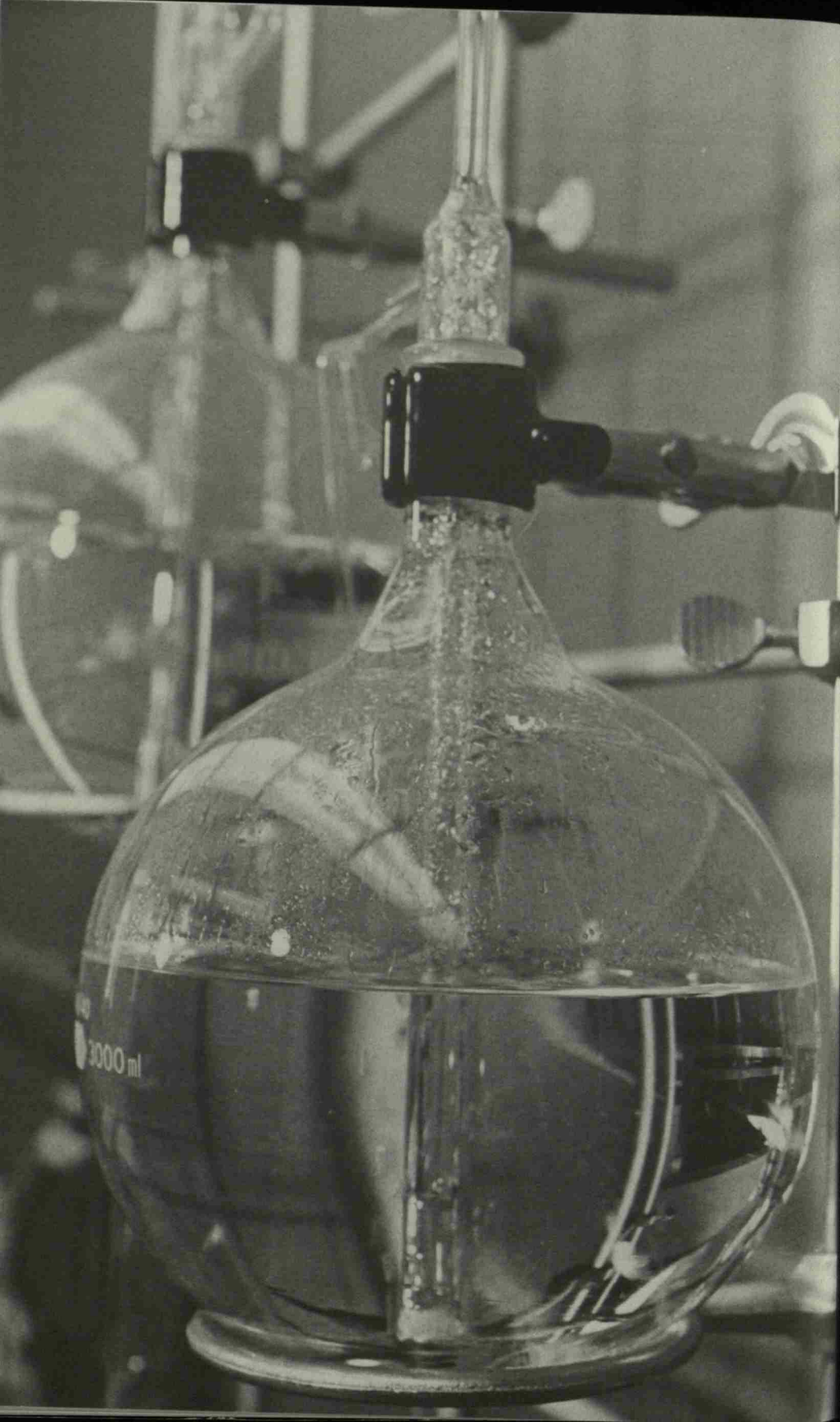
THE DAN MAY SUMMER SCHOLARSHIP IN CARDIOVASCULAR MEDICINE. This scholarship for a predoctoral student was made possible by a gift from the May family in honor of Mr. May, a Nashville business, educational, and civic leader who was a graduate of Vander-

bilt, long-time Board of Trust member, and friend of the University. The scholarship provides a summer stipend to support a predoctoral student who shows interest and promise in academic cardiovascular medicine.

### **Employment Opportunities for Spouses**

Nashville is a middle-sized city (500,000) affording employment opportunities common to an industrial, business, and educational center. Major employers include Vanderbilt University, two national insurance companies, and the state government. Every attempt is made to find a position within the University for spouses of students. If interested, student spouses should make inquiry at the Vanderbilt Employment Center.





# Research in Medical Sciences

## Chairs and Professorships

**THE JAMES G. BLAKEMORE CHAIR IN PSYCHIATRY.** Through the generosity of James G. Blakemore, Nashville businessman and Vanderbilt alumnus, this professorship in psychiatry was endowed in 1973 to support a distinguished faculty member in the Department of Psychiatry, *providing freedom to contribute to research and teaching within a specific field of excellence.*

**THE LUCIUS E. BURCH CHAIR OF REPRODUCTIVE PHYSIOLOGY & FAMILY PLANNING.** In December of 1967, the Department of Obstetrics & Gynecology received funds, through the generosity of an anonymous donor, to endow this professorship, the purpose of which is to further research in basic reproductive biology, and applied family planning. The chair is named for Dr. Lucius E. Burch, dean of the School of Medicine from 1913 until 1920, and chairman of the Department of Obstetrics & Gynecology until his retirement in 1945.

**THE JOHN CLINTON FOSHEE DISTINGUISHED PROFESSORSHIP OF SURGERY.** Through the generosity of the late Dr. John C. Foshee, graduate of Vanderbilt University School of Medicine in 1916, distinguished surgeon of Grand Rapids, Michigan, and former president of the Vanderbilt Medical Alumni, this professorship was endowed in 1976 for the purpose of furthering medical education and research in the field of general surgery.

**THE THOMAS F. FRIST CHAIR IN MEDICINE.** This professorship was established to support and recognize a distinguished leader-physician-scholar of national stature who combines the qualities of an eminent physician and experienced medical scholar in the person of one with the leadership qualities to have a positive effect upon important issues of medical education practice or research. When possible, the occupant of the chair will be the chairperson of the Department of Medicine.

**THE ERNEST W. GOODPASTURE CHAIR IN EXPERIMENTAL PATHOLOGY.** In recognition of Ernest W. Goodpasture, this chair is established to enhance basic investigative efforts in experimental pathology.

**THE GEORGE W. HALE PROFESSORSHIP IN OPHTHALMOLOGY.** Through the generosity of Virginia McHenry Hale, this professorship was established in 1960 for the advancement of ophthalmology.

**THE ELSA S. HANIGAN CHAIR IN PULMONARY MEDICINE.** Mr. John L. Hanigan has endowed this chair in memory of his wife. The chair strengthens the ability to treat and care for patients with respiratory diseases and offers a unique opportunity for Vanderbilt University Medical Center and Saint Thomas Hospital jointly to develop innovative programs in pulmonary research, education, and rehabilitation.

**THE JAMES C. OVERALL PROFESSORSHIP IN PEDIATRICS.** Through the generosity of Mr. and Mrs. William K. Warren of Tulsa, Oklahoma, this chair was endowed in 1981 to enhance the academic program in the Department of Pediatrics. The professorship honors Dr. James C. Overall, clinical professor emeritus of pediatrics, a distinguished clinician and contributor to American pediatrics.

**THE PAUL W. SANGER CHAIR OF EXPERIMENTAL SURGERY.** Through the generosity of the late Dr. Paul W. Sanger, graduate in Vanderbilt Medical School's class of 1931, distinguished surgeon of Charlotte, North Carolina, and former president of the Vanderbilt Medical Alumni, this professorship was established in 1969 and funded in collaboration with the Department of Surgery for the purpose of furthering research in surgical biology and in the general field of surgery.

**THE H. WILLIAM SCOTT, JR., CHAIR IN SURGERY.** Through the generosity of members of the H. William Scott, Jr., Society, consisting primarily of residents trained by Dr. Scott, this professorship was established in 1983 to honor Dr. Scott for his contributions to the Section of Surgical Sciences and Vanderbilt University during his thirty-year tenure as chairman from 1952 to 1982.

**THE ADDISON B. SCOVILLE, JR., PROFESSORSHIP IN DIABETES AND METABOLISM.** Through the generosity of the Justin and Valere Potter Foundation of Nashville, this professorship was established in 1973 for the purpose of furthering research in the field of diabetes and metabolism.

**THE ADDISON B. SCOVILLE CHAIR IN MEDICINE.** This chair has been endowed to support and recognize a distinguished physician scholar whose accomplishments in investigative medicine will enrich and strengthen the scientific endeavors of the Department of Medicine. The Addison B. Scoville Professor will be appointed by the Dean of the Vanderbilt University School of Medicine upon the advice of the chairperson of the Department of Medicine.

**THE ANN GEDDES STAHLMAN CHAIR IN MEDICAL ETHICS.** The broad objective in establishing the Ann Geddes Stahlman Chair in Medical Ethics is to contribute to the return of humanism to the practice of medicine. Individuals who hold this endowed chair may by background and training be nondenominational theological scholars, ethics scholars, philosophy scholars, scholars in the law, or members of the teaching faculty of a school of medicine.

**THE GLADYS PARKINSON STAHLMAN CHAIR IN CARDIOVASCULAR RESEARCH.** Through the generosity of Mr. James C. Stahlman this professorship was endowed in 1973 for the purpose of engaging in cardiovascular research with primary emphasis in the areas of etiology, prevention, and treatment.

**THE MILDRED THORNTON STAHLMAN CHAIR IN PERINATOLOGY.** The generosity of Mr. James C. Stahlman established this professorship in perinatology. The chair to be established in this new field of medical research will reinforce this program over an indefinite period of time.

**THE MARY GEDDES STAHLMAN CHAIR IN CANCER RESEARCH.** Through the generosity of Mr. James C. Stahlman, this professorship was endowed in 1972 for the purpose of furthering studies in cancer research. The professorship provides funds to help establish Vanderbilt as a national center for cancer research.

**THE EDWARD CLAIBORNE STAHLMAN CHAIR IN PEDIATRIC PHYSIOLOGY AND CELL METABOLISM.** This professorship was endowed in 1972 by Mr. James C. Stahlman for studies in pediatric physiology and cell metabolism.

**THE JOE AND MORRIS WERTHAN PROFESSORSHIP IN EXPERIMENTAL MEDICINE.** Through the generosity of the Werthan family of Nashville, this professorship was established in 1951 for the purpose of furthering research in the general field of internal medicine.

## Endowed Research Funds

**THE RACHEL CARPENTER MEMORIAL FUND.** This fund was established in 1933 by a gift from Mrs. Mary Boyd Carpenter of Nashville. The income derived from the fund is to be used for education in the field of tuberculosis.

**THE BROWNLEE O. CURREY MEMORIAL FUND FOR RESEARCH IN HEMATOLOGY.** This is a memorial fund created by the friends of Brownlee O. Currey. The income is being used for the support of research in the field of hematology.

**THE JACK FIES MEMORIAL FUND.** The income from a gift to Vanderbilt by Mrs. Hazel H. Hirsch as a memorial to her son, Jack Fies, is to be used to support research in the field of neurosurgery. It is hoped that subsequent donations will be made by those who may be interested in creating a larger fund for this phase of research.

**THE JOHN B. HOWE FUNDS FOR RESEARCH.** In January 1946, the members of the family of the late John B. Howe established two funds in the University to be known as the John B. Howe Fund for Research in Neurosurgery and the John B. Howe Fund for Research in Medicine. The expenditures from the funds for neurosurgery and medicine are administered through the Department of Surgery and the Department of Medicine.

**THE BEQUEST OF AILEEN M. LANGE FOR MEDICAL RESEARCH.** To be used for medical research in preventing and curing ailments of human beings.

**THE ANNIE MARY LYLE MEMORIAL FUND FOR MEDICAL RESEARCH.** This gift is to be used for basic or applied research in medical science, particularly cardiovascular research or another area of need.

**THE NEUROLOGY RESEARCH FUND.** Funds to be used for research efforts in the field of Neurology.

**THE MINNIE J. ORR FUND FOR RESEARCH IN POLIOMYELITIS OR HEART DISEASE.**

**THE MARTHA WASHINGTON STRAUS—HARRY H. STRAUS FOUNDATION, INC.** The foundation provides support for research in the Department of Medicine in the field of cardiovascular diseases.

**THE LESLIE WARNER MEMORIAL FUND FOR THE STUDY AND TREATMENT OF CANCER.** This fund was established in 1932 in the memory of Leslie Warner of Nashville, Tennessee. Half of the founding grant was contributed by the nieces and nephews of Mrs. Leslie Warner.

## Research Centers

Vanderbilt University School of Medicine encompasses a number of multidisciplinary research groups that are funded primarily by external sources. Many of the centers involve investigators from schools of the University other than medicine. A brief description of each center and its general activities follows.

**Arthritis and Lupus Center**

Theodore Pincus, Director

The program of this center is organized around five Vanderbilt-associated rheumatologists who participate actively in center activities and provide clinical research data bases regarding natural history, therapy and outcome of rheumatic disease patients. A small, full-time University staff concentrates on analysis of clinical data and a basic research program concerning the cellular regulation of immune function. Projects in various stages of development include clinical research, education, and community activities.

**Cancer Center**

F. Anthony Greco, Director

The center, still in a fledgling state, is identified with all cancer-related efforts at Vanderbilt. The center is assigned 5,000 square feet of space in which most members of the Oncology Division of the Department of Medicine maintain their offices. The A.B. Hancock, Jr., Memorial Laboratory is also located in this area. Research focuses on the biochemistry and biology of chromatin and cell nuclei in normal and malignant cells. A cancer chemotherapy program is a strong component. Principal support for the center comes from the National Cancer Institute.

**Clinical Research Center**

Lloyd H. Ramsey, Interim Director

The Clinical Research Center (CRC) is a 21-bed unit located in Medical Center North. Its objectives are to encourage and support clinical research into the cause, progression, prevention, control, and care of human disease. These it fulfills by creating a controlled environment for studies of normal and abnormal body function. The CRC provides space, hospitalization costs, laboratories, equipment, and supplies for clinical research by any qualified member of the faculty in any medical school department. The common resources of the CRC support all disciplines, with particular emphases on clinical pharmacology, endocrinology, gastroenterology, hematology, and diabetes. The CRC is supported by a grant from the Division of Research Resources.

**Clinical Nutrition Research Unit**

Harry L. Greene, Director

The CNRU is one of seven units established nationwide by the National Institutes of Health. Its objectives are to improve research in clinical nutrition; to strengthen the nutrition training of medical students, house staff, practicing physicians, and other health care personnel; and to improve patient care by focusing attention on nutrition.



Clinical activities and projects explore the nutritional factors in hepatic encephalopathy; the zinc and copper needs of pediatric patients on total parenteral nutrition; vitamin-trace element metabolism in patients with chronic dialysis or with essential fatty acid deficiency; evaluation of the effect of nutritional repletion of moderately undernourished patients after surgery; and the feasibility of home nutritional support in small-cell lung cancer. The center also operates a metabolic assessment laboratory for the assay of 18 vitamins, minerals, and proteins important to nutrition. The work of the CNRU is supported by a grant from the National Institute of Arthritis, Diabetes, and Digestive and Kidney Diseases.

### **Diabetes Research and Training Center**

Oscar B. Crofford, Director

The Vanderbilt Diabetes Research and Training Center (DRTC) involves ninety-one participating faculty members from fourteen departments, schools, and colleges of the University. The center is organized into three components: research, training and translation, and administrative. The activities of the research component include basic biomedical research and the Pilot and Feasibility Studies Program, which aids new investigators in testing the feasibility of new ideas before submitting grant proposals for long-term support. The training and translation component operates a model demonstration unit in which students in the health professions encounter patients with well-characterized diabetes who have volunteered for approved clinical research programs. The administrative component develops outside resources for training and research grants and initiates and supervises such activities as the Diabetes Center Seminar Series and the Visiting Scientist Program. Center funding is provided by grants from the NIH.

### **Center in Molecular Toxicology**

F. Peter Guengerich, Director

The center studies potentially harmful chemicals in the environment and the origin and mechanism of disease states brought about by such chemicals. Investigators are drawn from the departments of biochemistry, pathology, pharmacology, preventive medicine, and chemistry at Vanderbilt and from Western Kentucky University.

Current research projects include model studies with sulfur compounds; heavy metal toxicology and chelating agents; chemical mechanisms of metabolism; naturally occurring central nervous system toxins; mycotoxins; metabolism of toxic compounds; metal carcinogenesis; bacterial mutagenesis; and tissue studies. Center funding derives from a grant from the National Institute of Environmental Health Sciences and from a training grant in toxicology.

**SCOR in Hypertension**

Tadashi Inagami, Director

The objective of the SCOR (Specialized Center for Research) in Hypertension is to contribute to improved diagnosis, treatment, and prevention of hypertension, with major effort directed to the study of renal and adrenal hypertension. The multidisciplinary research group is composed of investigators from the areas of biochemistry, clinical pharmacology, endocrinology, vascular surgery, cardiology, urology, radiology, and biostatistics.

The accomplishments of the center's investigators include: one of the best success records in renovascular surgery; complete purification of renin for the first time since its discovery eighty years ago; preparation of well-defined antibodies to renin; discovery of the major role of prostaglandin  $I^2$  in renin release; operation of a clinic internationally recognized for excellence in the diagnosis of renovascular hypertension and primary aldosteronism. Center support is provided by a SCOR grant and a training grant from the National Heart, Lung and Blood Institute.

**SCOR in Newborn Lung Disease**

Mildred T. Stahlman, Director

Investigators from the departments of pediatrics, medicine, biochemistry, pathology, and pharmacology work together in the SCOR in Newborn Lung Disease. Research projects focus on pulmonary growth and development *in utero*, the ability of the lung to adapt to the stress of birth at differing stages of maturity, and the pathogenesis of some of the most important neonatal pulmonary disorders (hyaline membrane disease and Group B Beta-hemolytic streptococcal sepsis, for example). Investigators employ an integrated approach of basic science disciplines, animal modeling of physiological problems, and mathematical evaluation of the outcome to address these problems. The center is funded by a grant from the National Heart, Lung and Blood Institute with additional support from a March of Dimes Birth Defects Foundation.

**Neuromuscular Disease Research Center**

Gerald M. Fenichel, Director

The center, which encourages close collaboration between basic and clinical sciences, draws investigators from the University departments of biochemistry, molecular biology, pathology, pharmacology, physiology, medicine, pediatrics, and neurology. Center projects include six studies of muscle membranes in normal and abnormal states, five studies of metabolic and endocrine factors in nerve and muscle disease, and two basic studies concerned with neuromuscular transmission and the degradation of contractile proteins. Clinical studies include a collaborative

study to find a therapeutic agent for Duchenne dystrophy, a genetic study of T-cell regulation of B-cells in polymyositis. The center is funded primarily by grants from the Muscular Dystrophy Association.

#### **Center for Pharmacology and Drug Toxicology**

John A. Oates, Director

Center investigators include clinical pharmacologists in the areas of medicine, pediatrics, and psychiatry working in association with a nucleus of investigators whose research in biochemical pharmacology includes the biotransformation of drugs, analytical pharmacology, and pharmacokinetics. Research programs focus on the metabolism, distribution, and biochemical effects of drugs in human beings. The center's scientific resources enable application of the best available techniques and approaches to studies of drugs in humans and provide an environment for training investigators in clinical pharmacology. Funds for center support come from the National Institute of General Medical Sciences.

#### **Center for Population and Reproductive Biology**

Marie Claire Orgebin-Christ, Director

Thirty-four faculty members from ten departments in the School of Medicine and the College of Arts and Science participate in the work of the center. Basic and clinical research focuses on four areas: the male reproductive system; the female reproductive system; fertilization, implantation, and embryonic development; and reproductive endocrinology. Center financing is provided by a grant from the National Institute of Child Health and Human Development and from research grants related to both basic and clinical aspects of the reproductive sciences.

#### **Psychopharmacology Research Center**

Michael H. Ebert, Director

A joint project of Vanderbilt University and the State of Tennessee, the center is located on the grounds of the Middle Tennessee Mental Health Institute about twelve miles from the Vanderbilt campus. It is housed in space that is collectively called the Tennessee Neuropsychiatric Institute and brings together faculty members from the departments of pharmacology, psychology, and psychiatry for the study and treatment of mental illnesses.

Current research interests in the basic division of center operations include studies in biochemical and molecular neuropsychopharmacology; metabolism of psychotropic drugs; adrenergic mechanisms in

the brain; serotonergic mechanisms in the brain; cholinergic and peptidnergic mechanisms in the brain; behavioral pharmacology; and medicinal chemistry. The clinical division researches drug treatment of mental diseases. Center support comes from contracts with the State of Tennessee, individual grants to investigators, and drug companies that fund drug trials undertaken by the clinical science division.

### **SCOR in Pulmonary Edema**

Kenneth L. Brigham, Director

The SCOR in Pulmonary Edema involves nineteen full-time investigators from the departments of medicine, pediatrics, pathology, surgery, and pharmacology. The general focus of research is on lung circulation—specifically, on mechanisms of lung vascular injury and on the response of the lung to such injury. Investigations range from basic laboratory studies to clinical studies in patients with acute respiratory failure.

Principal support of the research derives from a Specialized Center of Research in Pulmonary Vascular Diseases grant from the National Heart, Lung and Blood Institute. Additional support comes from an NIH training grant, a private foundation training grant, and several individual awards made through the NIH to investigators participating in the program.

# Courses of Study



## School of Medicine Departments

- Anesthesiology
- Biochemistry
- Cell Biology
- Hearing & Speech Sciences
- Medical Administration
- Medicine
  - Dermatology*
- Microbiology
- Molecular Physiology and Biophysics
- Neurology
- Obstetrics & Gynecology
- Ophthalmology
- Orthopaedics & Rehabilitation
- Pathology
- Pediatrics
- Pharmacology
- Preventive Medicine
  - Biostatistics*
- Psychiatry
- Radiology and Radiological Sciences

## SURGICAL SCIENCES

- General Surgery
- Dentistry
- Neurosurgery
- Oral Surgery
- Otolaryngology
- Pediatric Surgery
- Plastic Surgery
- Thoracic & Cardiac Surgery
- Urology

## Anesthesiology

CHAIRMAN OF THE DEPARTMENT Bradley E. Smith  
 PROFESSOR EMERITUS Pittinger  
 PROFESSORS Berman, Holaday, Smith  
 CLINICAL PROFESSOR Chadwick  
 ASSOCIATE PROFESSORS Harris, Linn, Quimby, Wood  
 ASSOCIATE CLINICAL PROFESSORS Berry, Eryasa, Schull  
 ASSISTANT PROFESSORS Alcantara, Franks, Handte, Horton, Hyman, Kambam, Mouton, Parris, Wasudev  
 ASSISTANT CLINICAL PROFESSORS Bertz, Cannon, Chang, Genca, Menzie  
 INSTRUCTOR Meeks, J. Smith  
 CLINICAL INSTRUCTOR Erpenbach, Ramsey  
 RESEARCH ASSOCIATE Hess

THE Department of Anesthesiology offers a required lecture course for third-year students on aspects of the general practice of anesthesiology. Fourth-year elective courses are offered in the pharmacology of anesthesiology, as well as a clerkship which includes didactic and operating room experience in the conduction of anesthesia.

### Required Course

**501. Anesthesiology.** This course for third-year students consists of a series of lectures on some aspects of anesthesiology applicable to the general practice of medicine. Among the topics presented will be: preoperative evaluation of the patient; premedication, selection of anesthetic agent and technique; local anesthesia, resuscitation, and oxygen therapy. One hour per week, academic units. *Dr. Smith.*

## Biochemistry

CHAIRMAN OF THE DEPARTMENT Leon W. Cunningham  
 PROFESSORS EMERITI Darby, Faulkner, Hayes  
 PROFESSORS Broquist, Chytil, Cohen, Coniglio, Cunningham, Guengerich, Inagami, Phillips, Touster, Wagner, Wilson  
 VISITING PROFESSORS Dua, Todhunter  
 ADJUNCT PROFESSORS Neal, Puett  
 ASSOCIATE PROFESSORS Carpenter, Greene, Hellervqvist, Mann, Ong, Staros  
 RESEARCH ASSOCIATE PROFESSOR Danzo  
 ASSISTANT PROFESSORS Boucek, Felts, Gettins, Lloyd, Meredith, Osheroff, Warnock  
 ADJUNCT ASSISTANT PROFESSOR Borum  
 RESEARCH ASSISTANT PROFESSORS Briggs, Cook, Dannan, Horne, Kotite, Misono, Oeltmann  
 INSTRUCTOR Mroczkowski  
 RESEARCH INSTRUCTORS Duhl, Soderquist  
 RESEARCH ASSOCIATES Anjaneyulu, Churchill, Dodson, Fanger, Gaczynski, Giugni, Guyer, Higashimori, Imada, Nakamura, Parmentier, Peterson, Takayanagi, Tamura

✦ THE Department of Biochemistry offers to first-year students basic information on the chemistry of chemical compounds and related reactions in living organisms. Electives available to students at all levels include such topics as: nutritional biochemistry; toxicology; fundamentals of human nutrition; advanced biochemistry; genes and their regulation; clinical biochemistry; lipid chemistry, metabolism and transport; nutrition rounds; chemical mechanisms of enzyme catalysis; and reproductive biology. Research experience in biochemistry and nutrition is available to fourth-year students. The department offers as electives in the first, second, and fourth year a biochemistry seminar and a course in special problems in nutrition. A preceptorship in biochemistry is also offered in the fourth year.

### Required Courses

**501. Biochemistry.** Lectures on the chemistry and metabolism of carbohydrates, proteins, lipids, nucleoproteins, and on the chemistry and function of enzymes, vitamins, and other factors related to cellular metabolism and body processes. FALL. [4] *Dr. Coniglio, Dr. Cunningham, and Staff.*

**502. Biochemistry Laboratory.** This laboratory course accompanies Biochemistry 501 and emphasizes chemical, physical, and physiologic aspects of topics presented there. FALL. [4] *Staff.*

## Cell Biology

CHAIRMAN OF THE DEPARTMENT Harold L. Moses

PROFESSOR EMERITUS Ward

PROFESSORS Adkins, Burt, Davies, Freeman, Hoffman, LeQuire, Moses, Orgebin-Crist, Pledger

ASSOCIATE PROFESSORS Casagrande, Davenport, Kaas, McKanna, Olson

VISITING ASSOCIATE PROFESSOR Keski-Oja

ASSISTANT PROFESSORS Aulsebrook, Coffee, Leof, Nanney, Norden

RESEARCH ASSISTANT PROFESSORS Bassi, Costello, Fava, Olashaw

INSTRUCTOR Hoos

RESEARCH ASSOCIATES Blackburn, Condo, Durden, Flaherty, Hutchins, Lyons, Mitchell, Rifkin, Sellers

✦ THE Department of Cell Biology is responsible for instruction in histology, gross anatomy, and the human nervous system as part of the required curriculum for first-year medical students. Elective courses are offered by the department in areas of reproductive biology, advanced neurobiology, surgical anatomy, neurochemistry, and cell biology.

### Required Courses

**501. Histology.** This course is designed to give the student a familiarity with the normal microscopic anatomy of tissues and organs of the human body. Emphasis is placed on the

correlates between structure and function at both the light and electron microscopic levels so as to serve as a basis for understanding the physiological and biochemical activity of cells and tissues. SPRING. *Dr. Hoffman and Staff.*

**502. Gross Anatomy.** The course is devoted to a systematic dissection of the human body. This is supplemented by lectures and demonstrations. The emphasis is on the function and clinical relevance of the anatomical structures. Saturday morning lectures are concerned with the embryological basis of the anatomical structures and emphasize the problem of congenital abnormalities. FALL. *Dr. Davies and Staff.*

**503. The Nervous System.** A basic course with emphasis on a systematic study of anatomy, physiology, and chemistry of the human nervous system. Clinical material is utilized, where appropriate, to emphasize the basic anatomy and physiology. Four hours of lecture and four hours of laboratory per week. SPRING. *Dr. Norden and Staff.*

## Hearing & Speech Sciences

DIRECTOR OF THE DIVISION Fred H. Bess  
 PROFESSOR EMERITUS McConnell  
 PROFESSORS Bess, Humes, Love, Sanders  
 ADJUNCT PROFESSOR Mitchell  
 ASSOCIATE PROFESSOR Kirshner  
 ADJUNCT ASSOCIATE PROFESSOR Glasscock  
 ASSISTANT PROFESSORS Clark, Kenworthy, Klee, Ohde, Webb  
 ADJUNCT ASSISTANT PROFESSORS Grantham, Josey, Peek  
 ASSISTANT CLINICAL PROFESSORS Ashford, Jackson  
 INSTRUCTORS Bratt, Davis-Dansky, Logan  
 CLINICAL INSTRUCTOR Lazenby

THE Division of Hearing and Speech Sciences offers work leading to the master's and Ph.D. degrees in the following areas: audiology, speech and language pathology, and hearing or speech science. Information on regulations and requirements may be found in the catalogue of the Graduate School. The research, teaching, and clinical programs associated with this program are housed in the Bill Wilkerson Hearing and Speech Center.

## Medical Administration

CHAIRMAN OF THE DIVISION John E. Chapman  
 VICE-CHAIRMAN OF THE DIVISION John O. Lostetter  
 PROFESSORS Chapman, James  
 ASSOCIATE PROFESSORS Hodges, Urmey, Wentz  
 ASSISTANT PROFESSORS Coujo, Hiem, Lostetter, Quimby  
 ADJUNCT ASSISTANT PROFESSOR Crumby  
 INSTRUCTORS Cox, Deters  
 ASSISTANT Bredesen



THE Division of Medical Administration was established in 1969 to provide an academic base for those who engage in service, education, and research as these support the objectives of the Medical School. The division offers elective courses on subjects related to past and present trends in American medical education, the influence of various professional organizations and government bodies in medical education, and issues in health care at all levels, and the transition to medical practice and medical practice management. Special subject seminars are encouraged.

## Medicine

CHAIRMAN OF THE DEPARTMENT John A. Oates ✕

PROFESSORS EMERITI France, Goodwin, Kampmeier, Liddle, Paine

PROFESSORS Alford, Branch, Brigham, Crofford, DesPrez, Flexner, Friesinger, Granner, Greco, Hondeghem, Jacobson, King, Krantz, Meyric-Clarry, Oates, Orth, Pincus, Ramsey, Robinson, Ross, Salmon, Schaffner, R. Smith, Snell, Spickard, Stone, Teschan, Theil, Wood, Woosley, Zaner

RESEARCH PROFESSOR Stumpf

ADJUNCT PROFESSOR Trotman

CLINICAL PROFESSORS EMERITI Billings, Johnson, Riven, Scoville, Shull, Thomas, Zerfoss

CLINICAL PROFESSORS Adams, Campbell, Grossman, Meador, Page, Pennington

ASSOCIATE PROFESSORS Abumrad, Auerbach, Avant, Capdevila, Carpenter, Dunn, Felts, Fields, FitzGerald, S. Graber, Gregory, Hande, Harris, Johnson, Kaiser, Kronenberg, MacDonell, Mann, Marini, Marney, L. C. McKee, Newman, Perry, Roberts, D. Robertson, R. Robertson, Roden, Sandler, Schillig, Slaton, Snapper, Stein

ASSOCIATE CLINICAL PROFESSOR EMERITUS Frist

ASSOCIATE CLINICAL PROFESSORS Alper, Anderson, Ewers, Foreman, Goldner, A. Graber, Griscom, Haltom, Johnson, Kaplan, Sergent, Stumb, Thorne, Wolfe

ASSISTANT PROFESSORS Badr, Barg, Bernard, Bondurant, Breyer, Burish, Byrd, Cherrington, Chytil, Clark, Coffee, DeBold, Dessypris, Echt, Forbes, Forman, Gregg, Grosh, Hainsworth, Heim, Hollister, Houston, Island, Johnson, Knapp, Koury, Kovacs, Lee, Lefkowitz, Leonard, Lichtenstein, Loyd, Nadeau, Oeltmann, Olsen, Pichert, Porter, Powers, Rodeheffer, Saunders, Schlundt, Schneider, Sheller, Stewart, Stratton, Wentz, Wolff

RESEARCH ASSISTANT PROFESSORS Collins, Duke, Higgins, Parker, Sawyer

ASSOCIATE Guy, Samowich

ASSISTANT CLINICAL PROFESSORS Averbuch, Barnett, Bertram, Bodner, Bomboy, Card, Cooper, Couch, Davis, Dixon, Fentress, Frederiksen, Gibson, Gluck, Grossman, Halprin, Harkleroad, Harston, A. Harwell, J. B. Haynes, R. M. Johnson, Kaplan, Massie, McGrew, McLeod, McNeil, McRae, Merritt, Mitchell, Shull, M. W. Smith, Stouder, Sussman, Tannenbaum, Ward, Wilson, Workman, Wyatt

INSTRUCTORS Arnold, Barbey, Butka, Christenberry, Copello, DeLozier, DiRaimondo, Ellis, Fitzgerald, Gentile, Giannone, Greer, Hartness, Hays, Jacques, Kopelman, Manske, R. J. Miller, Pavlou, Pettus, Siami-Araghi, Snyders, Stafford, Tillman

RESEARCH INSTRUCTORS Duke, Lipman

CLINICAL INSTRUCTORS E. B. Anderson, E. E. Anderson, H. R. Anderson, Baker, Batson, Breinig, Cohen, Doyle, Dyer, Elam, Elson, I. Eskin, J. Eskin, S. Felts, Garman, Gibson,

Graham, Granda, Gregory, Gispén, Haley, Hall, Hayes, J. H. Haynes, Heflin, Hines, Hinson, Holliday, Hollister, Huston, Jennings, John, I. T. Johnson, Kennedy, Kinnard, Kochtitzky, Kuzur, Leftwich, Magee, G.-S. McKee, Michael, M. E. Miller, M. P. Miller, Miranda, Mitchell, Morris, Muller, Neaderthal, Niedermeyer, Nichols, Pearson, Price, Quinn, Ralph, Rembert, K. Robinson, Rosen, M. Rosenblum, S. Rosenblum, Roy, Schulman, Schweikert, Strayhorn, Sullivan, Sutton, Ticaric, Tucker, Van Devender, Ward, Wehr, Williams, Winter, Wray  
 RESEARCH ASSOCIATES Chambers, Frazer, Fryer, Gung, Homma, Ishihara  
 ADJUNCT INSTRUCTOR Roach

## Dermatology

HEAD OF THE DIVISION Lloyd E. King, Jr.

PROFESSOR King

CLINICAL PROFESSOR EMERITUS Buchanan


ASSOCIATE PROFESSORS Carpenter, Fields

RESEARCH ASSISTANT PROFESSORS Gates, Stoscheck

ASSISTANT CLINICAL PROFESSORS Hamilton, LaTour, Witherspoon

INSTRUCTORS Dufresne, Ellis, Vire

CLINICAL INSTRUCTORS Harwell, McDaniel, Meyer, Salyer, Simpson

 THE Department of Medicine offers four areas of required course work:

*Second Year.* Two courses: An interdepartmental course which introduces sophomore students to the basic laboratory techniques, methods, principles, and procedures of clinical medicine; and a course in the diagnosis of disease and the application of clinical medicine to patient care.

*Third Year.* Third-year medical students are assigned to the medical wards for a ten-week period for an intensive inpatient experience.

*Fourth Year.* Fourth-year medical students participate in an outpatient experience as well as a major medical clerkship.

The Department of Medicine has many subspecialty divisions, and a number of different elective programs are available.

### Clinical Research Electives

The clinical research elective program includes such specialty areas as infectious diseases, nuclear medicine, medical cytogenetics, ischemic heart disease, hematology, electrocardiography and electrophysiology, and biomedical engineering.

### Clinical Clerkships

The clinical clerkship program offers fourth-year electives which include rotations at affiliated hospitals, participation in a model private teaching unit, and an experience in the Clinical Research Center at Vanderbilt Hospital. Other clerkships include such subspecialty areas as pul-

monary disease, renal pathophysiology, infectious diseases, clinical pharmacology, clinical epidemiology, cardiology, pulmonary consultation, rheumatology, clinical endocrinology, and medical oncology.

### Medical Specialty Clinics

Experiences in the medical specialty clinics elective program available to fourth-year students include the following specialties: allergy, dermatology, diabetes, endocrinology, gastroenterology, hematology, rheumatology, oncology, and chest.

### Other Electives

A number of other electives available to students at various levels consist of course work covering a variety of subjects which include: problems facing the prospective intern; pulmonary disorders; human nutrition; clinical biochemistry; psychosocial aspects of life-threatening illness, dying, and death; disorders of fluid and electrolyte metabolism; clinical electrocardiography; clinical endocrinology; nutrition rounds; renal pathophysiology; medical genetics and cytogenetics; correlations in cardiological disease; history of medicine; medical philosophy; basic concepts of cancer; clinical diagnosis of cancer; cancer therapy; laboratory experiences in cardiac catheterization.

### Required Courses

**501.1. Laboratory Methods in Clinical Science.** An interdepartmental course designed to acquaint the student with the basic laboratory techniques, methods, principles, and procedures employed in clinical medicine. Weekly meetings for a total of twenty-four weeks with the initial twelve weeks devoted entirely to hematologic laboratory methods and theory. Following this, such topics as parasitology, principles of roentgen diagnosis, clinical bacteriology, urinalysis, renal function tests, laboratory tests in neurology, examination of stool and gastric content, and examination of joint fluid will be covered. Basic format of course is a one-hour lecture in which theory and clinical indications for laboratory methods will be stressed. Following this, there will be a laboratory period of two hours at which time demonstrations and the practical application of lecture material will be stressed. During the laboratory, students will be divided into small groups of units with individual instructors and assistants. Precise outlines and laboratory guides will be distributed. *Dr. Flexner, Dr. Krantz, Dr. Graber, Dr. McKee, and Gerald M. Fenichel, Professor of Neurology.*


**502.2 Physical Diagnosis.** Education of second-year medical students in diagnosis of disease by the art of examination at the bedside and in the laboratory, emphasizing the significance of information gained in the basic science courses as applied to clinical medicine. *SPRING. Dr. Pennington.*

**502. Clinical Clerkship.** One third of the third-year class are assigned to the medical wards for ten-week periods. During the medical clerkship, time is divided equally between the Vanderbilt Hospital and the Veterans Administration Hospital. The medical wards at Vanderbilt Hospital comprise one-hundred thirty-five beds used in teaching, plus an additional twenty-one beds in the Clinical Research Center. The Veterans Administration Hospital has approximately 100 teaching beds. At Vanderbilt Hospital these services include patients

with diseases of the nervous system and the skin in addition to general medical patients. At the VA there is a separate neurologic ward to which clinical clerks are assigned for two weeks during their medical clerkships. In addition, an active pulmonary service functions within the medical service at the VA Hospital. Patients are under the care of members of the faculty of medicine. Subdepartmental areas are organized for teaching and clinical research as well as management of patients. The clinical clerkship is regarded as the backbone of the student's training in medicine and represents the most intensive inpatient experience offered within the department. It is believed that learning is most vivid through direct experience with patients, obtaining histories, doing physicals and laboratory studies, and that it is amplified by reading and intensive contact with members of the house staff and teaching staff. Students are given considerable responsibility under close supervision of the teaching staff. Additional instruction is carried out during rounds with the chief of service. In these sessions, clinical clerks present cases for discussion and criticism and the more important fields of internal medicine are covered. Instruction in dermatology, consisting of a series of clinics and clinic demonstrations, is held once weekly in the Veterans Administration Hospital. Ward work is supplemented by numerous teaching and subspecialty conferences held throughout the academic year. *Dr. Leonard, Dr. DesPrez, Dr. Saimon, and Staff of the Department of Medicine*

## Microbiology

INTERIM CHAIRMAN OF THE DEPARTMENT Albert S. Kaplan  
 PROFESSORS Ben-Porat, Colley, Harshman, Hash, Kaplan, Lawton, R.W. Moyer, Pincus  
 ASSOCIATE PROFESSORS S. A. Moyer, Robinson, Tibbetts  
 RESEARCH ASSOCIATE PROFESSOR DeMarchi  
 ASSISTANT PROFESSOR Wright  
 VISITING ASSISTANT PROFESSOR Amano  
 RESEARCH ASSISTANT PROFESSOR Barsoum  
 ADJUNCT ASSISTANT PROFESSOR Green  
 RESEARCH ASSOCIATES Csobai, Mettenleiter, Powell

 THE Department of Microbiology provides second-year students with the basic understandings of micro-organisms in health and disease. Several electives are offered. One group of electives for second-year students consists of a series of lectures on such topics as: microbial toxins and enzymes, antibiotics and microbial metabolism, immunochemistry, basic animal virology, and microbial and macromolecular ultrastructure. An advanced immunochemistry laboratory experience is available, as an elective, to students at all levels. Second- and fourth-year students may select a laboratory course dealing with experimental methods in microbiology. A research program is also available to fourth-year students as an elective.

### Required Course

**501. Microbiology.** Lectures and laboratory exercises. The important bacterial, mycotic, parasitic, and viral infections are considered from the standpoint of etiology, epidemiology, pathogenesis, immunology, and laboratory diagnosis. Ten hours of lectures, seminars, and laboratory exercises. Prerequisite: Biochemistry 501-502 or equivalent. FALL. *Dr. Kaplan and Staff.*

## Molecular Physiology and Biophysics

CHAIRMAN OF THE DEPARTMENT Daryl K. Granner ✕  
 PROFESSOR EMERITUS C. R. Park  
 PROFESSORS Cherrington, J. Corbin, Exton, Garbers, Granner, Kono, Meng, J. Park, Post, D. Regen, Soderling  
 ASSOCIATE PROFESSORS Brigham, Crofford, R. Johnson, Orth  
 ASSISTANT PROFESSORS Nada Abumrad, Najj Abumrad, Beth, Blackmore, Burr, El-Maghrabi, S. Francis, Khatra, W. L. Taylor  
 RESEARCH ASSISTANT PROFESSOR Said  
 INSTRUCTORS Schraw, Whitesell  
 VISITING INSTRUCTOR Jahnsen  
 RESEARCH INSTRUCTOR Carr  
 RESEARCH ASSOCIATES Andreone, Atkinson, Augert, Beebe, Bocckino, Bouscarel, Chu, Colbran, Fitzgerald, Gettys, N. Hashimoto, Y. Hashimoto, Irving, Jiang., McGuinness, Patson, Quinn, Schworer, Shabb, Taulor, S. Taylor, Toyoda, Vasallo, Wasserman, Zhou

✕ THE Department of Molecular Physiology and Biophysics instructs first-year students in the essentials of physiological processes related to organs, tissues, and cells. Students may devise course work in any area of Molecular Physiology and Biophysics, in conjunction with a sponsoring faculty member. Opportunities to participate in research activities are available to fourth-year students as electives.

### Required Course

**501. Molecular Physiology and Biophysics.** This course consists of lectures, conferences, and laboratory work designed to cover the essentials in Molecular Physiology and Biophysics for first-year medical students. It or its equivalent is also required of all graduate students majoring in Molecular Physiology and Biophysics. SPRING. [7] Dr. C. Park.

## Neurology

CHAIRMAN OF THE DEPARTMENT Gerald M. Fenichel ✕  
 VICE-CHAIRMAN OF THE DEPARTMENT Howard S. Kirshner  
 PROFESSORS Fenichel, Freemon, Haywood  
 CLINICAL PROFESSORS Clark, Duncan, Sproffkin, Warner, Wells  
 ASSOCIATE PROFESSORS Burns, Kilroy, Kirshner  
 ASSISTANT PROFESSORS Chance, Clinton, Lavin, McLean, Misulis, Moore, Webb, Whelan, Wiley  
 ASSISTANT CLINICAL PROFESSORS Callahan, Kaminski, Olson  
 CLINICAL INSTRUCTOR Montouris

✕ THE Department of Neurology offers instruction to third-year students in diseases of the nervous system. Electives offered by the department include an introduction to clinical neurology for the first-year class which stresses the importance of neuroanatomy and physiology in the

understanding of neurological disease, and seminars in clinical neurology for the second-year class. Further clinical experience can be attained through specialty clinics offered as fourth-year electives. These clinics include the specialties of pediatric neurology, adult neurology, epilepsy, general neurology, and neuromuscular disease. Clerkships in neurology at affiliated hospitals are available, as electives, in the fourth year. Elective research programs in basic neuroscience or clinical neurology are available to students at all levels.

### Required Course

**501. Clinical Clerkship.** All members of the third-year class are alternately assigned to the neurology wards for two and-one-half weeks. Students are given direct responsibility for the evaluation and care of patients under the supervision of house staff and faculty. This brief exposure is intended to provide the students with an approach to patients with diseases of the nervous system. *Dr. Kirshner and Staff.*

## Obstetrics and Gynecology

CHAIRMAN OF THE DEPARTMENT Lonnie S. Burnett ✕  
 PROFESSORS Boehm, Burnett, James, Orgebin-Crist, Wentz  
 CLINICAL PROFESSORS Bayer, Foster, Peerman, Sarratt  
 ASSOCIATE PROFESSORS Danzo, Entman, Jones, Rogers  
 ASSOCIATE CLINICAL PROFESSOR EMERITUS Tirrill  
 ASSOCIATE CLINICAL PROFESSORS Arnold, Burrus, Crook, Daniell, Growdon, Hargrove, Johnson, Millis, Tosh  
 ASSISTANT PROFESSORS D. Brown, Cartwright, Fleischer, Herbert, Maxson, Osteen, Shah  
 ASSOCIATE Haire  
 ASSISTANT CLINICAL PROFESSORS Caldwell, Crafton, Diro, Dudley, Ellis, Gregory, Kling, Lamb, Lavelly, Lovvorn, Parker, VanHooydonk  
 INSTRUCTOR Anderson  
 RESEARCH INSTRUCTOR Holland  
 ASSISTANTS Colvin, S. Jones  
 CLINICAL INSTRUCTORS Baer, Barnett, Bendt, Bishop, Brakefield, Bressman, Cadena, Chambers, Cothren, Davis, Dodd, Edwards, Finke, Gill, Green, Groos, Gurley, Hirsch, Hobdy, Jones, Link, Lovelace, Montgomery, Morehead, Neff, Newsome, Nicholas, Presley, Rice, Rodier, Sanders, Sanes, Staggs, Snowden, Strode, Sumpter, Trabue, Walsh, Witthauer, Zimmerman  
 RESEARCH ASSOCIATE Skudlarek

✕ THE Department of Obstetrics and Gynecology provides third-year students with an introductory experience in inpatient and outpatient obstetrics and gynecology. A number of electives are offered at various levels. These include: reproductive biology, a high-risk obstetrics seminar, human sexuality, gynecologic pathology, and sex counseling. Research experiences and a clinical clerkship in obstetrics and gynecology are available as electives to fourth-year students.

## Required Course

**502. Clinical Clerkship.** One-eighth of the third-year class is assigned for five weeks in each year. An introductory experience in inpatient and outpatient obstetrics and gynecology is obtained. One-half of the experience will be at the Nashville General Hospital. *Dr. Burnett, Dr. Boehm, and Dr. Growdon.*

# Ophthalmology

CHAIRMAN OF THE DEPARTMENT James H. Elliott ✕

PROFESSORS Elliott, Freeman, O'Day

CLINICAL PROFESSOR EMERITUS Smith

CLINICAL PROFESSORS Bounds, Lawrence

ASSOCIATE PROFESSORS Andrews, Feman

ASSOCIATE CLINICAL PROFESSOR EMERITA Zerfoss

ASSOCIATE CLINICAL PROFESSOR Faulk

ASSISTANT PROFESSOR Lavin

ASSISTANT CLINICAL PROFESSORS Bond, Cheij, Driver, Ezell, Frey, Lyle, Minton, Wahl, Wesley

INSTRUCTOR Johns

CLINICAL INSTRUCTORS Batchelor, Bookman, Boone, Burkhalter, Burnes, Conrad, Felch, Grinde, Henderson, Jerkins, Jones, Loden, Lowe, Omohundro, Paranjape, Rice, Rosenblum, Ruark, Scobey, Smith, Terhune, Tilley, Tirrill, Wayburn

✕ THE Department of Ophthalmology provides second-year students an introduction to ophthalmology and the methodology of clinical science. The department also instructs third-year students, providing them with some clinical exposure in ophthalmology. An elective course available in both the second and third years consists of lectures on the basic and clinical aspects of ophthalmology, and an elective fourth-year clerkship and clinic provide intensive clinical experience.

## Required courses

**501. Methods in Clinical Science: Introduction to Ophthalmology.** Second year. This interdepartmental core curriculum is designed to acquaint the students with the techniques, approach and methods of clinical science. Two periods of two hours are devoted to didactic lectures on diagnostic techniques and instrumentation used routinely by ophthalmologists. The class then is divided into small tutorial groups and each student has exposure to a faculty member for a one and one-half-hour period for detailed instruction in the use of the direct ophthalmoscope. *Dr. Elliott and Staff.*

**502. Ophthalmology Clinical Clerkship.** Third year. During the third year each student will be assigned to ophthalmology for one week. During this one-week period the student is assigned to a resident full-time and is responsible for patient work-ups and presentation to the Chief of Service on Tuesday prior to surgery. The student gains operating room experience and receives lectures in the afternoon on prescribed topics. An examination is given at the completion of this rotation. This period of time is during the surgical subspecialty rotation. *Staff.*

## Orthopaedics and Rehabilitation

CHAIRMAN OF THE DEPARTMENT Dan M. Spengler

VICE-CHAIRMAN OF THE DEPARTMENT Neil Edward Green

PROFESSORS Green, Spengler

CLINICAL PROFESSORS Fowler, Lipscomb

ASSOCIATE PROFESSORS Harper, Kaye


ASSISTANT PROFESSORS Christie, Limbird, Milek, Nance, Shiavi, Swiontkowski, Szalay

SENIOR ASSOCIATE Guy

ASSISTANT CLINICAL PROFESSORS Eyler, Gaines, Hunt, F. Jones, Miller, Parrish, E. M. Regen, Jr.

INSTRUCTORS Brick, Crous, Sanders

CLINICAL INSTRUCTORS A. Alexander, Anderson, Brothers, Bruno, Carpenter, Coker Couden, Curtis, Ferguson, Ferrell, Gavigan, Gaw, Hamilton, Johnston, D. Jones, Lamb, Laughlin, McInnis, Miller, Norton, Oglesby, Rosen, Russell, Sims, Snyder, Stein, Thomas, Wampler

 THE Department of Orthopaedics and Rehabilitation provides second-year students an introduction to orthopaedic surgery in association with the methodology of clinical science. In the third year the department offers an introduction to clinical orthopaedic surgery and some experience in an orthopaedic inpatient service. Outpatient experience is offered to fourth-year students in coordination with the general surgery and other clinics. Elective specialty clinics are offered in the fourth year in such specialties as cerebral palsy, hand, and crippled children; and an elective fourth-year clerkship includes an intensive clinical experience in orthopaedic surgery. An elective clerkship is available to students in their fourth year. The department also offers an opportunity for fourth-year students to do research in orthopaedic surgery.

### Required Course

**5020. Orthopaedic Inpatient Service.** During the third year each student group will be assigned to orthopaedic surgery for two and one-half weeks. The two and one-half weeks will be spent with the students participating in ward patient care, clinic assignments, operating room experience, and daily conference. Students will be given a listing of materials they are expected to learn. D'Ambrosia's textbook, *Musculoskeletal Disorders*, will be the standard text. *Dr. Milek and Staff.*

## Pathology

CHAIRMAN OF THE DEPARTMENT William H. Hartmann 

PROFESSORS EMERITI M. E. Gray, Netsky

PROFESSORS Collins, Gorstein, G. F. Gray, Hartmann, LeQuire, Lucas, Meyrick-Clarry, Mitchell, Moses, Page, Stahlman, Whetsell, Woodward

ADJUNCT PROFESSOR Berard

CLINICAL PROFESSORS Horn, Pribor

ASSOCIATE PROFESSORS Davidson, Fields, Glick, Halter, Holscher, Hoover, Swift, Virmani, Wallas



VISITING ASSOCIATE PROFESSOR Giro

ASSOCIATE CLINICAL PROFESSORS Boyd, Buchanan, Delvaux, Graham, Oldham, Sproffkin, Thomison

ASSISTANT PROFESSORS Atkinson, Baxter, Bradley, Briggs, Buckley, Cousar, Dao, Davies, B. Davis, Fawcett, Guerry-Force, Haralson, Kasselberg, Light, McCurley, Parl, Schmidt, Sly, Stratton, Wong

RESEARCH ASSISTANT PROFESSOR Forbes

SENIOR ASSOCIATES Albert, Benge, Miers, Ratner, Schuffman

ASSOCIATES Smith, Tanley

ASSISTANT CLINICAL PROFESSORS Acree, Browne, Byerly, Canale, Freeman, Hanes, Humphreys, Mason, Mauricio, McDonald, Panlilio, Powell, Rogers, Schultenover, Switter

INSTRUCTORS Abram, Jacobs

CLINICAL INSTRUCTORS C. Davis, Lewis, Wahl, Wilson

RESEARCH ASSOCIATES Dimari, Haugh

✦ THE Department of Pathology offers instruction in the study of the pathogenesis of disease and the structural and functional alterations which result from disease, including the natural history of these changes. The elective program includes lecture and/or laboratory experiences and research programs.

Lecture and/or laboratory electives include such subject areas as: the basic concepts of cancer, neuropathology, post-mortem material, neuropathology case presentations, neuropathology and its clinical correlation, reviews of current autopsy cases, gynecologic pathology, clinical pathology, clinical aspects of anatomic pathology, renal biopsy pathology, and hematopathology. A number of clerkships, offered as electives for third- and fourth-year students, provide experiences in autopsy pathology, surgical pathology, and pathology specialty areas.

Research fellowships are available to fourth-year students as electives and include a fellowship in pathology with a choice of research problems and a fellowship in electron microscopy.

### Required Course

**501. General and Special Pathology.** General and special pathology presented to second-year students in the form of lectures, demonstrations, discussions, and laboratory work. Gross and microscopic lesions characteristic of various diseases are studied and correlated. [10] Staff.

## Pediatrics

CHAIRMAN OF THE DEPARTMENT to be announced

PROFESSORS EMERITI ~~Batson, S. Sell~~

PROFESSORS ~~Altmeppen~~, Burr, Fenichel, Ghishan, Graham, H. Greene, Ichikawa, Karzon, Lawton, Lukens, Phillips, Stahlman, Wright

ADJUNCT PROFESSOR Adebonojo

CLINICAL PROFESSORS EMERITI Overall, Strayhorn

CLINICAL PROFESSORS Chazen, Doak, Wadlington  
ASSOCIATE PROFESSORS Boucek, Cotton, Donald, N. Green, J. Greene, Heller, Kilroy, MacDonell, Sundell  
RESEARCH ASSOCIATE PROFESSOR Dev  
ASSOCIATE CLINICAL PROFESSORS Beazley, E. Bishop, Fields, Fleet, Koenig, Lentz, D. Sanders, Jr., C. Sell, Vastbinder, Thombs, Wheeler, Wood  
ASSISTANT PROFESSORS Butler, Campbell, Chance, Edwards, Gay, Groggaard, Hazinski, Hickson, Janco, Kasselberg, S. Kirchner, Lewis, Lorenz, Moreau, Neblett, O'Connor, Shenai, Vogler, Whelan, Yeager  
RESEARCH ASSISTANT PROFESSORS Beckman, Hill, Lindstrom, Said  
ADJUNCT ASSISTANT PROFESSORS E. Perrin, J. Perrin  
ASSOCIATES Glascoe, Miles, J. Thompson  
ASSISTANT CLINICAL PROFESSOR EMERITUS Bradley  
ASSISTANT CLINICAL PROFESSORS Braren, Carney, Cassell, Dubuisson, Gomez, Greenbaum, Henry, Hirshberg, Long, Mallard, Massoud, Morgan, Price, Rojas-Brasseti, R. S. Sanders, Steranka, Turner, Walker, Whitworth, Wilkinson, Zerfoss  
VISITING RESEARCH ASSISTANT PROFESSOR Rollins-Smith  
INSTRUCTORS Fie, Greer, Johnson, B. Kennedy, K. Kennedy, Lee, Najjar, Walker  
RESEARCH INSTRUCTOR MacLean  
ASSISTANTS Cohen, Joseph, Major, Morey  
CLINICAL INSTRUCTORS L. Bishop, Bloedel, Bone, Brooks, Burr, Coyle, Craft, Critz, Dou-thitt, Dundon, Gore, Gray, Hutcheson, Johnston, Kirby, Kreuger, Leftwich, Martin, Meneely, Miller, Moroney, Moss, Nemec, Netteville, Neubauer, North, Olson, Payne, Pierce, Pincus, Plonk, Robinson, D. Sanders III, Shackelford, Sharpe, Stonecker, Spencer, Stilwell, Tate, Thompson, Triggs, Wiggins, Will, Wyatt  
RESEARCH ASSOCIATES Homma, Ramsey

✦ THE Department of Pediatrics provides second-year students an introduction to pediatrics as part of the methods in clinical science course. Third-year students participate in a clinical experience on the pediatric wards and attend a series of clinical lectures and demonstrations. Fourth-year students participate in the outpatient service or in clinical externships.

Electives are available to students in all four years including such courses as: signposts of human growth and development; pediatric pathophysiology; pathogenetic mechanisms in clinical infectious disease; pediatrics ward rounds; an introduction to clinical pediatrics; nutrition rounds; the fundamentals of human development; methods of delivering pediatric medical care in rural areas; urban health problems; child behavior and growth and development.

Pediatric specialty clinics available to fourth-year students include: human development; allergy, cardiology, neurology, pulmonary, endocrinology, renal, diabetic endocrine, general pediatrics, gastroenterology, immunology, neonatology, infectious disease, and hematology. Fourth-year students may participate in the following clerkship electives: ward experience at Vanderbilt Hospital and Nashville General Hospital, child development, rural health, ambulatory pediatrics, pediatric cardiology, pediatric endocrinology, pediatric hematology, and pediatric gastroenterology and nutrition. Private practice preceptorships are avail-

able to fourth-year students. Research electives in the fourth year include programs in newborn physiology, all pediatric sub-specialties, and the delivery of community medicine.

### Required Courses

**501. Methods in Clinical Science: Introduction to Pediatrics.** As an integral part of the course methods in Clinical Science, a series of lectures will be given in the second year. These lectures will prepare the students for their clinical experiences in the third year. Additionally, students are rotated through the department in small tutorial groups. SPRING. *Dr. Karzon and Staff.*

**502. Clinical Clerkship.** One-eighth of the third-year class is assigned to the pediatric wards for five weeks. Students participate in all phases of diagnosis and treatment of a wide variety of illnesses of children and infants. A portion of the clerkship includes work with selected infants in the premature and intensive care nurseries. Bedside teaching rounds on the wards and nursery and seminars are held daily. *Dr. Karzon and Staff.*

**503. Pediatric Clerkship or Clinics.** During the fourth year, students take one clerkship in general pediatrics or one of the pediatric subspecialties or three clinics in either area. *Staff.*

**504. Clinical Lectures and Demonstrations.** A series of eighteen clinics held biweekly throughout the year. Cases and discussions on diseases of importance in pediatrics are presented *Dr. Karzon and Staff.*

## Pharmacology

CHAIRMAN OF THE DEPARTMENT Joel G. Hardman ✕

PROFESSOR EMERITUS Bass

PROFESSORS Blair, Branch, Chapman, Dettbarn, Ebert, Garbers, Hardman, Hondeghem, L. Limbird, Oates, Sanders-Bush, Sastry, Sulser, Watterson, Wilkinson, A. Wood, Woosley

VISITING PROFESSOR Mayer

ASSOCIATE PROFESSORS Berman, Brash, Burns, G. FitzGerald, Hande, Jackson, Landon, Ray, Reed, L. J. Roberts, D. Robertson, Roden, Schmidt, Van Eldik, Wells,

RESEARCH ASSOCIATE PROFESSOR Sweetman

ASSISTANT PROFESSORS Barrett, Buxbaum, McLean, Skinner, M. Wood

VISITING ASSISTANT PROFESSOR Kilhoffer

RESEARCH ASSISTANT PROFESSOR Lukas

ADJUNCT ASSISTANT PROFESSOR Kramer

INSTRUCTORS D. Fitzgerald, Misulis, Wiley

RESEARCH INSTRUCTORS Dangoff, Koshakji, Noland, Prakash, D. Roberts

RESEARCH ASSOCIATE Wennmalm

✕ THE Department of Pharmacology is responsible for the instruction of second-year students in the reactions of the human organism to chemical substances. Electives available to second-, third-, and fourth-year students include: pharmacokinetics, drug metabolism, cardiovascular pharmacology, molecular pharmacology, psychopharmacology, and drug receptor interactions. A clerkship in clinical pharmacology is offered in the fourth year. Seminars, research programs, and special

course work assignments are also available to fourth-year students as electives.

### Required Course

**501. Pharmacology.** Lectures in which the reaction of the human organism to chemical substances is taken up in a systematic manner, and typical reactions demonstrated by animal experiments. Laboratory exercises in which the student has an opportunity to become familiar with pharmacological techniques. Six lectures a week and five hours of laboratory or conference work a week. SPRING. *Dr. Hardman and Staff.*

## Preventive Medicine

CHAIRMAN OF THE DEPARTMENT William Schaffner ✂  
 PROFESSOR EMERITUS R. W. Quinn  
 PROFESSORS Lefkowitz, Schaffner  
 ASSOCIATE PROFESSOR Fowinkle  
 ASSISTANT PROFESSOR EMERITUS Williams  
 ASSISTANT PROFESSORS Griffin, Lichtenstein  
 ASSISTANT CLINICAL PROFESSORS Bistowish, Sanders, Turner  
 CLINICAL INSTRUCTOR Derryberry, Hutcheson

## Biostatistics

DIRECTOR OF THE DIVISION William K. Vaughn  
 PROFESSORS Federspiel, Vaughn  
 ASSOCIATE PROFESSORS Dupont, Ray

✂ THE Department of Preventive Medicine offers a second-year course in the fundamentals of epidemiology, medical statistics, and the basic principles of public health and preventive medicine. Electives available to students at various levels include: biometry; problems and experiences of aging; clinical trials and medical surveys; sampling methods; environmental/occupational health; and special projects in public health. A first-year field experience provides an introduction to comprehensive medical care. A preceptorship in primary health care and clerkships in applied public health, sexually-transmitted diseases, and family and community medicine are also available to second-, third-, and fourth-year students as electives.

### Required Course

**501. Principles of Epidemiology, Biostatistics, and Preventive Medicine.** A course of lectures and discussions providing second-year students with an introduction to preventive medicine, epidemiologic analysis, and biometric methods. Subjects considered include:

communicable diseases, health hazards of the workplace, the most common causes of death, environmental health, the role of government in health care, and health care financing. Emphasizes clinical preventive medicine. Three hours weekly. SPRING. *Dr. Schaffner and Staff.*

## Psychiatry

CHAIRMAN OF THE DEPARTMENT Michael H. Ebert

PROFESSORS EMERITI Hollender, Webb

PROFESSORS Abernethy, Ban, Castelnuevo-Tedesco, Ebert, Ray, Roback, Sanders-Bush, Sulser, Whetsell

CLINICAL PROFESSOR EMERITUS Billig

CLINICAL PROFESSOR Wells

ASSOCIATE PROFESSORS Burns, Crowder, Gay, Guy, Hollon, Hunt, Kessler, Nash, Rabin, Schmidt

ASSOCIATE CLINICAL PROFESSOR EMERITA Kirk

ASSOCIATE CLINICAL PROFESSORS Adams, Barton, C. Corbin, Crecraft, Dozier, Fishbein, Kyger, McKee, Petrie, Reed, Smith, Stevens, Treadway

ASSISTANT PROFESSOR EMERITA L. Williams

ASSISTANT PROFESSORS Garber, Jack, Janowsky, Kelly, Kourany, LaBarbera, McLean, Morey, Shelton

ASSISTANT CLINICAL PROFESSORS Abisellan, Adelson, Arnold, Asher, Barr, Begtrup, Binder, Brackin, Bruehl, M. L. Campbell, T. W. Campbell, Coopwood, Fehrman, Filley, Gaskins, Green, Griffin, Horton, Jamieson, Jordan, Kenner, King, Koomen, Lawson, Lewis, Lundin, J. E. Martin, McAlister, McFerrin, McGehee, Morgan, Naidu, Norris, Nyquist, Pate, Pieper, Regan, Reynolds, Rice, Sharp, Snow, Stevens, Swenson, E. Vorbusch, Weinberg, B. Williams, M. A. Winston, Zimmerman

INSTRUCTOR Rappaport


ASSISTANTS Barrett, Longwood

CLINICAL INSTRUCTORS Parrott, Sampson, Sheridan, H. Vorbusch, Workman

LECTURER Sylte

Affiliated Faculty

DISTINGUISHED PROFESSOR Hans H. Strupp (Psychology)

 THE Department of Psychiatry instructs second-year students in the diagnosis, etiology, and treatment of basic psychiatric disorders. The department also presents a series of lectures on human behavior and the practice of medicine to first-year students. In the third year, students participate in a clerkship studying various psychiatric problems in both inpatient and outpatient settings.

A number of elective courses offered at various levels include such topics as: determinants of human behavior; human sexuality; school health programs; health and illness, doctors and patients; behavior therapy in a medical setting; and children's problems in contemporary

society. A number of clerkships, offered to fourth-year students as electives, provide intensive clinical experience in both inpatient and outpatient settings.

### Required Courses

**501. Psychiatry.** This course introduces the student to the concept of psychopathology with emphasis on etiology, diagnosis, and treatment of the basic psychiatric disorders. Case presentations and videotapes are used to demonstrate the major disorders discussed in the lecture series. FALL and SPRING. *Dr. Ebert and Staff.*

**503. Psychiatry.** A five-week block of time in which patients with various psychiatric problems are studied in inpatient and outpatient settings by third-year students. Students are active members of a treatment team and work closely with patients, gaining practical experience in evaluation and treatment of psychiatric patients. The delivery of patient care is a major focus of this experience. Seminars and case conferences complement the clinical work. *Coordinator: Dr. Rabin.*

**504. Human Behavior and the Practice of Medicine.** First Year. This series of lectures and presentations provides a survey of the development and integration of the physical, psychological, and social determinants of human behavior. The achievement of health and emotional well-being through effective development and adaptation to environmental circumstances is emphasized in an attempt to present health and well-being as a state other than simply the absence of an identifiable disease. A framework for the consideration of psychosocial factors in the practice of medicine is presented. Modern neurobiological concepts are also presented in this course. FALL & SPRING. *Dr. Ebert and Staff.*

## Radiology and Radiological Sciences

CHAIRMAN OF THE DEPARTMENT A. Everette James, Jr. ✕  
 PROFESSORS Allen, Heller, James, Kaye, Kirchner, Partain, Pendergrass, Roos  
 ADJUNCT PROFESSORS Handmaker, Hegedus, Rollo  
 CLINICAL PROFESSOR EMERITUS Ivie  
 ASSOCIATE PROFESSORS Boehm, Fleischer, Gibbs, Graham, Kessler, Malcolm, Mazer, Patton, R. Price, Sandler, Shaff, Winfield  
 ADJUNCT ASSOCIATE PROFESSOR Freedman  
 ASSOCIATE CLINICAL PROFESSORS Beveridge, Coulam, Kun, Millis, Overfield, Payne  
 VISITING ASSOCIATE PROFESSOR Falke  
 ASSISTANT PROFESSORS Carroll, Chen, Diggs, Fitzpatrick, Freeman, Habibian, Kaufman, Kronenberg, Margolin, Nance, Padgug, Pickens, Powers, Sacks, Thieme, Thomson, Watleworth, Witt  
 ADJUNCT ASSISTANT PROFESSORS Bush, Pujol  
 ASSISTANT CLINICAL PROFESSORS Addlestone, Francis, Geddie, Moyers, Tanner  
 INSTRUCTOR Nail  
 ADJUNCT INSTRUCTOR Dike  
 CLINICAL INSTRUCTORS Arendale, Belden, Garovich, Howerton, Moulton, Seshul, Starnes, Stewart, Taber, Warner  
 ASSOCIATE Clanton  
 ASSISTANT Holburn

THE Department of Radiology and Radiological Sciences introduces the discipline of radiology to medical students during their first-year course in gross anatomy; a series of exhibits correlates radiologic anatomy with the corresponding anatomic dissection. The application of both ultrasound and computed axial tomography to the study of cross-sectional anatomy of the body is also introduced in the first year.

As part of the second-year course Methods in Clinical Science, department members conduct small group seminars correlating physical diagnostic signs with roentgen findings. In the third year students attend departmental presentations as a part of their clinical rotations and discuss the use of appropriate imaging modalities including computed axial tomography, nuclear medicine, magnetic resonance imaging, digital subtraction angiography, and ultrasound in diagnostic evaluation.

Fourth-year students have at their disposal a variety of audiovisual aids prepared for self-instruction and personally observe and participate in departmental procedures in a didactic lecture series. A clerkship in diagnostic radiology is offered as a fourth-year elective. Other electives available to students at various levels include computer applications in medicine principles in the use of radioisotopes in biology and medicine; clinical nuclear medicine; physics in diagnostic and therapeutic radiology; mammalian radiobiology; and neuroradiology. Clerkships in therapeutic radiology are also available.

### Required Courses

**501. Introduction to Radiology.** A series of lectures to introduce the second-year student to conventional radiographic methods in the study of various organ systems. Basic principles of imaging and interpretation are emphasized along with indications, contraindications, and risk of the examinations. 1 hour per week. SPRING.

**502. Radiology.** A series of lectures to acquaint the third-year student with the various imaging modalities of diagnostic radiology. As with 501, basic principles of imaging and interpretation are stressed along with indications, contraindications, and risks of the examinations. 1 hour per week. SPRING.

## Section of Surgical Sciences

### General Surgery

CHAIRMAN OF THE DEPARTMENT John L. Sawyers

PROFESSORS EMERITI Gobbel, Scott

PROFESSORS Najj Abumrad, Adkins, Davies, Dean, Fletcher, Meng, Richie, Sawyers, Williams

CLINICAL PROFESSORS EMERITI Benz, Dale, Rosenfeld

CLINICAL PROFESSORS Byrd, Edwards, Herrington, Jacobs, Riddell

ASSOCIATE PROFESSORS Auerbach, P. Noel, Reynolds  
 ASSOCIATE CLINICAL PROFESSORS Farringer, Graves, Harris, Johnston, Lewis, Mulherin, Waterhouse  
 ASSISTANT PROFESSORS Alcantara, Bomar, H. K. Johnson, Meacham, Morris, Nylander, Potts, Saunders, Sharp  
 ASSISTANT CLINICAL PROFESSOR EMERITUS Gardner  
 ASSISTANT CLINICAL PROFESSORS Bernard, Dennison, Duncan, Elrod, Eskind, Gessler, Kimbrell, Pennington, Pickens, Sadler, Shoulders, B. M. Smith  
 INSTRUCTORS DeLozier, Gentile, Niblack  
 RESEARCH INSTRUCTORS Lipman, P. Williams  
 CLINICAL INSTRUCTORS Allen, Ballinger, Bone, Classen, Crane, Davis, Fisher, Hammonds, Hardin, Ikard, Lester, McMurray, Miller, Minch, Nelson, Renfro, Robbins, Terry, Wright  
 RESEARCH ASSOCIATES L. Johnson, Wu

## *Dentistry*

INTERIM CHAIRMAN OF THE DEPARTMENT H. David Hall  
 PROFESSOR Hall  
 ASSISTANT PROFESSORS Gibbs, Greenwood, Tyson  
 ASSISTANT CLINICAL PROFESSORS Crockett, Hutcheson, Lineberger  
 CLINICAL INSTRUCTORS Adams, Farringer, Taylor

## *Neurosurgery*

CHAIRMAN OF THE DEPARTMENT George S. Allen  
 CLINICAL PROFESSOR EMERITUS Meacham  
 CLINICAL PROFESSOR Cobb  
 ASSOCIATE CLINICAL PROFESSOR Hester  
 ASSISTANT PROFESSORS Blumenkopf, Tulipan  
 ASSISTANT CLINICAL PROFESSORS Bond, Howell, Scheibert  
 CLINICAL INSTRUCTORS V. A. Allen, V. E. Allen, Arendall, Cushman, Hays, McPherson, Schoettle, Smith

## *Oral Surgery*

CHAIRMAN OF THE DEPARTMENT H. David Hall  
 PROFESSOR Hall  
 CLINICAL PROFESSOR Banks  
 ASSOCIATE CLINICAL PROFESSORS Hill, Martin  
 ASSISTANT PROFESSOR McKenna  
 ASSISTANT CLINICAL PROFESSORS Nickerson, Roddy, Schmitt



## Otolaryngology

CHAIRMAN OF THE DEPARTMENT Robert H. Ossoff ✕  
PROFESSOR Ossoff  
CLINICAL PROFESSOR EMERITUS Kennon  
CLINICAL PROFESSOR Glasscock  
ASSOCIATE CLINICAL PROFESSORS Gowda, Jackson  
ASSISTANT CLINICAL PROFESSORS Alley, Crook, Downey, Harris, Hightower, Holzen, Paterson  
CLINICAL INSTRUCTORS Cate, Davis, Moore, Owen, Witherspoon

## Pediatric Surgery

CHAIRMAN OF THE DEPARTMENT Wallace W. Neblett III ✕  
CLINICAL PROFESSOR Holcomb  
ASSISTANT PROFESSOR Neblett

## Plastic Surgery

CHAIRMAN OF THE DEPARTMENT John Brown Lynch ✕  
PROFESSOR Lynch  
CLINICAL PROFESSOR Ricketson  
ASSOCIATE PROFESSOR Rees, Shack  
ASSOCIATE CLINICAL PROFESSORS Bowers, Todd  
ASSISTANT PROFESSORS Hagan, Nanney  
ASSISTANT CLINICAL PROFESSORS Bueno, Fleming, MacMillan, Madden, Maxwell, Orcutt  
CLINICAL INSTRUCTOR Patikas

## Thoracic and Cardiac Surgery

CHAIRMAN OF THE DEPARTMENT Harvey W. Bender, Jr. ✕  
PROFESSORS Bender, Sawyers  
CLINICAL PROFESSORS Edwards, Jacobs, Stoney  
ASSOCIATE PROFESSOR Hammon  
ASSOCIATE CLINICAL PROFESSORS Alford, Harris  
ASSISTANT PROFESSOR Frist, Merrill  
ASSISTANT CLINICAL PROFESSORS Brown, Burrus, Finch, Glassford, Petracek, Thomas

## Urology

CHAIRMAN OF THE DEPARTMENT W. Scott McDougal ✕  
PROFESSOR McDougal

ASSOCIATE PROFESSOR EMERITUS Shelley  
ASSOCIATE PROFESSORS Kirchner, Stone, Teschan  
ASSOCIATE CLINICAL PROFESSORS EMERITI Barksdale, Douglass, Haines  
ASSOCIATE CLINICAL PROFESSOR Braren, Porch, Turner  
ASSISTANT PROFESSOR Killion, Winfield  
ASSISTANT CLINICAL PROFESSORS Carter, Edwards, Isenhour, McClellan, Nesbitt, Tudor  
CLINICAL INSTRUCTORS Barnett, Brock, Eckstein, Faber, Furman, Hagan, Hill, Morgan, Nesbitt, Jr., Sewell, Trapp, Warner, Workman

✻ THE Section of Surgical Sciences is composed of the departments of: Surgery, Dentistry, Neurosurgery, Oral Surgery, Otolaryngology, Pediatric Surgery, Plastic Surgery, Thoracic and Cardiac Surgery, and Urology.

These departments contribute to the interdepartmental course in methods in clinical science. Third-year students participate in a clinical clerkship in which they are assigned to the surgical divisions of Vanderbilt Hospital and Veterans Administration Hospital. Third-year surgical clerks also participate in a series of clinical case presentations. Fourth-year students are required to have one month of senior clerkship in general surgery or another surgical specialty.

Electives offered to students at various levels include such courses as: human sexuality, and management of vascular surgical problems. Surgical clerkships are offered to fourth-year students as electives at affiliated hospitals.

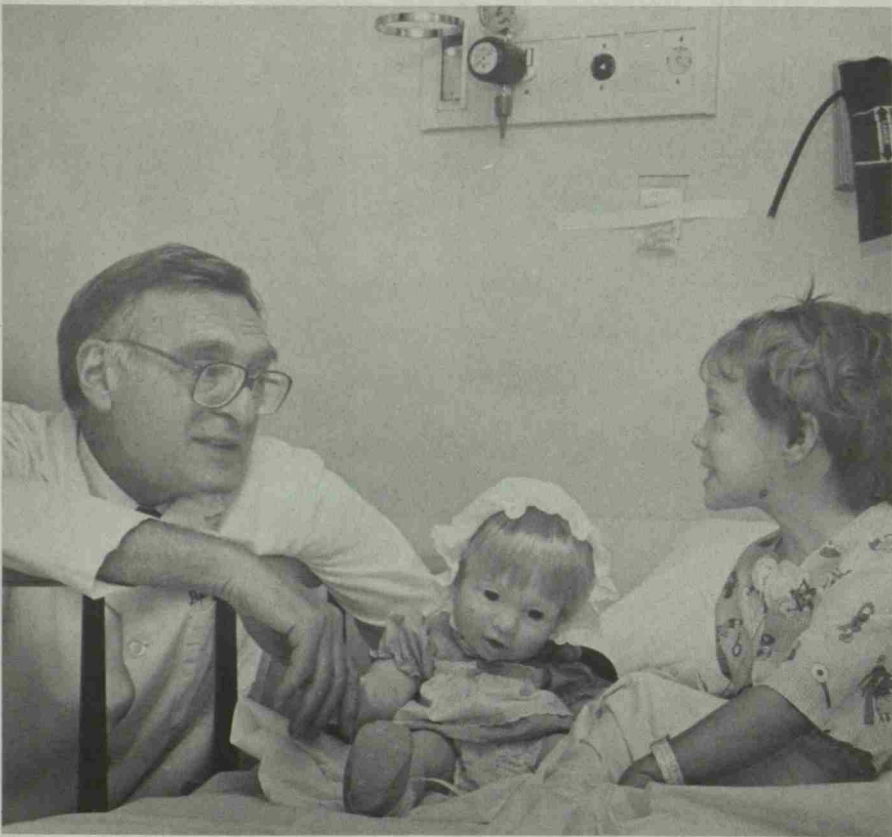
Other elective clerkships available to fourth-year students include: neurological surgery, cardiovascular surgery, urology, pediatric surgery, clinical oncology, plastic surgery, renal transplantation, and oral surgery. A laboratory research elective and a urology clinic seminar are also available to fourth-year students.

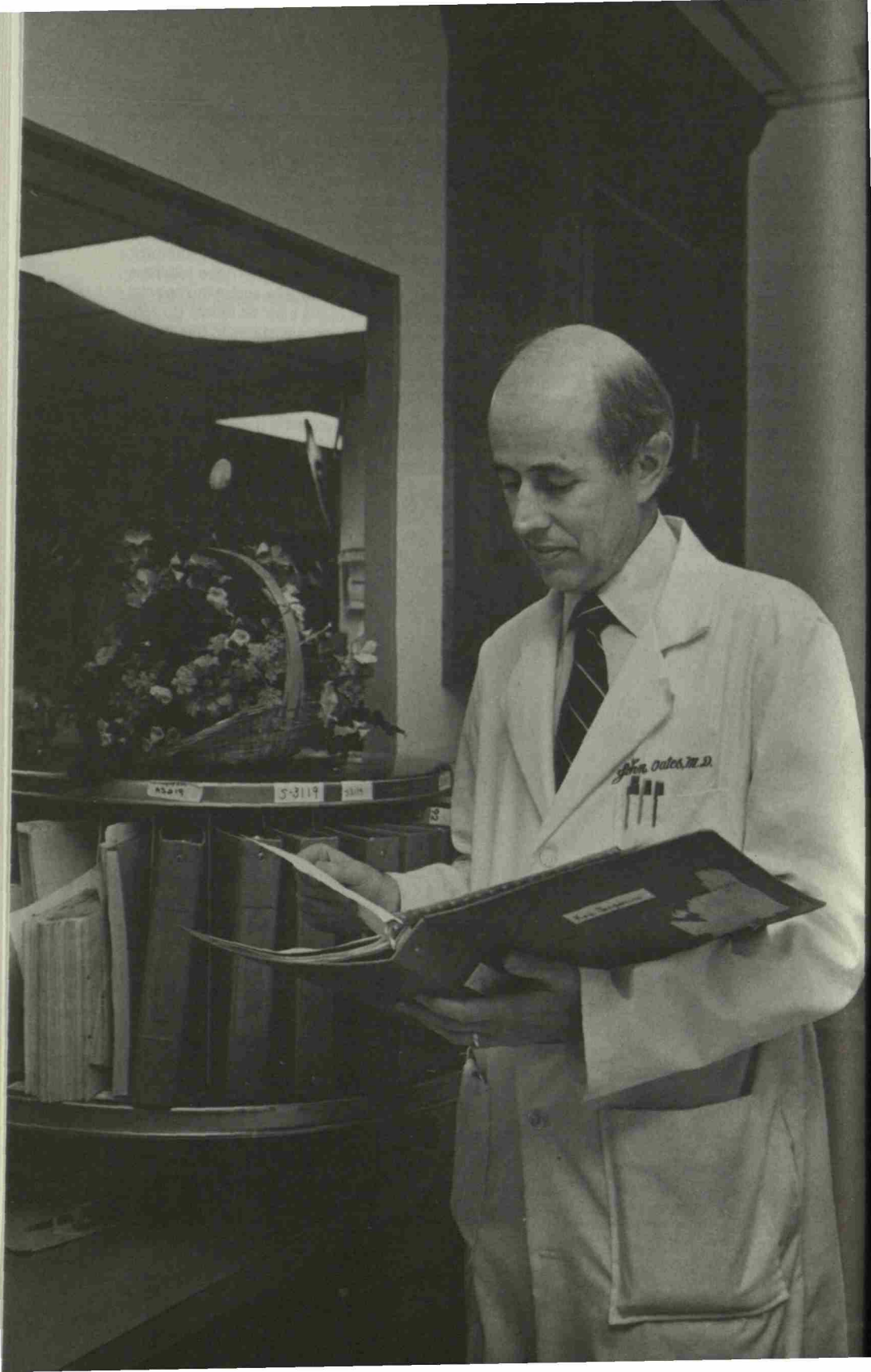
### Required Courses

**501. Methods in Clinical Science.** An interdepartmental course designed to acquaint the student with the techniques, methods, and basic principles necessary to take careful histories, perform thorough physical examinations, and to understand and utilize basic laboratory procedures employed in clinical medicine. Students are divided into small tutorial groups for intensive work with patients on the wards at Vanderbilt University Hospital, the Veterans Administration Hospital, and Nashville General Hospital. Similar tutorial groups are utilized in the laboratory where students learn methods for examining urine, blood, sputum, gastric contents, feces, and body fluids. An introduction to neurologic diagnostic methods is included in the course. Additional training is given in special problems which relate to examination of pediatric, surgical, and obstetrical patients. Radiological techniques are correlated with instructional sessions. Correlative sessions are interspersed with the above. In these sessions, methods by which the history, physical examination, and laboratory aids can be used to arrive at diagnosis and decisions regarding further study and treatment are conducted by interdepartmental groups. *Dr. Liddle, Dr. Pennington, and members of the Department of Medicine; Dr. Hartmann and members of the Department of Pathology; Dr. Karzon and members of the Department of Pediatrics; Dr. Sawyers and members of the Department of Surgery; Dr. Burnett and members of the Department of Obstetrics & Gynecology; members of the departments of Anatomy, Biochemistry, Pharmacology, and Radiology.*

**502. Clinical Clerkship.** For ten weeks each student in the third-year class is assigned to the surgical divisions of the Vanderbilt University Hospital or Veterans Hospital. Under the direction and supervision of the staff, the student takes histories, does physical examinations and assists the staff in the diagnostic evaluation and clinical management of assigned patients. Half of each student's period of clinical work is in general surgery, including oncology, vascular, and pediatric services. The other five weeks of the clinical assignment provide concentrated rotations to two of the following services: neurosurgery, urology, ophthalmology, plastic, cardiac and thoracic surgery, and anesthesiology. These rotations provide exposure to a variety of patients with problems in general surgery and in the special fields of surgery. Teaching rounds are held daily by members of the staff. Students go with their patients to the operating rooms where they are observers and assistants to the staff in surgery, the surgical specialties, and anesthesiology. An integral part of this clerkship is the weekly three-hour assignment in operative surgery conducted in the S.R. Light Laboratory for Surgical Research by the Department of Surgery.

**503. Survey of Surgery.** A series of clinical presentations and lectures is given, designed to present a broad view of the clinical fields of surgery. Illustrative case presentations are made by third-year surgical clerks. These discussions stress the correlation between basic biologic structure and function, pathologic alterations, and clinical manifestations. One hour per week for four academic units. FALL & SPRING. *Staff.*





# Faculty



- FESTUS O. ADEBONOJO, Adjunct Professor of Pediatrics  
B.S., M.D. (Yale)
- VIRGINIA D. ABERNETHY, Professor of Psychiatry (Anthropology); Senior Research Associate, Institute for Public Policy Studies  
B.A. (Wellesley); A.M., Ph.D. (Harvard); M.B.A. (Vanderbilt)
- GEORGINA ABISELLAN, Assistant Clinical Professor of Psychiatry  
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- MARY L. ABRAM, Instructor in Pathology  
A.B. (Hollins); M.D. (Virginia)
- NADA A. ABUMRAD, Assistant Professor of Molecular Physiology and Biophysics  
B.S. (Lebanese); M.S. (American University of Beirut); Ph.D. (State University of New York, Syracuse)
- NAJI ABUMRAD, Professor of Surgery; Paul W. Sanger Chair in Experimental Surgery; Associate Professor of Medicine; Assistant Professor of Molecular Physiology and Biophysics  
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M.D. (Tulane)
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- MICHAEL W. BERTZ, Assistant Clinical Professor of Anesthesiology  
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- JOHN H. BEVERIDGE, Associate Clinical Professor of Radiology and Radiological Sciences  
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- JAMES McKANNA**, Associate Professor of Cell Biology  
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- EMBRY A. McKEE**, Associate Clinical Professor of Psychiatry  
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- GUAT-SIEW LEE McKEE**, Clinical Instructor in Medicine  
 M.B., B.S. (Malaya)
- L. CLIFFORD McKEE**, Associate Professor of Medicine  
 B.A., M.D. (Vanderbilt)
- SAMUEL J. McKENNA**, Assistant Professor of Oral Surgery  
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- MICHAEL J. McLEAN**, Assistant Professor of Neurology; Assistant Professor of Pharmacology; Assistant Professor of Psychiatry  
 A.B. (Chicago); Ph.D., M.D. (Virginia)
- ALEXANDER C. McLEOD**, Assistant Clinical Professor of Medicine  
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- M. CHARLES McMURRAY**, Clinical Instructor in Surgery  
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- JOHNNY D. McQUAIN**, Clinical Instructor in Hearing and Speech Sciences  
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- CLIFTON KIRKPATRICK MEADOR**, Clinical Professor of Medicine  
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- ROBERT L. MEEKS, JR.**, Instructor in Anesthesiology  
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- M. ANN MELLY**, Associate Professor of Medicine; Assistant Professor of Microbiology (Died 14 March 1986)  
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B.A., M.D. (Vanderbilt)
- PAULETTE J. WILLIE, Clinical Instructor in Hearing and Speech Sciences  
B.S. (Wisconsin); M.A. (Kansas)
- BENJAMIN J. WILSON, Professor of Biochemistry (On leave)  
A.B., M.S. (West Virginia); Ph.D. (George Washington)
- JAMES P. WILSON, Assistant Clinical Professor of Medicine  
B.S. (Michigan State); M.D. (Johns Hopkins)
- RONALD BRUCE WILSON, Clinical Instructor in Pathology  
B.S., D.V.M. (Michigan State)
- RONALD E. WILSON, Assistant Professor of Neurology  
A.B. (Princeton); M.D. (Vanderbilt)
- VERNON E. WILSON, Vice-President for Medical Affairs, Emeritus  
B.S., M.S., M.D. (Illinois)
- ALAN C. WINFIELD, Associate Professor of Radiology and Radiological Sciences; Assistant Pro-

- fessor of Urology  
B.S. (Pittsburgh); M.D. (Hahnemann Medical College)
- NAT T. WINSTON, Assistant Clinical Professor of Psychiatry  
B.A., M.D. (Vanderbilt)
- EUGEN J. WINTER, Clinical Instructor in Medicine  
M.D. (Frankfurt)
- FRANK G. WITHERSPOON, Assistant Clinical Professor of Medicine (Dermatology)  
B.A. (Vanderbilt); M.D. (Tennessee)
- JOHN D. WITHERSPOON, Clinical Instructor in Otolaryngology  
B.A. (Yale); M.D. (Tennessee)
- WILLIAM S. WITT, Assistant Professor of Radiology and Radiological Sciences  
B.S. (Florida); M.D. (Meharry)
- NORMAN E. WITTHAUER, Clinical Instructor in Obstetrics and Gynecology  
B.S. (Mississippi Southern); M.D. (Tulane)
- LAWRENCE K. WOLFE, Associate Clinical Professor of Medicine  
B.A., M.D. (Vanderbilt)
- STEVEN N. WOLFF, Assistant Professor of Medicine  
B.A. (City University of New York, Queens); M.D. (Illinois)
- SONG WIN WONG, Assistant Professor of Pathology  
M.B., B.S. (Rangoon Medical College)
- ALASTAIR J. J. WOOD, Professor of Medicine; Professor of Pharmacology  
M.B., Ch.B. (St. Andrews [Scotland])
- G. WALLACE WOOD, Associate Clinical Professor of Pediatrics  
B.A., M.D. (Vanderbilt)
- MARGARET WOOD, Associate Professor of Anesthesiology; Assistant Professor of Pharmacology  
M.B., Ch.B. (St. Andrews [Scotland])
- MAYME L. BLANKENSHIP WOOD, Research Instructor in Microbiology  
B.S. (Peabody)
- STEPHEN G. WOODWARD, Professor of Pathology  
M.D. (Emory)
- RAYMOND L. WOOSLEY, Professor of Medicine; Professor of Pharmacology  
B.S. (Western Kentucky); Ph.D. (Louisville); M.D. (Miami [Florida])
- CLAUDE H. WORKMAN III, Clinical Instructor in Urology  
B.S. (Southwestern at Memphis); M.D. (Vanderbilt)
- DENNIS C. WORKMAN, Clinical Instructor in Psychiatry  
B.A., M.D. (Vanderbilt)
- ROBERT J. WORKMAN, Assistant Clinical Professor of Medicine  
A.B. (Princeton); M.D. (Harvard)
- TAYLOR WRAY, Clinical Instructor in Medicine  
B.A. (University of the South); M.D. (Johns Hopkins)
- JOHN K. WRIGHT, Clinical Instructor in Surgery  
B.S. (Tennessee Technological); M.D. (Tennessee)
- PETER F. WRIGHT, Professor of Pediatrics; Assistant Professor of Microbiology  
B.A. (Dartmouth); M.D. (Harvard)
- ZHAO HAN WU, Research Associate in Surgery  
M.D. (Shanghai)
- JOHN LANIER WYATT, Assistant Clinical Professor of Medicine  
B.A. (Vanderbilt); M.D. (Tennessee)
- KENNETH N. WYATT, Clinical Instructor in Pediatrics  
B.S., M.D. (Michigan State)
- THOMAS D. YEAGER, Assistant Professor of Pediatrics  
Sc.B. (Brown); M.D. (Pennsylvania)
- RICHARD M. ZANER, Professor of Medicine (Philosophy) and Ann Geddes Stahlman Professor of Medical Ethics, School of Medicine; Professor of Philosophy, College of Arts and Science; Professor of Health Ethics in Nursing, School of Nursing; Professor of Medical Ethics, Divinity School; Senior Research Associate, Institute for Public Policy Studies (On leave fall semester)  
B.S. (Houston); M.A., Ph.D. (New School for Social Research)
- KATE SAVAGE ZERFOSS, Associate Clinical Professor of Ophthalmology, Emerita  
B.S. (Vanderbilt); M.D. (Tulane)
- THOMAS BOWMAN ZERFOSS, Professor of Medicine, Emeritus; Director, Emeritus, Student Health Service  
B.S., M.D. (Vanderbilt)
- THOMAS B. ZERFOSS, JR., Assistant Clinical Professor of Pediatrics  
B.A., M.D. (Vanderbilt)
- JIA-LING ZHOU, Research Associate in Molecular Physiology and Biophysics  
M.D., M.S. (Shanghai First Medical College)
- CARL W. ZIMMERMAN, Clinical Instructor in Obstetrics and Gynecology  
B.S. (Peabody); M.D. (Tennessee)
- GUY ZIMMERMAN, Assistant Clinical Professor of Psychiatry  
B.A., M.D. (Vanderbilt)

# Register of Students 1985-86

## First-Year Class

DAVID WILLIAM ADCOCK (B.Mus., Maryville College)	Knoxville, Tenn.
GWENDA JEANNE AHLGRIM (B.S., Butler)	Indianapolis, Ind.
JAMES CHARLES ANDERSON (B.A., Illinois Wesleyan)	Moline, Ill.
GOWTHAMI AREPALLY (B.S., Mercer)	Vidalia, Ga.
TRACY JEAN ASKEW (B.S., Davidson College)	Pensacola, Fla.
WILLIAM WARD BARTON (B.A., Columbia)	New York, N.Y.
DAVID HARRIS BAUER (B.S., Vanderbilt)	Little Rock, Ark.
ELIZABETH ANN BAXTER (B.S., Rhodes)	Nashville, Tenn.
LISA KIM BELLINO (B.S., Vanderbilt)	Columbia, S.C.
BRIAN CHARLES BENNETT (B.S., Pennsylvania State)	Sewickley, Pa.
MARK ERIK BIGLER (A.B., Washington University)	Garden City, Kans.
ROGER MICHAEL BLAUVELT (B.S., Johns Hopkins)	Fort Lee, N.J.
ROBERT MAYNARD BRADLEY (B.A., Hendrix College)	Little Rock, Ark.
KERSTIN ELIZABETH CALIA (B.A., Wellesley College)	Columbia, Md.
JOHN JEFFREY CARR (B.S., Vanderbilt)	Bristol, Tenn.
KAREN FRANCES CARSON (B.A., California [Los Angeles])	Beverly Hills, Calif.
PAUL HENRY CASTELLO (B.S., California [Davis])	Saratoga, Calif.
JOHN CALVIN CHANNELL (B.S., David Lipscomb College)	Frazer, Pa.
MICHAEL LEE CHEATHAM (B.S., Stanford)	Ventura, Calif.
BENJAMIN SOUTHER CITRIN (B.A., Wake Forest)	Hollywood, Fla.
DAVID JOHN CLARK (B.A., Carleton College)	Minneapolis, Minn.
ROBERT JEFFREY COLE (B.A., Mississippi)	Southaven, Miss.
DAVID ROBERTSON COXE (B.S., Davidson College)	Atlanta, Ga.
DANIEL JAMES DIEKEMA (B.A., Calvin College)	Grand Rapids, Mich.
PAUL DAMIAN DIGIOVANNI (B.S., St. Joseph's)	Media, Pa.

MARK ALLEN DOSMANN (B.A., B.S., North Dakota)	Langdon, N.Dak.
JAMES GEORGE DROUGAS (B.A., Case Western Reserve)	Wilmington, Del.
SCOTT BRIAN DUBIT (A.B., Washington University)	Silver Spring, Md.
WALTER JAMES DUFFY (B.S., Nebraska [Lincoln])	Shenandoah, Iowa
SUSAN CARROLL EADES (B.S., Rhodes)	Nashville, Tenn.
DEAN ALAN EDWARDS (B.S., Southeast Missouri State)	Cape Girardeau, Mo.
RANDALL EDWARD ELLIS (B.S., Missouri [Columbia])	Raytown, Mo.
ROY ELLSWORTH ERB (B.A., Tennessee [Knoxville])	Jackson, Tenn.
LAURA LOUISE FEESE (B.A., Agnes Scott College)	Danville, Ky.
CAPRI MARA FILLMORE (A.B., Barnard; M.S., Columbia)	Lake Orion, Mich.
HAROLD EDWARD FLEMING, JR. (A.B., Harvard)	Spartanburg, S.C.
JUAN PABLO FRIAS (B.A., Florida)	Gainesville, Fla.
JOHN PATRICK FURIA (B.S., Brown)	North Providence, R.I.
HOLLY CAMPBELL GOOD (B.S., Indiana [Bloomington])	Dunwoody, Ga.
JONATHAN IAN GREENFELD (A.B., Bowdoin College)	Westlake Village, Calif.
JOHN MARTIN GUENST (B.S., Clarkson)	Valhalla, N.Y.
WILLIAM ZACK H'DOUBLER (A.B., Dartmouth College)	Springfield, Mo.
WILLIAM ZACK HARDIE (B.A., Ohio Wesleyan)	Wilmington, Ohio
RICHARD JAMES HARDING (B.S., Vanderbilt)	Hyattville, Md.
SUSAN JANE HEIL (B.A., Duke)	Alexandria, Va.
GREGORY STEPHEN HENDERSON (B.S., Tulane)	Jackson, Miss.
GREGORY WILLIAM HENDEY (B.A., Notre Dame)	Muncie, Ind.
MICHAEL SEAN HIGGINS (B.S., Lewis and Clark College)	Hillsboro, Oreg.
NOEL McREYNOLDS HUNT (B.S., Duke)	Chattanooga, Tenn.
JOEL COLLIER HUTCHESON (B.S., Hampden-Sidney College)	Blacksburg, Va.
RICHARD BOLES JOHNSTON III (B.S., Vanderbilt)	Denver, Colo.
DAWN SUZETTE JONES (B.A., Hendrix College)	Springfield, Mo.



BETH CAROL KAPLAN (B.S., Maryland [College Park])	Baltimore, Md.
JAMES DAMIAN KELLY II (B.S., Rochester)	Farmington, Mich.
KEVIN PATRICK KELLY (B.S., Husson College)	New York, N.Y.
MICHAEL SIDNEY KILLEN (A.B., Missouri [Columbia])	Poplar Bluff, Mo.
ALEXIS HANGIN KIM (B.S., California [Los Angeles])	Claremont, Calif.
DAVE GLEN KLOCK (B.S., Oregon State)	Wenatchee, Wash.
JOHN RICHARD LANE (B.S., Frostburg State College)	Cumberland, Md.
CHRISTINE DOROTHY LaROCCA (B.A., Hendrix College)	Pine Bluff, Ark.
JOHN FREDERICK LAURENZO (B.S., University of the South)	University, Miss.
GREGORY PAUL LeMENSE (B.S., Northwestern)	Hartland, Wis.
STEVEN MARC LOPATINE (B.S., Florida)	West Palm Beach, Fla.
JENNIFER ANN LOWE (B.S., Vanderbilt)	Clarksville, Tenn.
EDWARD SCUDDER MACKEY, JR. (A.B., Dartmouth College)	Upper Saddle River, N.J.
MARK TABIN McBRIDE (B.S., Arkansas [Little Rock])	Little Rock, Ark.
MICHAEL JAMES McCORMICK (B.S., California [Berkeley])	Modesto, Calif.
MICHAEL BRENT MOORE (B.S., Vanderbilt)	Bowling Green, Ky.
ELIZABETH ANN MURRAY (B.S., Mississippi)	Clinton, Miss.
WILLIS GILMAN PARSONS III (B.A., Amherst College)	Brookline, Mass.
CHRISTOPHER STEPHENS PATTON (B.A., Tennessee [Knoxville])	Knoxville, Tenn.
RONALD WAYNE PELTON (B.A., Hendrix College)	Benton, Ark.
FREDERICK ROBERT PLOTKIN (B.A., Denver)	Monterey, Calif.
TIM DAVID ROBARTS (B.A., David Lipscomb College)	Green Cove Springs, Fla.
PATRICIA LEE SCHIRMER (B.A., Arizona)	Tucson, Ariz.
MARCY LYNN SCHWARTZ (B.A., Arizona)	Phoenix, Ariz.
LESLIE ANNE SANAYE SHINOBU (B.S., Toronto; M.S., Ph.D., Vanderbilt)	Tottenham, Canada
JEFFREY MARK SIPPEL (B.A., Arizona)	Tempe, Ariz.
BRETT JAMISON SNYDER (B.S., Vanderbilt)	Jacksonville, Fla.

WILLIAM ANDERSON SPICKARD III (B.A., North Carolina [Chapel Hill])	Nashville, Tenn.
JAN MACIEJ STASIUK (B.A., Florida)	Gainesville, Fla.
DAVID THOMAS STERN (A.B., Harvard)	Memphis, Tenn.
EMILY JEAN STEVENS (B.S., Centre College)	Stanford, Ky.
COOPER LOOMIS TERRY (B.A., Vanderbilt)	Vero Beach, Fla.
STEVEN THOMAS THAXTER (B.A., California [Berkeley])	Fresno, Calif.
MARC RICHARD TOGLIA (A.B., Colgate)	Parlin, N.J.
DAVID SCOTT TURNER (B.S., Duke)	Greenville, S.C.
JOHN GERARD VAN SAVAGE (B.A., Johns Hopkins)	Edison, N.J.
ANTHONY JAMES VINE (B.A., Princeton)	Princeton, N.J.
DAVID CHARLES WAHOFF (B.S., Vanderbilt)	Columbus, Ohio
DONALD TOPPING WEED (B.A., Williams College)	Jacksonville, Fla.
AMY IRENE WHITSEL (B.S., Purdue)	Noblesville, Ind.
MICHAEL HENRY WHOLEY (B.A., Vanderbilt; M.B.A., Wharton School)	Oakmont, Pa.
PETER STRAUTINS WILSON (A.B., Princeton)	Jackson, Miss.
JONATHAN MICHAEL WOOLFSON (B.S., University of the South)	Johannesburg, S. Africa
JOSEPH ROBERT WYATT (B.A., Vanderbilt)	Nashville, Tenn.
SUSAN LYNETTE HART WYATT (B.A., Vanderbilt)	Hopkinsville, Ky.

### Second-Year Class

ADAM COMBS ABRAM (B.A., Vanderbilt)	Nashville, Tenn.
DOUGLAS ARMSTRONG ACKERMAN (B.S., Stanford)	Los Angeles, Calif.
DARRINGTON PHILLIPS ALTENBERN (B.A., North Carolina [Chapel Hill])	Nashville, Tenn.
LUCY POPE ASHLEY (B.A., Harvard)	Cooperstown, N.Y.
DEBRA MARIE AUBLE (B.A., Cornell)	Natick, Mass.
JEFFREY RAYMOND BALSER (B.S., Tulane)	Evansville, Ind.
BRETT RONALD BARTLETT (B.A., Mississippi)	Oxford, Miss.
KENNETH TYRONE BASTIN (B.S., Western Kentucky)	Bowling Green, Ky.

THOMAS ARTHUR BIGGS (B.A., DePauw)	Shawnee Mission, Kans.
RAYMOND FRANCIS BLUTH, JR. (B.A., California [Berkeley])	Alamo, Calif.
JAN LEWIS BRANDES (B.S., Mississippi University for Women; M.S., Tennessee [Knoxville])	Heidelberg, Miss.
ROBERT WALLACE BRUCE, JR. (B.S., Davidson)	Greenville, S.C.
FREDERICK CASSIDY (A.B., Columbia)	Yonkers, N.Y.
ALICE CLARK (B.A., Stanford)	Chevy Chase, Md.
PHILIP GERLACH COOGAN (B.A., Harvard)	Johnson City, Tenn.
CHARLES MOORE DAVIS III (B.S., Yale)	Morgantown, W.Va.
JOHN PETER DeVINCENZO (B.S., Stanford)	San Luis Obispo, Calif.
CALVIN ROBINSON DYER (B.E.S., Johns Hopkins)	Terre Haute, Ind.
DEAN ELIOTT (B.S., Duke)	Jericho, N.Y.
JULIE CAROLYN FANBURG (B.A., Haverford)	Lexington, Mass.
MARK ANDREW FLETCHER (B.S., Georgia Institute of Technology)	Chamblee, Ga.
BEVERLY FRANCES FULLER (B.S., Iowa State)	Omaha, Nebr.
DAVID AIKEN GASTON II (B.S., Davidson)	Chester, S.C.
MICHAEL ZANE GILCREASE (B.A., Yale)	Tulsa, Okla.
DAVID MARK GILLIAM (B.S., Louisiana State)	Bossier City, La.
SUSAN CAROL GOLDMAN (B.S., Duke)	Shreveport, La.
DONALD WILLIAMS GRIFFIN (B.S., Louisiana State)	Lafayette, La.
CHARLES HENRY GRIFFITH III (B.A., Vanderbilt)	Gadsden, Ala.
STEVEN ROBERT GROSS (B.S., Vanderbilt)	Springfield, Ill.
NORMAN LINDSAY HARRIS, JR. (B.S., Vanderbilt)	Memphis, Tenn.
CONNOR JOSEPH HAUGH (B.S.E., Princeton)	Poughkeepsie, N.Y.
PAUL JACOB HEIL (B.S., Stanford)	Ames, Iowa
CHRISTOPHER CARPENTER HILL (B.A., North Carolina [Chapel Hill])	Nashville, Tenn.
DEREK LEE HORSTMAYER (B.A., West Virginia)	Weirton, W.Va.
MING HELEN HSU (B.A., Vanderbilt)	Downey, Calif.

ROBERT EUGENE IVY II (B.S., Stanford)	Vicksburg, Miss.
ILYA SIMONE JOHNSON (B.S., State University of New York [Old Westbury])	Kingston, Jamaica
THOMAS STEVAN JOHNSTON (B.S., Tennessee)	Oak Ridge, Tenn.
MICHAEL ROBERT JORDAN (B.S., University of the South)	Brentwood, Tenn.
SHELLY PEARL KAFKA (B.S., State University of New York [Binghamton])	Ocala, Fla.
MARK RANDALL KAPLAN (B.S.E., Pennsylvania)	Nashville, Tenn.
GREGORY COLE KELLER (B.S., Vanderbilt)	Harrodsburg, Ky.
PHILIP JAMES KREGOR (B.S., Kentucky)	Louisville, Ky.
ANNE ELIZABETH KRUTCHEN (B.S., Vanderbilt)	Pittsford, N.Y.
TERRY CURTIS LAIRMORE (B.S., Baylor)	Tulsa, Okla.
JARRATT DAVID LARK (B.S., Duke)	West Bloomfield, Mich.
WAI LAU (B.S., Southern California)	South Pasadena, Calif.
THOMAS EUGENE LeVOYER (B.S., Vanderbilt)	Peninsula, Ohio
SCOTT ALAN LILE (B.A., Hendrix)	Little Rock, Ark.
CORNELIA LIU (B.S.E., Princeton)	Bethesda, Md.
DAVID ALAN LOWRY (B.S., Otterbein)	Westerville, Ohio
JAMES THOMAS McCLURE (B.S., David Lipscomb)	Waverly, Tenn.
GARY RAYMOND McDONALD (B.S., Tennessee Technological)	Madison, Tenn.
THOMAS GEORGE McLEOD (B.A., Saint Johns)	Grand Forks, N.Dak.
BARBARA EXCELL MENZIES (B.A., Vanderbilt)	Lexington, Tenn.
JAMIE MARIA MONROE (B.S., Western Kentucky)	Bowling Green, Ky.
THOMAS KELLY MOORE (B.S., Davidson)	Johnson City, Tenn.
JOHN ARTHUR NASH (B.A., Brown)	Columbus, Ind.
JILL NINA NEWMAN (B.S., State University of New York [Binghamton])	Garnerville, N.Y.
BRADLEY DEANE NOBLETT (B.A., Colorado [Boulder])	Colorado Springs, Colo.
BRYAN DEWEY OSLIN (B.S., Furman)	Apison, Tenn.

MICHAEL JOSHUA OSTACHER (B.A., Wesleyan)	New City, N.Y.
STEPHANIE ANNE OTIS (B.E., Vanderbilt)	Atlanta, Ga.
DAVID WILSON PUETT (B.A., Dartmouth)	Miami, Fla.
JASPER CALHOUN RATTERREE (B.S., Davidson)	Charlotte, N.C.
MARK FREDERICK RICH (B.A., Lake Forest)	Madison, Wis.
WILLIAM EDWARD ROBINSON (B.A., Texas Christian)	Overland Park, Kans.
ROGER ALAN SAHM (B.S., Oregon State)	Beaverton, Oreg.
ERIN ELIZABETH SAHR (B.A., Williams)	Littleton, Mass.
SARAH ANN SAMAAAN (B.S., Texas A&M)	Houston, Texas
CHRISTOPHER DAVID SARZEN (B.S., South Carolina)	Dunwoody, Ga.
MARK MATHESON SCHEFFER (B.S., Auburn)	Wilbraham, Mass.
JOHN GLENN SCHULTE (B.S., Kentucky)	Bellevue, Ky.
NOEL C. SCIDMORE (B.A., Harvard)	Gainesville, Fla.
ERIC RANDALL SENN (B.S., Birmingham Southern College)	Huntsville, Ala.
SANFORD COLLINS SHARP (B.S., Vanderbilt)	Lewisburg, Tenn.
JOHN KENNETH SHAVER (B.S., California [Davis])	Mission Viejo, Calif.
JANE MEREDITH SIEGEL (B.S., State University of New York [Binghamton])	Irvington, N.Y.
ROBBIN BETH SINATRA (B.A., Allegheny College)	Jamestown, N.Y.
JOEL WILSON SLATON (B.S., Vanderbilt)	Nashville, Tenn.
MICHELE RENEE STAUNTON (B.A., Vanderbilt)	Germantown, Tenn.
KENNETH ADAM STEIN (B.S., Oregon)	Boca Raton, Fla.
ANTHONY WAYNE STEPHENS (B.A., Northern Kentucky)	Taylor Mill, Ky.
GEORGE CHRISTOPHER STEPHENS (B.A., Transylvania)	Lexington, Ky.
J. BROOKE STEVENS (M.A., Simmons)	Nashville, Tenn.
KURT THOMAS STOCKAMP (B.A., Hanover)	Columbia City, Ind.
STEPHEN MICHAEL STRAKOWSKI (B.S., Notre Dame)	Nappanee, Ind.
MELISSA KAY THOMAS (B.A., Southern Mississippi)	Gulfport, Miss.

JANET LORETTA TIMMERMAN (B.A., Wellesley)	Fort Thomas, Ky.
JUERGEN UNUTZER (B.S., Iowa State)	Miederaicoach, W. Germany
MICHAEL THOMAS VALLEY (B.A., Rollins)	Saint Cloud, Minn.
ALEXANDRA NICOLE VORHAUS (B.S., Tufts)	Riverdale, N.Y.
JOHN SCOTT WADLINGTON (B.A., Virginia)	Nashville, Tenn.
MATTHEW IAN WAHL (B.A., New College)	Bay Shore, N.Y.
JOHN ANDERSON WAITES (B.A., Vanderbilt)	Pulaski, Va.
JOHN SLOAN WARNER, JR. (B.S., Davidson)	Nashville, Tenn.
EDITH PATRICE WASHINGTON (B.S., Vanderbilt)	Jackson, Miss.
JOHN HERBERT WEHNER (B.S., Stanford)	Sunnyvale, Calif.
PAMELA ANNE WELLS (B.S., Stanford)	Santa Monica, Calif.
WILLIAM TIMOTHY WITMER (B.A., Ohio Wesleyan)	Rochester, N.Y.
DAVID ALDEN WOOD (B.A., Dartmouth)	Monkton, Md.
CLAIRE CHENG YANG (B.S., Notre Dame)	Potomac, Md.
JENNIFER LOIS YOST (B.A., Virginia)	Vienna, Va.
MICHAEL BRUCE ZIMMERMAN (B.A., State University of New York [Binghamton]; D.D.S., Michigan)	Chicago, Ill.

### Third-Year Class

CLINTON MARK ANDERSON (B.A., Tennessee)	Knoxville, Tenn.
MICHAEL ROBERT ARNSTEIN (B.A., Stanford)	Rolling Hills, Calif.
CHARLES GREGORY BANKS (B.S., Birmingham-Southern)	Jasper, Ala.
GREGG ANTHONY BARAN (B.S., Vanderbilt)	West Bradenton, Fla.
KIMBALL JOSEPH BECK (B.A., Clark)	Fort Myers, Fla.
DAVID BRADLEY BERRY (B.A., Virginia)	Palos Verdes, Calif.
GREGORY EDWARD BLACKMAN (B.S., Centenary)	Bossier City, La.
JEFFREY BRENT BOND (B.A., Mississippi)	Carthage, Miss.
GILBERT ERICH BOSWELL (B.S., Oregon State)	Fairfax, Va.

KAREN JEAN BOWEN (B.S., David Lipscomb)	Cadiz, Ky.
STEPHEN PAUL BRADLEY (B.A., California [Santa Barbara])	Tiburon, Calif.
STEVEN EDWARD BRAVERMAN (B.A., Virginia)	Pikesville, Md.
ANTHONY JOSEPH BURDEN (B.S., Oregon)	Grants Pass, Oreg.
WILLIAM CARROLL BURNETTE, JR. (B.A., Vanderbilt)	Nashville, Tenn.
MARTHA JEAN BUTTERFIELD (B.S., Illinois [Urbana])	Sheridan, Ill.
MARY JANE BUTTERFIELD (B.S., Illinois [Urbana])	Sheridan, Ill.
ANNE WINIFRED CAMP (B.A., Sarah Lawrence)	Sewanee, Tenn.
DOMENIC MICHAEL CANONICO (B.S., Notre Dame)	Signal Mountain, Tenn.
DAVID BRET CHALPIN (A.B., Harvard)	Brookline, Maine
THEODORE PHILLIPS CHAMBERS (B.A., Hampden-Sydney)	Baltimore, Md.
KEVIN BERNARD CHURCHWELL (B.S., Massachusetts Institute of Technology)	Nashville, Tenn.
DAVID ALLEN COOK (B.S., Utah)	West Bountiful, Utah)
DAVID MARK COUSSENS (B.A., Hendrix)	Russellville, Ark.
JOHN ALLEN CROW (B.S., Mississippi State)	Mississippi State, Miss.
ROBERT DOUGLAS CULLOM, JR. (B.S., Maryland)	Arcadia, Fla.
GREGORY GEORGE DAVIS (B.A., Vanderbilt)	Hendersonville, Tenn.
BART JOSEPH DeBROCK (B.S., Southeast Missouri State)	Cape Girardeau, Mo.
MICHAEL THOMAS DEL VECCHIO (B.A., Covenant)	Helena, Ala.
KURT RICHARD DENNINGHOFF (B.E., Vanderbilt)	Merritt Island, Fla.
WILLIAM DAVID DENNY (B.S., Mississippi)	Milan, Tenn.
STEVEN EDWARD DOMINO (B.S., M.S., Michigan [Ann Arbor])	Ann Arbor, Mich.
RUSS DAVID ERMAN (B.S., Arizona)	Tucson, Ariz.
ROSEMARY FITZPATRICK (B.A., Baylor)	Little Rock, Ark.
JENNY JO FRANKE (B.S., Illinois)	Edwardsville, Ill.
ROY TYLER FRIZZELL (B.S., Duke)	Fort Myers, Fla.
DAVID ANDREW FUCHS (B.A., Case Western Reserve)	Adelphi, Md.

JOHN DAY GAZEWOOD (A.B., Grinnell)	Fairview, Pa.
TIMOTHY GERARD GIVENS (B.A., Vanderbilt)	Bowie, Md.
CHRISTOPHER WALKER GRAHAM (B.A., Bellarmine)	Louisville, Ky.
BARBARA MARIE GRIPSHOVER (B.A., B.S., Miami; M.S. Purdue)	Sunnyvale, Calif.
ERICH BRYAN GROOS, JR. (A.B., Princeton)	Nashville, Tenn.
MARK CHARLES HAIGNEY (B.A., Virginia)	Larchmont, N.Y.
JOHN CALDWELL HARRISON (B.A., Mississippi)	New Albany, Miss.
DOUGLAS LAMAR HILL (B.A., Mississippi)	Columbus, Miss.
RICHARD LLOYD HOCK (B.A., Dartmouth)	Tampa, Fla.
SALLY SARA HARDISON HOUSTON (B.S., Vanderbilt)	Silver Spring, Md.
DANIEL ALAN ICHEL (B.S., Vanderbilt)	Edison, N.J.
JOHN HARLEM JOHNSON (B.S., Southeast Missouri State)	Millersville, Mo.
KAREN SUE JOHNSTON (B.A., Arizona)	Saline, Mich.
JOHN EDWARD JORDAN III (B.A., Amherst)	Nashville, Tenn.
JAMES CENTRE KING III (B.S., Vanderbilt)	Lexington, Ky.
LONDON STUART KING (B.A., Wake Forest)	Lexington, Ky.
STEPHEN CURTISS KLASSON (B.A., Duke)	Iowa City, Iowa
FRED WIGFIELD KNIFFIN (B.A., Vanderbilt)	New Canaan, Conn.
KRISTINA MAY KOKUBUN (B.A., Johns Hopkins)	South Pasadena, Calif.
NEIL WARREN KOOY (B.S., Iowa State)	Lansing, Ill.
ROBERT PAUL LaGRONE (B.A., Vanderbilt)	Statesboro, Ga.
RACHEL JANE LAMPERT (A.B., Harvard)	Princeton, N.J.
JAMES SCOTT LANE (B.A., Case Western Reserve)	Dayton, Ohio
LAURA LYNN LAYER (B.S., Duke)	Sanford, Fla.
KEITH MICHAEL LEWIS (B.A., Rutgers)	Cherry Hill, N.J.
ROBERT LUTHER LILE (B.A., Hendrix)	Little Rock, Ark.
AMY LIBBY LLEWELLYN (B.A., Middlebury)	Reno, Nev.



DOUGLAS WALTER LOWERY III (B.A., Vanderbilt)	Saint Petersburg, Fla.
JAMES EVANS LYNE (B.E., Vanderbilt; M.S., Stanford)	Nashville, Tenn.
ROBERT SCOTT MAHAN (B.S., Auburn)	Winter Park, Fla.
CAROL JEAN MARTIN (B.S., Illinois [Urbana])	Hoopeston, Ill.
CULLEN ASHLEY McALLEN (B.A., Texas A & M)	Weslaco, Tex.
ROBERT WILLIAMSON McCAIN (B.A., Middlebury)	Fairfield, Conn.
STEPHEN FRANKLIN MILLER (B.S., Vanderbilt)	Danbury, Conn.
THEODORE TILLMAN MILLER (B.A., Pennsylvania)	Scarsdale, N.Y.
EUGENE HARRIS NELSON (B.A., University of the South)	Nashville, Tenn.
ELIZABETH ANN NILLES (B.A., Notre Dame)	Edina, Minn.
MICHAEL JOSEPH PAGNANI (A.B., Columbia)	Raleigh, N.C.
MARK ALLAN PAVILACK (B.S., Florida)	North Miami, Fla.
PAUL DANIEL PEARIGEN (B.A., University of the South)	Memphis, Tenn.
LEONARD ALAN PLUNKETT (B.S., Tennessee)	Lascassas, Tenn.
BARBARA ANAMARIE POCKAJ (B.E., Vanderbilt)	Mayfield Village, Ohio
STEVEN BRYANT PORTER (B.S., Davidson College)	Charlotte, N.C.
PAUL MATTHEW RADOSEVICH (B.A., California [Berkeley])	Martinez, Calif.
LAURA JEAN RAMES (B.S., South Dakota State)	Brookings, S.Dak.
ROSS ALAN RAMES (B.S., South Dakota State)	Wentworth, S.Dak.
RODNEY RENE REID (B.S., Clemson)	Columbia, S.C.
NEIL MARK RICHTAND (B.A., Carleton College, Ph.D., Vanderbilt)	Eggertsville, N.Y.
MICHAEL EARL RUFF (B.A., Vanderbilt)	Bloomington, Ind.
MARK WARREN RUSSO (B.S., Southern Illinois [Edwardsville])	Edwardsville, Ill.
ERIC LaMAR SAUNDERS (B.S., Southern California)	Yorba Linda, Calif.
THEODORE JOHN SAWCHUK (B.S., North Dakota)	Rolette, N.Dak.
ROBERTA DIANE SCHLESINGER (B.S., California [Davis])	Palm Springs, Calif.
MARY JANE SCHMIDT (B.S., Georgia)	Alpharetta, Ga.

KATHLEEN ANNE SCHWARTZ (B.S., William and Mary)	Orchard Park, N.Y.
ROBERT ANTHONY SCIORTINO (B.S., Stanford)	Saint Louis, Mo.
RICHARD STANLEY SHERRY (B.A., Washington)	Seattle, Wash.
DANIEL EDWARD SMITH, JR. (B.A., Mississippi)	Pachuta, Miss.
JEFFREY SCOTT SPENCER (B.S., Vanderbilt)	White Plains, N.Y.
TROY FARR STOREY (B.S., Florida)	Mims, Fla.
JOHN STEWART SWANSON (B.A., Hendrix)	Pine Bluff, Ark.
HAROLD MARK SWINDLE (B.S., Birmingham-Southern)	Jasper, Ala.
DAVID EDMOND TAYLOR (B.A., Vanderbilt)	Memphis, Tenn.
NICOLAS STEVEN VEACO (B.A., California State [Fresno]; D.D.S., M.S., California [Los Angeles])	Fresno, Calif.
TERRI JO VRTISKA (B.A., Doane)	Table Rock, Nebr.
VAN RUSSELL WADLINGTON (B.S., Vanderbilt)	Nashville, Tenn.
MALCOLM HOUSTON WEATHERS III (B.A., Vanderbilt)	Loretto, Tenn.
DOUGLAS RAY WEIKERT (B.S., Vanderbilt)	French Lick, Ind.
THOMAS ALEXANDER SYMINGTON WILSON, JR. (B.S., Washington and Lee)	Birmingham, Ala.
MARK THOMAS WORTHINGTON (B.A., Arizona State)	Tempe, Ariz.
BENJAMIN CONRAD WOUTERS (B.S., Emory)	Huntsville, Ala.

#### Fourth-Year Class

BESS APPERSON ADKINS (B.S., Vanderbilt)	Nashville, Tenn.
NEWTON PERKINS ALLEN, JR. (B.S., Davidson)	Memphis, Tenn.
MARK WEBSTER ALLEY (B.S., Emory and Henry)	Kingsport, Tenn.
DOUGLAS CARLTON ALTENBERN, JR. (B.A., Mississippi)	Brentwood, Tenn.
JOHN EUGENE ANDERSON (B.A., Virginia)	Nashville, Tenn.
KYLE RAYMOND ANDERSON (B.S., Oklahoma State)	Little Rock, Ark.
PHILIP BRADLY ANDERSON (B.S., Oregon)	Waldport, Oreg.
JACQUELYN VALERIE RAVAN ANDREWS (B.S., Vanderbilt)	Dunwoody, Ga.
THOMAS CHARLES ANDREWS (B.S., Vanderbilt)	Canton, Ill.
ROBIN SUE ARCHER (B.S., Dayton)	Fairborn, Ohio

JEFFREY LAWRENCE BALLARD (B.S., Stanford)	Fullerton, Calif.
JENNIFER LYNN BELL (A.B., Michigan [Ann Arbor])	Nashville, Tenn.
BETH JOAN BENSON (B.S., Rutgers; D.M.D., M.P.H., Harvard)	Morris Plains, N.J.
KATHERINE ALICE BERTRAM (B.S., Tennessee Technological; M.S., Memphis State)	Cookeville, Tenn.
SCOTT EUGENE BINGHAM (B.A., Utah)	Santa Rosa, Calif.
ELIZABETH ANN BIRECREE (B.S., Peabody)	Lake Grove, N.Y.
PATRICIA ANN BRISCOE (B.A., Oregon [Eugene])	Salem, Oreg.
DAVID HUNTER BROWN (B.A., Emory)	Fort Myers, Fla.
KRISTIN LEVITAN BROWN (B.A., Williams)	San Francisco, Calif.
MARTIN ALAN BURNS (B.S., Vanderbilt)	Macon, Ga.
ROBERT WILLIAM CAIN (B.A., Southwestern at Memphis)	Damascus, Md.
THOMAS HOWARD CALLAWAY (B.A., Duke)	Maryville, Tenn.
TERESA TWILA CHARNIGA (B.S., Arizona State)	Scottsdale, Ariz.
MICHAEL STEVEN CITAK (B.A., Texas Technological)	Park Forest, Ill.
CLAUDIA LOU CLOPTON (B.S., Southwestern at Memphis)	Jonesboro, Ark.
GREGORY LLOYD COMBS (B.S., Colorado State)	Silver Springs, Md.
JOHN LEONARD COOPER (B.A., Reed)	Hawthorne, Calif.
DEIRDRE HUNTER DONALDSON (B.A., Yale; Ph.D., California [Berkeley])	Woodbridge, Conn.
DOUGLAS WAYNE DOTHAGER (B.S., Southern Illinois [Edwardsville])	Godfrey, Ill.
MARCIA JUNE EGLES (B.S., Eastern Nazarene)	Holbrook, Mass.
BETH ANN EHRENFRIED (B.A., Duke)	Wayne, N.J.
MARY ANN ELLIS (B.S., Oregon State)	Bend, Oreg.
WILLIAM MYRON FERRIN III (A.B., Stanford)	Bend, Oreg.
RANDALL PARKS FRAZIER (B.E., Vanderbilt)	Harrington Park, N.J.
R EVERETT FRERICHS (B.S., Nebraska Wesleyan)	Beatrice, Nebr.
SUSAN GAY GLOVER (B.A., Agnes Scott)	Tullahoma, Tenn.
THOMAS JOSEPH GRABOWSKI (B.A., Vanderbilt)	Roseville, Calif.
DAVID WILLIAM GRAMBOW (B.S., Wisconsin [Milwaukee])	Cudahy, Wis.

JAMES RONALD GRAY, JR. (B.S., Tennessee)	Oak Ridge, Tenn.
RICHARD MATTHEW GRAY (B.A., Vanderbilt)	Lewisburg, Pa.
KELLI CHARNELL GREEN (B.A., Yale)	Clinton, Tenn.
SANDRA KAY GUSTAD (B.S., South Dakota State)	Volin, S.Dak.
DANIEL MOYER HARTMANN (B.S., Vanderbilt)	Franklin, Tenn.
MICHAEL JAMES HERHUSKY (B.S., California [Davis])	Olympic Valley, Calif.
ROLAND ARTHUR HESTER IV (B.S., Alabama)	Montgomery, Ala.
STEVEN ELLIS HILL (B.A., Duke)	Clinton, Tenn.
LINDA HUMPHREYS (B.A., Tennessee [Nashville])	Brentwood, Tenn.
THOMAS RUSSELL HUNT III (B.S., Stanford)	Shawnee Mission, Kans.
STEVEN ALLEN HUTTO (B.A., Illinois [Urbana])	Bellflower, Ill.
STUART MARK JACOBSON (B.S., McGill)	Poughkeepsie, N.Y.
CHARLES WEST JACOBS IV (B.S., South Carolina)	Columbia, S.C.
ROBERT DOUGLAS BENJAMIN JAQUISS (B.A., Wabash)	New Harmony, Ind.
JOHN AMIS JERNIGAN (B.S., Southwestern at Memphis)	Kingsport, Tenn.
JOYCE EVELYN JOHNSON (B.A., Rice)	Nashville, Tenn.
DAN TODD JOHNSTON (B.S., North Dakota State)	Fargo, N.Dak.
AMY MEREDITH JOSEPH (B.A., Johnston)	Saint Louis, Mo.
PAUL DOMINIC KOUNTZ, JR. (B.S., A.B., Wofford)	Spartanburg, S.C.
JULIE ROBIN LANGE (B.S., Georgia Institute of Technology)	Atlanta, Ga.
JILL JEAN LEGG (B.S., Arizona [Tucson])	Tucson, Ariz.
RACHEL KATHERINE LENOX (B.S., Purdue [West Lafayette])	Beaver Falls, Pa.
CHARLES EDWARD LEONARD II (B.A., Vanderbilt)	Jackson, Miss.
CRAIG HARRISON LINGER (B.A., Colorado [Boulder])	Idaho Falls, Iowa
ALEXANDER LOCKE III (B.A.S., A.M., Stanford)	Sacramento, Calif.
MATTHEW ALAN LOVITT (A.B., Stanford)	Pasadena, Calif.
JERE WHITSON LOWE, JR. (B.A., Yale)	Cookeville, Tenn.

STEVEN COURTNEY LYNCH (B.S., United States Air Force Academy)	Morristown, Tenn.
JOHN WITHERSPOON MACEY, JR. (B.A., Vanderbilt)	Nashville, Tenn.
JOHN VICTOR MARYMONT (B.A., Northwestern)	Wichita, Kans.
ROBERT DEAN MATTHEWS (B.S., Alabama)	Jasper, Ala.
DANIEL CHARLES MAYES (B.A., California [Berkeley])	Redmond, Oreg.
CYNTHIA ELIZABETH MAYFIELD (B.S., Illinois [Urbana])	Cantrall, Ill.
ROBERT WALLACE McCLURE (B.S., David Lipscomb)	Waverly, Tenn.
JOEL EMERY McCULLOUGH (A.B., Stanford)	Charlotte, N.C.
EDWARD JAMES McPHERSON (B.S., California [Irvine])	Bakersfield, Calif.
GINNY MERRYMAN-HEBB (B.S., Western Maryland; M.S., Maryland)	Upperco, Md.
DANIEL RICHARD MITCHELL (B.E., Vanderbilt)	Topeka, Kans.
DIANE ELIZABETH OLIVER (B.S., University of Washington)	Bethesda, Md.
CHRISTOPHER KENNERLY PAYNE (B.A., Virginia)	New Fairfield, Conn.
RAY STOKES PEEBLES, JR. (B.S., Davidson)	Concord, Tenn.
MICHAEL PIRKOWSKI (B.S., Notre Dame)	Linden, N.J.
JEFFREY ROBERT PRINSELL (B.S., Houghton; D.M.D., Tufts)	Houghton, N.Y.
MARK PUDER (B.S., Midwestern State)	Wichita Falls, Tex.
RICHARD EPES RAINEY (A.B., Harvard)	Petersburg, Va.
NEAL EDWARD READY (B.S., Massachusetts [Amherst]; Ph.D., California [Irvine])	Somerset, Mass.
JAMES BRUCE REDMON (B.S., Georgetown College)	Bowling Green, Ky.
MAYME FLORENCE RICHIE (B.S., Vanderbilt)	Nashville, Tenn.
CARLTON FRIEDRICH ROOS (B.A., Vanderbilt)	Nashville, Tenn.
LAWRENCE RAYMOND SHOEMAKER (B.S., Birmingham-Southern)	Huntsville, Ala.
JON FOE SNIDER (B.A., Dartmouth)	Fort Smith, Ark.
PRENTICE DAVID STEFFEN (Oklahoma [Norman])	Enid, Okla.
SCOTT ANDREW STRELOW (B.A., Covenant)	Bentwood, Mo.
DEEANN MARIE STROOP (B.A., Virginia)	Fairfax Station, Va.

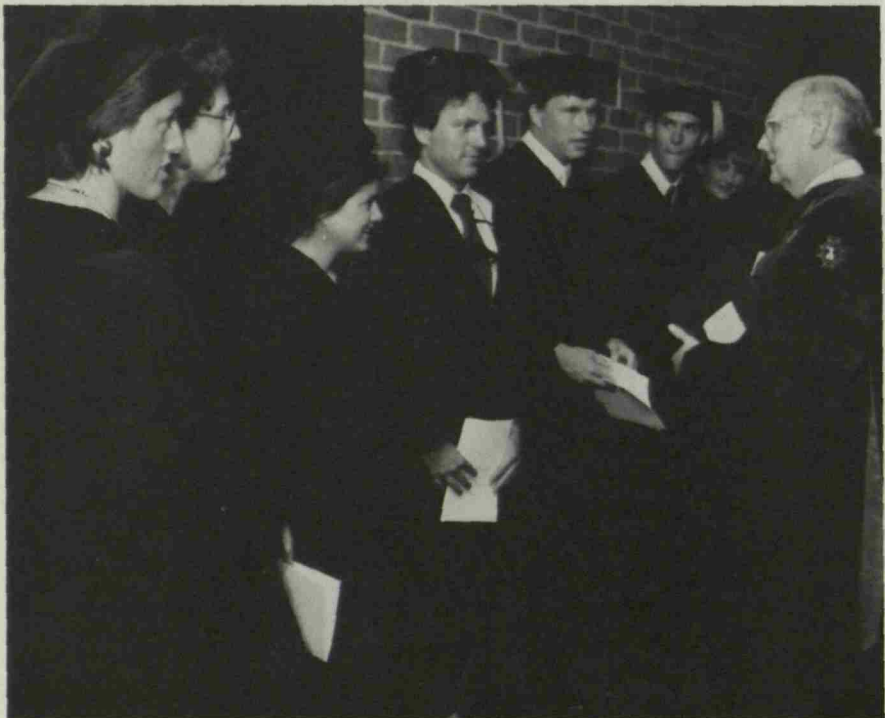
ROGER LYNN SWINGLE, JR. (B.S., Georgia [Athens])	Athens, Ga.
GRACE PORTERFIELD TEAL (B.A., Washington University)	Lincoln, Nebr.
SALLY ANNE THOMAS (B.S., Arizona State)	Tempe, Ariz.
ANNE MARIA TIMMERMAN (A.B., Smith)	Fort Thomas, Ky.
DAVID SCOTT TROCHTENBERG (B.A., Brown)	Creve Coeur, Mo.
RHONDA RENEE VOSKUHL (B.S., Phillips)	Hennessey, Okla.
JORY DAVID WILLIAMS (B.A., Rollins)	Orlando, Fla.
JOSEPH JOHN WUJEK (B.A., Westmont)	Livermore, Calif.
LUCY LO-HWA YANG (A.B., M.A., California [Berkeley])	New York, N.Y.



## Fellows

- PAOLA ALESSANDRINI Pharmacology  
 VINITA ANAND Medicine (Nephrology)  
 CATHERINE TANANES ANTHONY Pathology  
 LOWELL B. ANTHONY Pharmacology  
 ROBERT SCOTT APPLETON Pediatrics  
 MARIA R. BAER Medicine (Hematology)  
 ASHOK BAJAJ Pharmacology  
 JEAN T. BARBEY Pharmacology  
 CHRISTOPHER BARKER Biochemistry  
 JOHN BARNARD Pediatrics  
 BRUCE BARON Pharmacology  
 JOHN T. BEARD Medicine (Cardiology)  
 PAUL B. BENNETT Pharmacology  
 ITALO O. BIAGGIONI Pharmacology  
 JAMES N. BLACK Medicine (Cardiology)  
 WILLIAM A. BLALOCK Pediatrics  
 JOHN M. BOLDS Medicine (Pulmonary)  
 STEPHEN MARK BOROWITZ Pediatrics  
 MICHAEL BRUN Radiology (X-Ray)  
 THOMAS R. CARTWRIGHT Medicine (Pulmonary)  
 TERENCE CASEY Pathology  
 FRANCESCA CATELLA Pharmacology  
 CHRISTOPHER CATES Medicine (Cardiology)  
 PHILIP CHANCE Pediatrics  
 AMIT CHOSKI Medicine (Gastroenterology)  
 BRIAN W. CHRISTMAN Medicine (Pulmonary)  
 JOSEPH LYNN COCHRAN Medicine (Gastroenterology)  
 JACK W. COGGESHALL Medicine (Pulmonary)  
 H. WADE COLLINS, Medicine (Cardiology)  
 DYKES CORDELL Medicine (VITA)  
 THEODORE ALAN CRAIG Pharmacology  
 MICHAEL CURRIE Radiology  
 RICHARD DAVIES Pharmacology  
 MICHAEL D. DECKER Medicine (Infectious Diseases)  
 MICHAEL JOSEPH DeLEO Medicine (Oncology)  
 PRITHVIRAG DHARMARAJA Medicine (Gastroenterology)  
 CAROL R. DIRAIMONDO Medicine (Nephrology)  
 LEO F. DROLSHAGEN Radiology (X-ray)  
 RAJAN DULAMAL Plastic Surgery  
 BARBARA ENGELHARDT, Pediatrics  
 PETER FETTEROLF Pharmacology  
 BENJAMIN FOLK Medicine (Cardiology)  
 JERRY M. FOSTER Medicine (Oncology)  
 MARGARET L. FRANCE Pediatrics  
 HOWARD FUCHS Medicine (Rheumatology)  
 YOSHIHISA FURUTA Orthopaedics  
 ROBERT LEE GALLOWAY, JR. Medicine (Pulmonary)  
 LEONARD GIANNONE Medicine (Hematology)  
 C. DELP GIVENS Medicine (Pulmonary)  
 JOHN H. GLEATON, Medicine (Hematology)  
 BARNEY S. GRAHAM, Medicine (Infectious Diseases)  
 SUSAN B. GREGG, Pathology  
 THOMAS H. GROTE Medicine (Oncology)  
 MARY LOUISE GUERRY Pathology  
 VIBHA RANI GUJRARTI Pharmacology  
 RAMESH C. GUPTA Pharmacology  
 STEPHEN DAVID HALL Pharmacology  
 JAROSLAVA HALPER Cell Biology  
 DAN J. HAWKINS Pharmacology  
 JAMES L. HAYWOOD Pediatrics  
 SHANNON L. HERSEY Medicine (Pulmonary)  
 DARRELL L. HIRT Medicine (Nephrology)  
 GADI HOREV Radiology  
 MARK ALLAN HORST Pharmacology  
 RAY HUAN-FIA HSIEH Surgery  
 SHAN HUANG Neurosurgery  
 DONNA M. HUMMELL Pediatrics (Immunology)  
 DAVID H. S. IANSMITH, Pharmacology  
 WENDOLYN INMAN Medicine (Dermatology)  
 JAMES A. JOHNS Pediatrics (Cardiology)  
 DAVID RAYMOND JONES Pharmacology  
 THEMISTOCLIS C. KAMILARIS Medicine (Endocrinology)  
 TOMIEI KAZAMA Anesthesiology  
 KATHLEEN A. KENNEDY Pediatrics  
 DOUGLAS S. KERNODLE Medicine (Infectious Diseases)  
 JAMES C. KING, JR. Pediatrics (Infectious Diseases)  
 MARSHA C. KINNEY Pediatrics  
 TOSHIO KOBAYASHI Medicine (Pulmonary)  
 PETER G. H. KUHL Pharmacology  
 MAHMOUD KULAYAT Surgery  
 TIM-TAK LAM Biochemistry  
 RYK W. LINDEN Medicine (Cardiology)  
 MARK DANIEL LINEBERRY Pharmacology  
 ALAN F. LIST Medicine (Hematology)  
 PEDRO P. LLANEZA Medicine (Gastroenterology)  
 MARY D. LUPINETTI Pharmacology  
 RUSSETTE M. LYONS Cell Biology  
 SUSAN G. McGREW Pediatrics (Oncology)  
 MICHAEL D. MANGUM Medicine (Oncology)  
 ALEX M. MENENDEZ Medicine (Gastroenterology)  
 WALTER JERRY MERRELL Pharmacology  
 JERRY RUSSELL MILLER Pharmacology  
 REETA MISRA Pediatrics (Endocrinology)  
 DAVID C. MONTEFIORI Pathology  
 CHARLOTTE MOREL Pediatrics  
 GARY STEPHEN NACE Medicine (Nephrology)

- JACEK NOWAK Pharmacology  
 AKAHIRO OHNISHI Pharmacology  
 BJARKI OLAFSSON Medicine (Cardiology)  
 KAILASH N. PANDEY Biochemistry  
 MARC PARMENTIER Biochemistry  
 GARY T. PATTERSON Pharmacology  
 WILLIAM C. PENLEY Medicine (Oncology)  
 ELIZABETH A. PERKETT Medicine (Pulmonary)  
 WILLIAM H. PETTUS Medicine (Nephrology)  
 CHARLES R. PRINCE Medicine (Cardiology)  
 C. S. RAMARAO Pharmacology  
 CAROL A. RAY Pediatrics  
 DAVID REPASKE Pediatrics (Genetics)  
 MARY REPASKE Pharmacology  
 JAMES WALTER RIGBY Pharmacology  
 AUGUSTINUS RINALDY Biochemistry  
 DANIEL M. ROBERTS Pharmacology  
 WIESLAW ROCKI Pharmacology  
 WILLIAM H. SCHAEFER III Pharmacology  
 FRANK SCHLEHR Orthopaedics  
 YUJI SHIKI Pediatrics  
 LYLE SIDDOWAY Medicine (Cardiology)  
 THOMAS C. SMITH Medicine (Pulmonary)  
 CHARLES MARTIN STRNAD Medicine  
 (Oncology)
- TAKESHI TAJIMA Pediatrics (Infectious  
 Diseases)  
 OGUZ TANRIDAG Neurology  
 TULIN TANRIDAG Neurology  
 MARIA V. TANTENGCO Medicine (Cardiology)  
 RONALD F. TAYLOR Medicine (Pulmonary)  
 KYI TOE THAM Pathology  
 JON J. TUMEN Medicine (Pulmonary)  
 DIANE R. UMBENHAUER Biochemistry  
 CINDY VNENCAK-JONES Pediatrics (Genetics)  
 STEPHEN A. WARD Pharmacology  
 TORU WATANABE Medicine (Endocrinology)  
 FLORENCE L. WATTS Anesthesiology and  
 Pulmonary  
 FRED WEAVER Vascular Surgery  
 ARTHUR P. WHEELER Medicine (Pulmonary)  
 FREDERICK J. WHITE Medicine (Cardiology)  
 B. HADLEY WILSON Medicine (Cardiology)  
 ELLEN P. WRIGHT Pathology  
 GEORGE D. WRIGHT III Medicine  
 PATRICK E. WRIGHT Medicine (Pulmonary)  
 KAREN A. ZABOY Pediatrics  
 DONNA ZIMMER Pharmacology  
 WARREN ZIMMER Pharmacology  
 BRIAN G. ZOGG Medicine (Dermatology)





## Class of 1985

### Residency Assignments

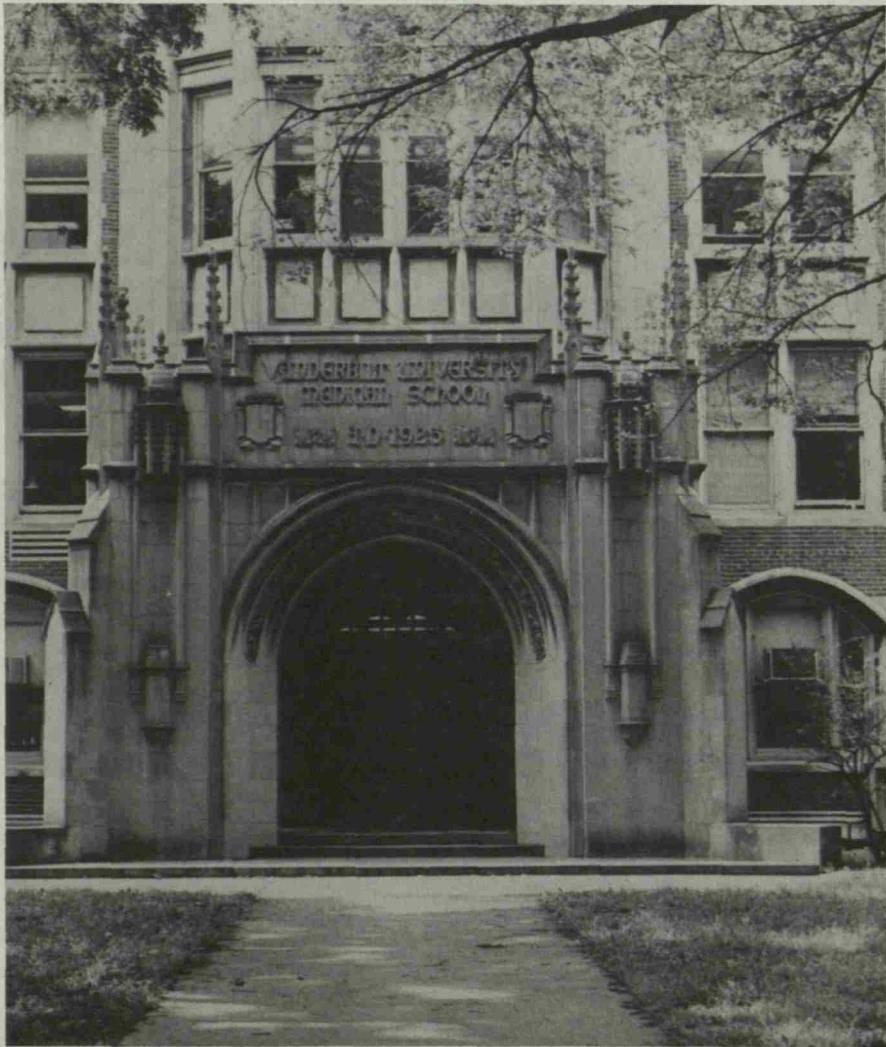
GLORIA BETH ABELS University of Alabama Medical Center, Birmingham (Medicine)	Gallipolis, Ohio
TIM EUGENE ADAMSON University of Texas, Southwestern, Dallas (Neurosurgery)	Edmonds, Wash.
NANCY CAROL ALLEN Vanderbilt University Affiliated Hospitals (Obstetrics/Gynecology)	Oak Ridge, Tenn.
JEFFREY PETER ALPERT Oregon Health Sciences University, Portland (Transitional)	New York, N.Y.
STEVEN ALLEN BARRINGTON University of Alabama Medical Center, Birmingham (Orthopaedic Surgery)	Austin, Texas
ROBERT STEVEN BASS Vanderbilt University Affiliated Hospitals (Therapeutic Radiology)	Clewiston, Fla.
KENNETH EUGENE BERKOVITZ Case Western Reserve University Hospital, Cleveland, Ohio (Medicine)	West Lafayette, Ind.
GEORGE BLAINE BISHOP, JR. Vanderbilt University Affiliated Hospitals (Surgery)	Knoxville, Tenn.
MICHAEL LAWRENCE BLEI Deaconess Medical Center, Spokane, Wash. (Transitional) University of Utah Affiliated Hospitals, Salt Lake City (Physical Medicine and Rehabilitation-PGY 2)	Twin Falls, Idaho
SHARON SUE BLOOM Case Western Reserve University Hospital, Cleveland, Ohio (Pediatrics)	Minneapolis, Minn.
THOMAS JOHN BOLAND Vanderbilt University Affiliated Hospitals (Surgery, Oral/Maxillofacial)	Conyngham, Pa.
LAURA BOEHLKE BRAY Duluth Family Practice Center (University of Minnesota) (Family Practice)	White Bear Lake, Minn.
WESLEY RONALD BROWN Vanderbilt University Affiliated Hospitals (Obstetrics/Gynecology)	Washington, Mo.
THOMAS SMILEY BURGOON Presbyterian University of Pennsylvania Medical Center, Philadelphia (Transitional)	Chester Springs, Pa.
TIMOTHY ALAN BURKE Georgetown University Hospital, Washington, D.C. (Anesthesiology)	Riverdale, Ga.
MICHAEL GLENN CARLSON University of California, San Diego Medical Center (Medicine)	Lockport, Ill.
JEFFREY CHARLES CARLTON Baptist Hospital (University of Tennessee), Nashville (Medicine) University of Texas M. D. Anderson Hospital, Houston (Therapeutic Radiology-PGY 2)	Tullahoma, Tenn.
KAREN ALICE CLEMENCY Riverside Methodist Hospital (Ohio State University), Columbus (Orthopaedic Surgery)	Tonawanda, N.Y.
DANIEL LEE CLEMENS Johns Hopkins Hospital, Baltimore, Md. (Medicine)	Tullahoma, Tenn.
JOHN FRANKLIN COOPER Vanderbilt University Affiliated Hospitals (Medicine)	Mobile, Ala.
SUSAN PATRICIA DAVIS Mercy Hospital and Medical Center (University of California, San Diego (Transitional) Brigham and Women's Hospital (Harvard), Boston, Mass. (Diagnostic Radiology-PGY 2)	Tenafly, N.J.
BRUCE ALAN DAVISON Indiana University Medical Center, Indianapolis (Pediatrics)	Maplewood, N.J.
JOSEPH DeMAY Naval Regional Medical Center, San Diego, Calif. (Pediatrics)	Dunedin, Fla.

- STEVEN DON  
University of Minnesota Hospitals, Minneapolis (Pediatrics)  
Indiana University Medical Center, Indianapolis (Pediatric Radiology-PGY 2)  
Glencoe, Ill.
- LOUIS GEORGE DUSSEAU, Jr.  
Saint Elizabeth's Hospital (Tufts), Brighton, Mass. (Surgery)  
Palmer, Mass.
- MARK WILLIAM ELLIOTT  
University of Florida Medical Center, Shands Hospital, Gainesville (Surgery)  
Clarksville, Ind.
- TAHSIN MARK ERGIN  
Hospital of the University of Pennsylvania, Philadelphia (Orthopaedic Surgery)  
West Hartford, Conn.
- THOMAS JAY FAILINGER  
Vanderbilt University Affiliated Hospitals (Medicine)  
Cohasset, Mass.
- ROBERT VITO FARESE, JR.  
University of Colorado Affiliated Hospitals, Denver (Medicine)  
Tampa, Fla.
- FRANCIS MILLER FESMIRE, JR.  
Jacksonville Health Educational Program (University of Florida) (Emergency Medicine)  
Chattanooga, Tenn.
- JAMES ALLMON FLATT  
Duke University Medical Center, Durham, N.C. (Urology)  
Riceville, Tenn.
- DOUGLASS WILLIAM FORSHA  
Vanderbilt University Affiliated Hospitals (Medicine)  
Leeds, Utah
- ROBERT LOUIS FORTI  
Vanderbilt University Affiliated Hospitals (Medicine)  
Buffalo, N.Y.
- LESA DeANNE FRAKER  
Vanderbilt University Affiliated Hospitals (Surgery)  
Nashville, Tenn.
- WILLIAM LEE GARNER  
United States Air Force Medical Center, Keesler Air Force Base, Biloxi, Miss. (Obstetrics/Gynecology)  
Hazelwood, Mo.
- JONATHAN GERSON  
University of Cincinnati Hospital, Ohio (Urology)  
Newburgh, N.Y.
- JAMES WILLIAM GIGANTELLI, JR.  
Vanderbilt University Affiliated Hospitals (Medicine)  
Landing, N.J.
- Baylor College of Medicine, Houston, Texas (Ophthalmology-PGY 2)
- GREGORY EARL GINN  
University of California, Irvine Medical Center (Surgery)  
Nashville, Tenn.
- ROBERT FREDERICK GLENN  
John Peter Smith Hospital (University of Texas, Southwestern, Fort Worth) (Family Practice)  
Greer, S.C.
- THOMAS JOSEPH GRUBER  
University of Minnesota Hospitals, Minneapolis (Anesthesiology)  
Saint Paul, Minn.
- WILLIAM QUINTON GURLEY, JR.  
University of Alabama Medical Center, Birmingham (Surgery)  
Hixson, Tenn.
- EDDIE DeWAYNE HAMILTON  
Vanderbilt University Affiliated Hospitals (Pediatrics)  
Paducah, Ky.
- MICHAEL BLAIN HARDING  
Vanderbilt University Affiliated Hospitals (Medicine)  
Whites Creek, Tenn.
- RAY HARGREAVES  
University of Arizona Affiliated Hospitals, Tucson (Surgery)  
Stanhope, N.J.
- DAVID LEONARD HARSHMAN  
Erie County Medical Center (State University of New York), Buffalo (Surgery)  
Nashville, Tenn.
- WILLIAM FRANKLIN HEFLEY, JR.  
University of Arkansas for Medical Sciences, Little Rock (Orthopaedic Surgery)  
Little Rock, Ark.
- RICHARD JAMES HEMPEL  
Tallahassee Memorial Regional Medical Center, Fla. (Family Practice)  
Lexington, Ky.
- RENÉE YVETTE HILL  
University of Illinois Affiliated Hospitals, Chicago (Psychiatry)  
San Bernardino, Calif.
- CHARLES WAYNE HOLLEY, JR.  
Chicago Medical School Affiliated Hospitals, Chicago (Surgery)  
Chattanooga, Tenn.

- LINDA LEE ISAACS  
University of South Florida Affiliated Hospitals, Tampa (Medicine) Lexington, Ky.
- JOHN EDWIN JAYNE  
University of Minnesota Hospitals, Minneapolis (Medicine) Chattanooga, Tenn.
- DONALD WAYNE JENKINS, JR.  
Medical College of Virginia, Richmond (Therapeutic Radiology) Knoxville, Tenn.
- RICHARD JOHNSTON, JR.  
Barnes Hospital (Washington University), Saint Louis, Mo. (Orthopaedic Surgery) Woodstock, Ga.
- SAMUEL MARTIN KNEECE  
Vanderbilt University Affiliated Hospitals (Medicine) Columbia, S.C.
- SAMUEL HUSBANDS LANGSTAFF III  
University of Texas M. D. Anderson Hospital, Houston (Otolaryngology) Littleton, Colo.
- GREGORY McKINNON LEWIS  
University of Chicago Hospitals, Ill. (Medicine) Little Rock, Ark.
- KAREN LEE LINDSLEY  
Stanford University Hospital, Calif. (Medicine) Nashville, Tenn.
- JAMES VanBUREN LITTLE III  
University of California, San Francisco Medical Center (Therapeutic Radiology-PGY 2) San Antonio, Texas
- University of New Mexico School of Medicine, Albuquerque (Pathology)
- THOMAS HERBERT MAGNUSON  
Johns Hopkins Hospital, Baltimore, Md. (Surgery) Menlo Park, Calif.
- LAURA MONÉ McALPIN  
University of Texas Medical Branch Hospital, Galveston (Anesthesiology) Atlanta, Ga.
- DAVID ALAN McDONOUGH  
Saint Luke's-Roosevelt Hospital Center (Columbia Physicians and Surgeons), New York, N.Y. (Medicine) Nashville, Tenn.
- STACEY WAYNETTE MCKENZIE  
Vanderbilt University Affiliated Hospitals (Medicine) Kingsport, Tenn.
- NEAL JAY MEROPOLE  
Case Western Reserve University Hospital, Cleveland, Ohio (Medicine) Teaneck, N.J.
- JAMES HOWARD MILLER, JR.  
University of Tennessee Memorial Hospital, Knoxville (Transitional) Knoxville, Tenn.
- University of Florida Medical Center, Shands Hospital, Gainesville (Ophthalmology-PGY 2)
- ID RASK ODDERSON  
University of Washington Affiliated Hospitals, Seattle (Physical Medicine and Rehabilitation) Thisted, Denmark
- CINDY ROBIN PARNES  
Mount Sinai Hospital, New York, N.Y. (Obstetrics/Gynecology) Emerson, N.J.
- DAVID WAYNE PATTERSON  
George Washington University Hospital, Washington, D.C. (Medicine) Franklin, Ky.
- DENNIS PEARMAN  
United States Air Force Medical Center, Travis Air Force Base, San Francisco, Calif. (Family Practice) Merrillville, Ind.
- BRADFORD MORRIS PIATT  
Santa Barbara Cottage Hospital, Calif. (Medicine) Orinda, Calif.
- University of California, Davis Medical Center, Sacramento (Diagnostic Radiology-PGY 2)
- MICHAEL PIETRO, JR.  
Virginia Mason Hospital (University of Washington), Seattle (Surgery) Hillsborough, Calif.
- WILLIAM HOWARD POLK, JR.  
Vanderbilt University Affiliated Hospitals (Surgery) Fort Smith, Ark.
- DEAN LOUIS QUIMBY  
Lancaster General Hospital (Temple University), Pa. (Family Practice) Skowhegan, Maine
- DAVID GRADY RATCLIFF  
University of Colorado Affiliated Hospitals, Denver (Medicine) North Little Rock, Ark.

- GEORGE DANIEL RATH  
Sioux Falls Family Practice Center, S. Dak. (Family Practice) Omaha, Nebr.
- EDMUND WILLIAM RAYCRAFT  
Vanderbilt University Affiliated Hospitals (Surgery) Hudson, Ill.
- DAVID RALPH REAGAN  
Vanderbilt University Affiliated Hospitals (Medicine) Johnson City, Tenn.
- DAVID ROY REPASKE  
Vanderbilt University Medical Center, Department of Pediatrics (Research Fellowship) Nashville, Tenn.
- DAVID FRANKLIN RHODES  
Vanderbilt University Affiliated Hospitals (Medicine) Nashville, Tenn.
- NORMAN ROLAND RICHARDS II  
University of Wisconsin Hospital and Clinics, Madison (Urology) Grand Forks, N.D.
- ROBERT DAVID RIEDEL  
Harbor-UCLA Medical Center, Torrance, Calif. (Transitional) Pacific Palisades, Calif.  
University of California, San Diego Medical Center (Anesthesiology-PGY 2)
- MICHAEL VITO ROCCO  
Vanderbilt University Affiliated Hospitals (Medicine) South Orange, N.J.
- MATTHEW BRANDL ROSSI  
University of Texas, Southwestern, Dallas (Surgery) Hopedale, Ill.
- LEO JOSEPH ROTHBARTH  
Saint John's Mercy Medical Center (Saint Louis University) Mo. (Transitional) Saint Louis, Mo.  
University of Colorado Affiliated Hospitals, Denver (Diagnostic Radiology-PGY 2)
- JON LEONARD SCHRAM  
Butterworth Hospital (Michigan State University), Grand Rapids (Surgery) Spring Lake, Mich.
- JON ALAN SHERROD  
Brooke Army Medical Center, San Antonio, Texas (Medicine) Florence, Ala.
- MARK EDWARD COOK SHOGRY  
University of Virginia Medical Center, Charlottesville (Medicine) Charleston, S.C.
- ELIZABETH BARLOW SIMPSON  
Vanderbilt University Affiliated Hospitals (Psychiatry) Birmingham, Ala.
- VALERIE ADREAM SMARTT  
George W. Hubbard Hospital (Meharry Medical College) (Obstetrics/Gynecology) Nashville, Tenn.
- GREGORY DEAN SMITH  
Vanderbilt University Affiliated Hospitals (Diagnostic Radiology) Huntsville, Ala.
- WAYNE THOMAS SPEARS  
Vanderbilt University Affiliated Hospitals (Obstetrics/Gynecology) Longwood, Fla.
- CLARISSA SYLVANA TENDERO  
Virginia Mason Hospital (University of Washington), Seattle (Transitional) La Crescent, Minn.  
University of California, Davis Medical Center, Sacramento (Ophthalmology-PGY 2)
- KEITH ALEXANDER THOMPSON  
Medical University of South Carolina, Charleston (Medicine) Wetumpka, Ala.
- PAUL EUGENE THOMSON  
University of Cincinnati Hospital, Ohio (Medicine) Cincinnati, Ohio
- JEFFERY ALLEN TRAIL  
Oregon Health Sciences University, Portland (Family Practice) Roseburg, Oreg.
- SONYA MARIAM VAZIRI  
Rhode Island Hospital (Brown University), Providence (Medicine) Huntington, W. Va.
- PHILLIP ASHLEY WACKYM  
University of California, Los Angeles Medical Center (Otolaryngology) Villa Park, Calif.
- STEPHEN GREGORY WERTH  
Mary Imogene Bassett Hospital (Columbia Physicians and Surgeons), Cooperstown, N.Y. (Medicine) Chevy Chase, Md.
- DAVID MARVIN WHEELER  
Mountain Area Health Education Center, Asheville, N.C. (Family Practice) Ashland, Ky.
- KEVIN DANIEL WHITELAW  
University of California, San Diego Medical Center (Pediatrics) Laguna Beach, Calif.

- ROBERT CHRISTOPHER WILLE  
Vanderbilt University Affiliated Hospitals (Medicine, Therapeutic Radiology-PGY 2) Cincinnati, Ohio
- ALAN THORNE WILLIAMS  
Vanderbilt University Affiliated Hospitals (Medicine) Greenwood, Miss.
- LAURA ELLEN WITHERSPOON  
Valley Medical Center (University of California, San Francisco), Fresno (Surgery) Signal Mountain, Tenn.
- MICHAEL RODGER WOOTTEN  
University of Minnesota Hospitals, Minneapolis (Family Practice) Nashville, Tenn.
- SHARON MARIE WYATT  
Vanderbilt University Affiliated Hospitals (Pediatrics) Johnson City, Tenn.
- STEVEN HENRY YOOD  
Emory University Affiliated Hospitals, Atlanta, Ga. (Medicine) Chattanooga, Tenn.



Entrance to Vanderbilt University Medical School, 1925

SCHOOL FOR NURSING  
A.D. 1925



# The School of Nursing

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# The School of Nursing



COLLEEN CONWAY-WELCH, Ph.D., C.N.M., Professor of Nursing and Dean  
JUNE C. ABBEY, Ph.D., Associate Dean, Research and Evaluation  
BARBARA CHRISTMAN ADAIR, M.S.N., Interim Associate Dean, Academic Programs  
ELIZABETH KERR HAY, M.S.N., Interim Associate Dean, Community and International Programs and Faculty Practice  
ROSAMOND GABRIELSON, M.A., Assistant Dean, Clinical Practice  
JOYCE A. NORRIS, M.A., Assistant Dean, Veterans Administration Nursing Affairs  
VIRGINIA T. BETTS, M.S.N., Interim Department Chair, Mental Health and Organizational Behavior  
VIRGINIA M. GEORGE, M.S.N., Interim Department Chair, Family and Community Health  
LARRY LANCASTER, Ph.D., Department Chair, Adult Health  
PATRICIA A. PEERMAN, M.S., Director, Student Advising  
CATHLEEN K. BRANNEN, M.B.A., Director, Finance and Administration  
SALLIE M. WAMSLEY, Registrar

## Faculty Council 1986

HELEN F. BIGLER, Chair  
SHIRLEY M. CALDWELL  
JUDY JEAN CHAPMAN, Chair Elect  
JANE B. DADDARIO  
MARY LOUISE DONALDSON  
LYDIA LUTTRELL GRUBB  
SUE M. JONES  
JOAN M. KING, Senior Senator  
JUDY TAYLOR SWEENEY

## Standing Committees

The Dean is an ex officio member of all standing and special committees. Charges of committees are summarized. For more detailed descriptions of committee charges, see School of Nursing Bylaws, Article V.

### **Nominating**

(New members to be elected in September 1986)

The Nominating Committee has the responsibility of preparing a slate from consenting candidates for chair-elect, secretary, parliamentarian, senator, vacant positions on the Faculty Council, and elected committees.

Virginia T. Betts, Chair. Antoinette C. Rawls, Helen F. Bigler, Cindy Ann Burbach, Joan M. King.

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## Faculty Promotion and Review

(New members to be elected in September 1986)

The Faculty Promotion and Review Committee has the responsibility of reviewing candidates for promotion and reappointment and making recommendations to the Dean. The committee assures periodic evaluation of faculty who would not otherwise be reviewed.

Barbara E. Brown, Chair. Helen F. Bigler, Shirley M. Caldwell, Frances E. Carson, Mary Louise Donaldson, Elizabeth K. Hay, Judy Taylor Sweeney.

## Tenure

The Tenure Committee has the responsibility of receiving and reviewing dossiers of persons to be promoted to Associate Professor or to be appointed to a rank holding tenure, and makes recommendations to the Dean.

Mary Louise Donaldson, Chair. Barbara Christman Adair, Lucille H. Aulsebrook, Virginia T. Betts, Helen F. Bigler, Judy Jean Chapman, Catherine E. Dennis, Virginia M. George, Barbara Fox Grimes, Elizabeth K. Hay, Joyce K. Laben, Larry E. Lancaster, Michael H. Miller, Kenneth A. Wallston.

## Curriculum

(New members to be appointed in September 1986)

The Curriculum Committee has the responsibility of reviewing and evaluating the undergraduate and graduate curriculum.

Barbara Fox Grimes, Chair. Helen F. Bigler, Cindy Ann Burbach, Mary Louise Donaldson, Janie Capps Macey, Annette Kirchner Sastry, Diana P. Smith. Ex officio members: Barbara Christman Adair, Virginia T. Betts, Judy Jean Chapman, Larry E. Lancaster.

## Faculty Recruitment and Appointment

(New members to be appointed in September 1986)

The Faculty Recruitment and Appointment Committee has the responsibility of developing and maintaining a roster of potential faculty candidates, in accordance with the faculty plan. The committee coordinates all aspects of the appointment process including recruitment and recommends faculty appointments to the Dean.

Joyce K. Laben, Chair. Elizabeth K. Hay, Marilyn A. Dubree, Michael H. Miller, Janet Gren Parker. Ex officio members: Barbara Christman Adair, Virginia T. Betts, Judy Jean Chapman, Larry E. Lancaster.

## Student Recruitment, Admissions, and Affairs

(New members to be appointed in September 1986)

The Student Recruitment, Admissions, and Affairs Committee has responsibility for recruiting potential students; reviewing and acting upon applications for admission to the School of Nursing; selecting traineeship, honor scholarship, and other appropriate scholarship recip-

ients; reviewing student progress and considering and acting on student petitions for waiver of policy; and recommending to the Faculty Assembly conferral of degrees designating appropriate honors.

Susan A. Morgan, Chair. Lucille H. Aulsebrook, Carolyn J. Bess, Virginia M. George, Joanne Lagerson. Ex officio members: Barbara Christman Adair, Carol A. Hargett, Patricia L. Peerman, Sallie M. Wamsley.



# Nursing Education at Vanderbilt

**V**ANDERBILT School of Nursing has an established reputation for excellence in nursing education and attracts students from across the nation and from several foreign countries. The program is designed to teach current nursing practice and lay the foundation for further exploration of that practice.

The School of Nursing was founded in 1909 as the Training School for Nurses of Vanderbilt University Hospital, with a three-year program leading to eligibility for nurse licensure. Under University administration since 1930, the Nursing School became a part of the Vanderbilt Medical Center in 1985. This new relationship allows the school and the hospital nursing service to function more closely and offers greater opportunity for nursing faculty and students to interact with nursing staff, medical faculty, and medical students in the areas of teaching, research, and practice.

*Accreditation.* The school is approved by the Tennessee Board of Nursing. It was a charter member of the Association of Collegiate Schools of Nursing, which later was incorporated into the National League for Nursing.

The program is accredited by the National League for Nursing. The undergraduate program was jointly accredited by the National League of Nursing Education and the National Organization for Public Health Nursing in 1945.

## **Philosophy of the School**

The School of Nursing embraces the philosophy of Vanderbilt University, which is committed to freedom of inquiry into the natural, social, and human orders of existence and freedom to state the conclusions of that inquiry. Vanderbilt University and the School of Nursing foster excellence in both scholarship and service and accept and actively embody the philosophy that a liberal education must concern the whole person. To accomplish this goal, the educational program includes both professional and academic courses.

The faculty of the School of Nursing believes that the central concepts of nursing practice are person, environment, health, and nursing. These concepts interact and serve as the basis for the study and practice of nursing.

We believe each person is unique, with intrinsic worth and dignity. We consider human beings as holistic persons with interacting physical structure, mind, and spirit, and a dynamic natural and social environment. Individuals develop throughout the life span within a pluralistic

and culturally diverse society, with impact on health and health care.

Health is a dynamic state of being in which the developmental and behavioral potential of an individual is realized to the fullest extent possible (American Nurses Association Social Policy Statement, p. 5). Health is a subjective experience of well-being, which may or may not be validated by the particular health care system to which that individual subscribes. Individuals have the right to pursue that level of health perceived to be optimal for themselves, taking into account their social and cultural definition of health. The level of health that individuals can attain is directly influenced by the level of health of the families and communities to which they belong and with whom they coexist.

Nursing is an emerging professional discipline that seeks to understand phenomena and predict circumstances that affect the health of individuals of all ages, families, groups, and communities. The discipline of nursing encompasses science, ethics, values, and the heritage of nursing. Nursing does not focus on curing the patient's illness but on diagnosing and treating responses to actual or potential health problems (A.N.A. Social Policy Statement, p. 9). The purpose of professional nursing practice is that stated by Virginia Henderson:

The unique function of the nurse is to assist the individual, sick or well, in the performance of those activities contributing to health or its recovery (or to peaceful death) that he would perform unaided if he had the necessary strength, will, and knowledge. And to do this in such a way as to help him gain independence as rapidly as possible.

The practice of nursing centers on human beings and the improvement and maintenance of their health, utilizing knowledge from the discipline.

The faculty views the university setting as necessary for expanding knowledge within the discipline and for preparation of nurses as generalists, specialists, and scholars. In a nation where educational diversity is valued, the role of nursing programs in a private, research-oriented university is to prepare leaders and scholars in nursing. We believe that graduate study is necessary for this preparation.

The student-faculty relationship is viewed as central and crucial to learning and is best achieved in settings where collegiality and mutual respect exist among nurse educators, practitioners, and students. Motivation is the primary force behind learning and is best facilitated by an environment that fosters a spirit of inquiry and excellence. The faculty recognizes that students have different cognitive styles and life experiences necessitating flexibility in teaching/learning strategies, which include cognitive, affective, and psychomotor domains of learning. Students should have the opportunity to apply knowledge in a variety of interdisciplinary settings and should begin to contribute nursing's unique focus and knowledge to other related fields of inquiry.

### **Sigma Theta Tau**

The Iota chapter of Sigma Theta Tau, international honor society of nursing, was installed at Vanderbilt University on 3 June 1953. Election to membership in the society is limited to students who have shown marked qualities of character, leadership, and ability in nursing and who have maintained a high scholastic average. Students in the direct entry M.S.N. program are eligible for membership after having completed one-fourth of the required curriculum. Eligibility of students in the M.S.N. Multiple Entry Options (M.E.O.) program had not been determined at time of publication.

### **Graduate Student Affairs**

The Graduate Nursing Council serves as a liaison between graduate students and faculty/administration. Membership of the council is composed of two elected students from each clinical track who serve for one calendar year from September through August. Officers of the council must be full-time students in good standing.

### *School Committees*

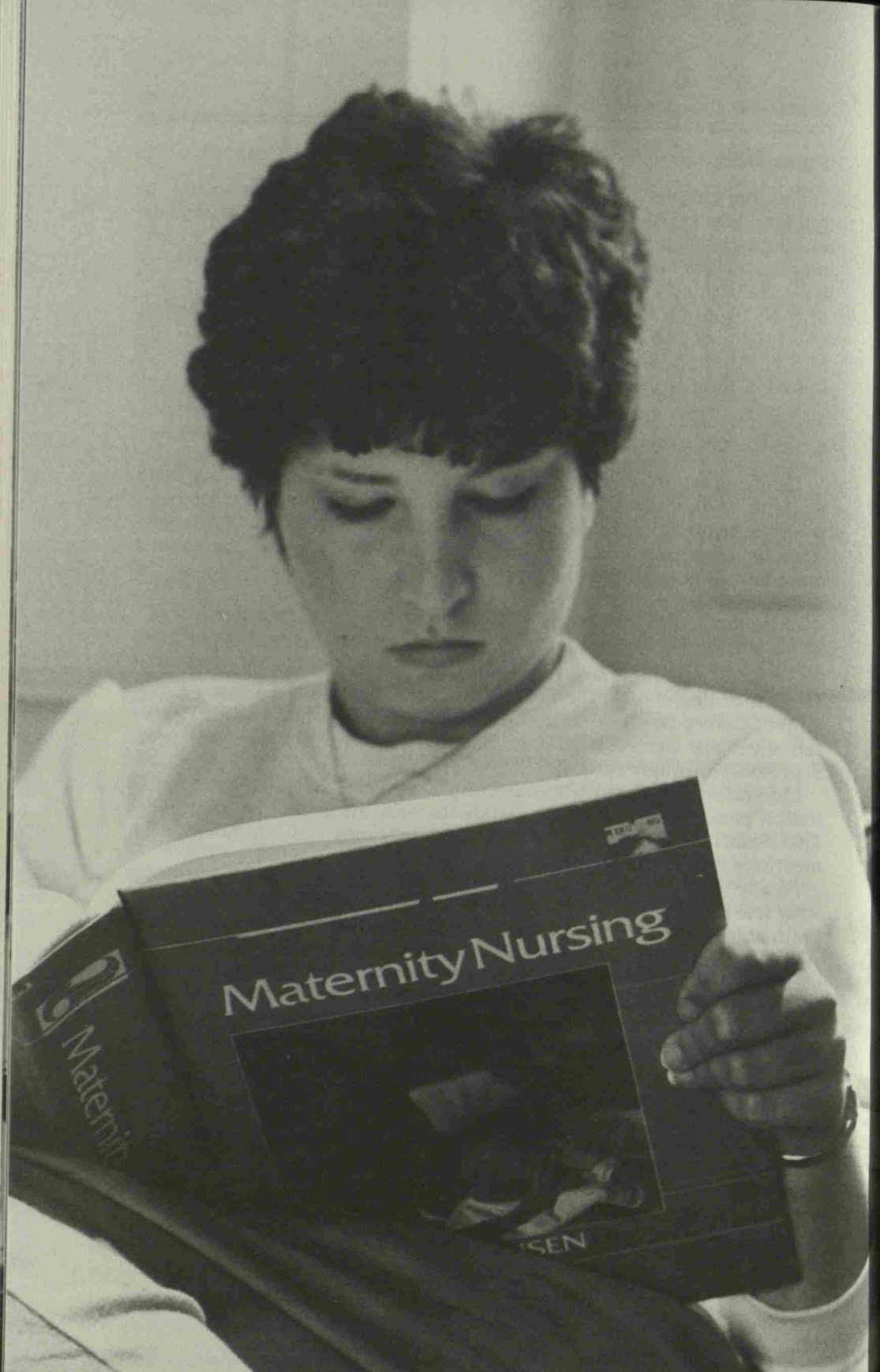
Graduate students have representation on many school committees. These include, among others, the Curriculum Committee, Library Committee, Career Day Committee, and Alumni Association Board. Representatives are elected by the students to serve for one calendar year, September through August.

*Orientation.* An orientation meeting is held each fall during the registration period to acquaint new students with the school environment. The Associate Dean for Academic Programs may call additional class meetings throughout the year as needed.

*Faculty Advisers.* Each student will be assigned to a faculty adviser who will assist with planning a program of studies. The approved program should be completed within the first semester of enrollment. The Associate Dean for Academic Programs serves as the adviser for special students.

### **Employment**

Graduates of the master's program who are clinical specialists find job opportunities in secondary and tertiary care settings. Graduates who are nurse practitioners find job opportunities in primary care settings. Currently, clinical specialists begin at an average salary of \$27,000 a year.



Maternity Nursing

ISEN



## The Undergraduate Program

THE undergraduate program in the School of Nursing leads to a Bachelor of Science in Nursing (B.S.N.) degree. The School will confer the B.S.N. degree until May 1989, when the transition to a graduate school of nursing will be complete.

The B.S.N. program attracts several types of transfer students: college sophomores or juniors with at least 30 credit hours, college graduates seeking nursing as a career opportunity, and registered nurses with associate degrees or diplomas in nursing. Admission of transfer students from both inside and outside the University is competitive, with the primary criterion being academic merit. Students who wish to transfer must submit an application and a non-refundable \$50 fee by 15 February for fall semester admission or by 15 October for spring semester admission. Applications received after the published deadlines will be accepted provided space is available.

The program educates nurses for active professional careers that includes provision of care in hospitals and community agencies for clients and their families, participation in professional nursing organizations, generation of clinical nursing questions, and preparation for graduate education. Students learn the basic, applied, and nursing sciences upon which nursing knowledge is based, use that knowledge in clinical practice, use the process of inquiry to enhance current knowledge in the field, and analyze and develop strategies with which to face new problems. Students are encouraged to continue in personal growth and social understanding.

Students learn to assess health needs of clients, to act in ways that promote and restore health, and to initiate action that will enable clients and their families to manage their own health concerns.

A graduate of the School of Nursing is expected to develop advanced skills in nursing and client care rapidly and be able to assume responsibility and exert leadership. The program serves as a foundation for graduate study in nursing.



# The Graduate Nursing Program

THE role of nursing programs in private, research-oriented universities is to prepare leaders and scholars. Graduate study is necessary for that preparation. The continuously evolving practice of professional nursing is based on nursing theories and conceptual models. It draws, as well, from the behavioral and social sciences and the humanities. A practice so conceived can assist health care consumers to make the educated choices necessary to their well-being.

The central elements of nursing practice are person, environment, health, and nursing. Humans have interacting and inseparable minds, bodies, and spirits, interdependent with a dynamic natural and social environment. The interaction of human and environmental systems influences behavior and health status throughout life.

Graduate studies provide continuity in the tenets of the nursing paradigm introduced in the baccalaureate nursing program. Post-baccalaureate study extends and complements undergraduate study through in-depth exploration of selected topics, while developing leadership qualities and research skills.

Within a climate of scholastic and professional excellence, the Graduate Program provides students with the stimulus and opportunity to develop a specialized practice in primary, secondary, or tertiary nursing care. Students gain and synthesize new knowledge, develop critical thinking, and learn to use independent judgment.

In addition to educating students, a master's degree program in nursing provides other benefits. Faculty members are engaged in the investigation of nursing practice and theory, innovative nursing care, and participation in national, state, and local activities related to nursing and health care delivery. Thus, they serve as a role model for students, the profession, and the public. The program constitutes an arena for excellence in nursing practice and research, as well as a forum for discussion and analysis of issues that affect health care, consumers, the nursing profession, and society.

## Goal

The goal of the Graduate Program is to prepare nurses to be :

1. Clinical specialists and practitioners with expertise in a selected specialty or administrators who (a) have advanced knowledge of nursing concepts and theories as well as relevant concepts and theories from the physical and behavioral sciences, and (b) function independently and collaboratively with other health care team members in the care of clients with complex problems.

2. Seekers of new knowledge by means of critical thinking, creative reasoning, and scientific investigation in relation to nursing practice and theory.

3. Disseminators of nursing knowledge and research, in both oral and written presentations.

4. Leaders capable of determining effective strategies that stimulate change within the profession and within the health care delivery system.

5. Decision-makers who utilize advanced knowledge and consider ethical principles in serving the needs of individuals and society.

6. Learners who possess the foundation for doctoral study.

### The Clinical Nurse Specialist Track

The clinical nurse specialties are designed to allow students interested in advanced practice to gain and synthesize new knowledge and to expand their skills in critical thinking and independent decision making. This course of studies provides a clinical nurse specialist with a broad foundation of knowledge with which to practice in a variety of community and institutional settings.

#### **Clinical Specialist in Acute/Critical Care**

This specialty provides a broad foundation in advanced concepts of acute/critical care nursing and clinical expertise in a specific area of concentration. Possible areas include critical care (medical, surgical, and/or cardiovascular), emergency, trauma, burn, renal, or any general acute care setting. Additional areas of concentration may be based on individual student preferences and availability of resources. Students in this specialty take core courses that lay the foundation for individualized, in-depth study of acute/clinical care nursing.

#### **Clinical Specialist in Oncology**

This specialty offers a broad base of advanced concepts in oncology nursing and clinical expertise in primary, secondary, or tertiary care. Students in this specialty take core courses as a basis for individualized, in-depth study of oncology nursing.

#### **Clinical Specialist in Child and Adolescent Nursing**

This specialty provides a broad theoretical and research foundation in advanced concepts of child and adolescent nursing. Students are trained to help children and adolescents and their families recover and/or adapt to acute or chronic illnesses or disabilities in a growth-producing man-

ner. Students are prepared to provide comprehensive physical and psychosocial care in a variety of settings: hospital, long-term-care facility, clinic, and home. Clinical hours may be applied toward A.N.A. certification as a Child and Adolescent Nurse.

#### **Clinical Specialist in Perinatal Nursing**

Students in this specialty may choose the maternal-fetal or the neonatal focus. Practice settings include inpatient and outpatient areas in Level II and Level III institutions, with opportunities to participate in regularly scheduled clinical, ethical, and political conferences dealing with perinatal issues. On completion of an additional clinical experience, students can qualify for N.A.A.C.O.G. or A.N.A. certifying exams.

#### **Clinical Specialist in Adult Psychiatric-Mental Health Nursing**

Students study individuals, groups, and families experiencing moderate to severe psychiatric-mental health problems. Clinical placements are provided in numerous community and institutional settings. Sub-specialty emphasis in alcohol and drug abuse, forensic services, adolescent psychiatry, or other areas may be negotiated by interested students.

#### **Clinical Specialist in Family Abuse**

Students study theoretical content specific to family abuse, including psychological and sociological theories of aggression and victimization. Primary prevention is emphasized for early identification of families at risk. Various treatment modalities, including crisis intervention and short- and long-term therapy to decrease trauma and prevent the continuation of the abusive cycle, are practiced by the student.

### **The Nurse Practitioner Track**

This track prepares nurses for roles in primary health care delivery. Two specialties are offered within the track: family nurse practitioner and gerontological nurse practitioner. Both specialties qualify graduates to take A.N.A. certification exams.

#### **Family Nurse Practitioner Specialty**

This specialty prepares nurses to provide comprehensive primary care to individuals, from infancy through adulthood. The focus is on health promotion and intervention in illness-related problems, with a family-centered approach to care. Students gain clinical experience in child and

adult health care settings. The preceptorship permits students to select a clinical area of interest for further professional development.

### **Gerontological Nurse Practitioner Specialty**

This specialty focuses on primary care of older adults. Emphasis is on acquisition of knowledge and skills necessary for health assessment, illness prevention, and health care management. Students learn to modify the treatment regimen to meet the physical and psychosocial needs of the aged.

Clinical experiences in institutional and community settings are required throughout the program. The final clinical experience, the preceptorship, takes place in a primary care setting. The preceptorship calls on the knowledge and skills acquired throughout the course of study.

## **Nursing Administration Track**

This track is offered by the Department of Mental Health and Organizational Behavior, in collaboration with George Peabody College and the Owen Graduate School of Management.

The Nursing Administration track provides a comprehensive study of nursing as a leading discipline in health care. The track is designed to prepare the student for multiple roles on an interdisciplinary health management team, with skills in planning, designing, managing, and evaluating programs and resources within a variety of health care settings.

Students in Nursing Administration will complete 39 hours of required course work, plus an administrative preceptorship. In the latter, the student will apply administrative theories and concepts in various tertiary, ambulatory, and chronic care facilities. The course offerings provide: (1) a foundation in theory development; (2) core courses in theoretical foundations of nursing management practice, including a practicum; (3) interdisciplinary administration courses in organizational theories and culture, health policy and law, financial management, personnel management, labor relations, and management information systems; and (4) a research and program evaluation sequence.

## **Curriculum Overview**

### **Foundation Courses** (9 Semester Hours)

Foundation Courses encompass those content areas essential for all master's degree students. These offerings allow students across clinical specialties to share experiences and learn together.

The Nursing Theory course provides a basis for nursing theory analysis and application to practice. Further application occurs in the clinical specialty offerings subsequent to the foundation course.

Students address the nature and concerns of the profession in Issues and Strategies in Nursing, a course in which students identify forces affecting nursing and design strategies for change.

Advanced Physiology provides students with an understanding of normal physiological concepts that form the basis for the various clinical specialties. The course is not required in the Nursing Administration track.

### **Specialty Courses** (18 Semester Hours)

This aspect of the master's program consists of didactic and practicum courses in a selected clinical specialty. The didactic courses cover advanced nursing content; the practica place the student in the role of clinical nurse specialist, nurse practitioner, or nurse administrator. For detailed information about the specialty courses, see the section on Graduate Curriculum and the appropriate course descriptions.

### **Research Courses** (12 Semester Hours)

The research component includes 6 hours of required didactic courses in research methods (Nursing 309 and 376) and a thesis or non-thesis option. The thesis option includes 3 hours of thesis and three hours of research/scientific inquiry activity. Students select a major adviser and a committee to assist them with the thesis. The non-thesis option includes 6 hours of research/scientific inquiry activity. The criteria for the research/scientific inquiry activity were under development at the time of publication.

## **Electives**

Students select electives of interest, based on their professional goals. Options include courses related to the clinical specialty, teaching, or management. Courses available in the School of Nursing, the Owen Graduate School of Management, and George Peabody College allow nursing students to interact with other professional students in the University.

## **Degree Requirements**

For students entering with a B.S.N. degree, the M.S.N. degree is based on a minimum of 39 credit hours, plus a preceptorship for the

gerontological and family nurse practitioner majors. All degree requirements must be completed within six years of first enrollment. The grade of B in each clinical course and an overall B average is required. No more than 9 hours of Pass-Fail credit may apply to the degree. No required core or clinical major course may be taken Pass-Fail. No audit courses apply to the degree. Up to 6 hours may be transferred from other schools for graduate courses taken within the past five years. No credit is awarded toward the degree for courses designated as prerequisite for admission.

For students in the M.S.N./M.E.O., the M.S.N. degree is granted on the basis of 88 credit hours, plus a preceptorship for the gerontological and family nurse practitioners. In the generalist nursing component of the M.S.N./M.E.O. program, students must earn at least a B in each course. To progress from the generalist to the specialist component, students must meet the following criteria: (1) completion of 49 semester hours of the generalist nursing component, (2) B average in the generalist nursing component, and (3) cumulative grade point average of B. Students entering the M.S.N./M.E.O. program must complete all M.S.N. degree requirements within eight years of initial enrollment.

In addition to the ordinary course evaluations, the M.S.N. candidate may be required, at the discretion of the faculty, to take a final comprehensive examination. Such examination shall be completed no later than fourteen days before the degree is to be granted. The candidate for the degree must have satisfactorily completed the M.S.N. curriculum, have passed all prescribed examinations, and be free of indebtedness to the University.

### **Program of Studies**

During the first semester of study, a student must file an approved Program of Studies with the Nursing Registrar. When a change in the program or absence from the school for one or more semesters is anticipated, the student must file an approved Change in Program with the Registrar. The forms for programs of studies and subsequent changes are available from the Nursing Registrar. Copies are to be filed with the adviser and appropriate academic director.

Students who wish to alter the required program of studies may petition to do so by giving justification for the request and proposing an alternative program of study.



# Admission

**D**IRECT admission to the Master of Science in Nursing (M.S.N.) program requires graduation from an N.L.N.-accredited baccalaureate program with an upper division major in nursing (B.S.N. degree). Applicants from unaccredited nursing programs will be considered on an individual basis. Admission without a B.S.N. degree requires entry via a generalist nursing "bridge" program. Qualified students without a B.S.N. degree enter the Master of Science in Nursing with Multiple Entry Options (M.S.N./M.E.O.) program.

## Direct Admission to the M.S.N. Program

Admission is based on the following factors:

1. *Undergraduate Grade Point Average.* It is recommended that applicants have at least an average of B in nursing and a cumulative average of B.

2. *Standardized Test Scores.* Applicants are required to take either the Graduate Record Exam or the Miller Analogies Test. Tests must have been taken within five years of the application date.

*Graduate Record Examination Aptitude Test.* Preferably, the applicant should have a composite score of 1000 or above for verbal and quantitative portions. Those with scores below 1000 may be asked, upon faculty request, to provide additional evidence of aptitude. Applicants are reminded to take the test early to meet application deadlines, since it is often six weeks before scores are reported. Information on the GRE may be obtained by writing Educational Testing Service, Princeton, New Jersey 08540.

*Miller Analogies Test.* It is recommended that the applicant have a score of 50 or above. Information on the Miller Analogies Test can be obtained from the Vanderbilt Psychological and Counseling Center, 300 Oxford House, 1313 21st Avenue South, Nashville, Tennessee 37212 or from the admissions office of any major college or university.

3. *R.N. License.* Current licensure in Tennessee is required at the time of matriculation with the exception of individuals who have taken the licensing examination but have not received the results. Individuals admitted pending examination results are subject to immediate withdrawal from clinical courses, and withdrawal from the program by the end of the semester, if the examination is not passed; once the license is obtained the individual may reapply for admission.

4. *Letters of Recommendation.* Three letters of recommendation are required.

5. *Personal Interview.* An interview is required. A personal interview is desirable, but a telephone interview can be arranged.

6. *Prerequisite Course.* A course in physical (health) assessment that includes laboratory experience in physical examination and history-taking skills must be completed prior to admission. Individuals who have not had formal credit for this course but who have proficiency in the area may request to demonstrate proficiency by challenge examination. The challenge examination will be scheduled by appointment. A course will be offered at Vanderbilt during selected semesters.

7. *Health History.*

### **Admission to the M.S.N./M.E.O. Program**

Applicants with one of the following qualifications are eligible for the Master of Science in Nursing with Multiple Entry Options program: graduation from an N.L.N.-accredited A.D.N. or diploma program, a baccalaureate degree from an accredited college, or 72 semester hours of liberal education courses from an accredited school. Prior to admission, applicants to the M.S.N./M.E.O. program must have completed 72 semester hours of prerequisite courses, including the following:

*English.* 6 hours

*Humanities.* 6 hours

Humanities courses are those concerned with human thought, including literature, classics, drama, fine arts, history, philosophy, and religion. Technical courses are not acceptable.

*Mathematics.* 3 hours

*Social Sciences.* 9 hours

Social Sciences include psychology, sociology, anthropology, political science, and economics.

*Natural Sciences.* 11 hours

Natural Sciences *must* include courses in human anatomy and physiology and microbiology.

The remaining hours of prerequisites may consist of prior college-level nursing or elective courses, *except* physical education courses, pass/fail courses, courses with grades lower than C, courses taken at unaccredited schools, and nursing courses taken at diploma schools.

Admission to the M.S.N./M.E.O. program is based on the following factors:

1. *Undergraduate Grade Point Average.* It is recommended that the applicant have at least a B average in nursing and a cumulative average of B.

2. *Standardized Test Scores.* Applicants are required to take either the Graduate Record Examination *or* the Miller Analogies Test within five

years of application date. See Direct Admission to the M.S.N. Program for recommended scores and additional details.

3. *Official Transcripts.* Applicants must submit one from each post-secondary institution attended.

4. *Letters of Recommendation.* Three letters of reference must be submitted on the approved forms.

5. *Personal Interview.* An interview is required, preferably in person, but a telephone interview could be arranged.

6. *Writing Proficiency.* Applicants will complete a writing proficiency exercise at the time of their interview.

7. *Current Licensure.* Registered Nurse students must be licensed to practice in Tennessee. Individuals admitted pending examination results are subject to immediate withdrawal from clinical courses, and from the program by the end of the semester, if the examination is not passed. Once the license is obtained, the individual may reapply for admission.

Applicants who do not meet all the listed criteria will be considered on an individual basis.

#### **Admission Criteria for Nursing Administration Track**

Admission criteria for the Nursing Administration program are the same as the general admission criteria, with the following additional requirement:

A minimum of two years of full-time experience in an organized nursing setting are required for regular admission into the program. An applicant with one year of full-time experience, however, may matriculate as a part-time student while maintaining a job in a clinical setting.

#### **Application Procedure**

Application forms for the M.S.N. and the M.S.N./M.E.O. programs may be secured from the Registrar of the School of Nursing. A \$50 non-refundable fee is required when the application is submitted. Applications for the fall semester should be received by 15 February and for the spring semester by 15 October. Applications received after the published deadlines will be accepted provided space is available. Admission decisions are made as soon as all application materials are received. Applications are considered current for one year; applicants who do not enroll during that time must reapply for admission.

At the time of registration, the student must present evidence of the following:

1. Current Tennessee licensure as a Registered Nurse.
2. Personal liability insurance coverage.
3. Negative results of either tuberculin skin test or chest X-ray taken within one year of matriculation.
4. Rubella antibody titre.

Full-time and part-time study is possible. Students may be admitted for any term during the year. Full-time students in the M.S.N. program carry at least 9 credit hours per term. Full-time students in the M.S.N./M.E.O. program carry at least 12 hours per term. Students desiring to take courses in the program without working toward a degree may enroll as special students for up to 7 credit hours.

### **Transfer Credit**

Transfer credit is considered for post-baccalaureate courses taken elsewhere within five years of admission, upon request on the application form. If approved by the Academic Director prior to registration, 6 semester hours may be transferred. No credit is awarded toward the degree for courses designated as prerequisite for admission.

### **Credit by Examination**

Registered Nurse students in the M.S.N./M.E.O. program are required to take at least 12 hours of the generalist nursing component and all 39 hours of the specialist nursing component in residence. They may, however, earn credit by examination for up to 37 hours of the generalist nursing component. Credit by examination may be obtained for the following generalist nursing courses: 202, 210, 220, 230, 231, 237, 240, 250, 260, and 270. In addition, students may satisfy the prerequisite in Human Anatomy and Physiology by obtaining credit by examination for 160 ab.

Credit by Examination tests vary according to the course being challenged. The 2-credit-hour didactic courses (202, 231, and 237) involve successful completion of objective tests. The 4-credit-hour clinical courses (210, 220, 230, 240, 250, 260, and 270) involve objective testing and demonstration of clinical competency in the content area. Tests are designed "in house," based on the objectives of the course. Standardized tests such as N.L.N. or A.C.T./P.E.P. tests are not used for the credit by examination process.

Study packets that include a course syllabus and bibliography are available to students accepted in the M.S.N./M.E.O. program. Packets may be obtained from the Director of Student Advising, 106 Godchaux Hall, Vanderbilt University, Nashville, Tennessee 37240.

A \$50 administrative fee is charged for 2-credit-hour courses and \$150 for 4-credit-hour courses. Students who earn credit by examination are charged tuition for the course at a reduced rate. Students who fail to earn the credit must pay the administration fee and enroll in the course. Only one attempt at credit by examination is allowed per course.

Schedules for the credit by examination tests are posted one semester in advance. Students register then for the courses they intend to take the

following semester. Administration fees will be refunded upon cancellation up to two weeks prior to the test.

Students entering the graduate program with a B.S.N. degree may earn up to 6 hours of credit by examination in the research courses and/or Nursing 306, Advanced Physiology.

### International Students

Vanderbilt has a large international community representing almost ninety countries. The University welcomes the diversity that international students bring to the campus, and encourages academic and social interaction at all levels.

*Admissions.* Students from other countries are required to complete all the normal admission requirements of the University. Applicants whose native language is not English must present the results of the Test of English as a Foreign Language (TOEFL) with their application. The minimum suggested TOEFL score for admission to the School of Nursing is 550. Students who score below 550 may be required to enroll in an intensive English language program prior to beginning work on their degree. Vanderbilt offers such a program. It is recommended, though not required, that students who have demonstrated competence while attending an American institution should take the TOEFL to enhance the possibility of admission. Inquiries and requests for application forms should be addressed to TOEFL, Box 899, Princeton, New Jersey 08541-0008, USA.

Entering students whose proficiency in English is low should consider enrolling in an intensive English language program before beginning academic studies. In some cases the course may be required. Vanderbilt offers such a program.

Before Vanderbilt can document visa status, applicants who have been offered admission must demonstrate that they have sufficient financial resources to meet the expected cost of their entire educational program. Vanderbilt has no special funds allocated for aid to foreign students. Foreign students should not expect to meet the cost of their education by working while enrolled at Vanderbilt.

A booklet with detailed information for foreign students is available on request from the Office of International Services, P.O. Box 507, Peabody College, Nashville, Tennessee 37203.

Prior to admission, foreign student applicants must have taken two examinations, which are 1) Commission on Graduates of Foreign Nursing Schools and 2) Tennessee licensing exam. Information on the Commission on Graduates of Foreign Nursing Schools exams may be obtained by writing 3624 Market Street, Philadelphia, Pennsylvania 19104 or by calling (215) 349-8767. The Commission on Graduates of Foreign Nursing Schools exam is given in April and October in thirty-five different countries and five U.S. cities, not including Nashville. Informa-

tion on the Tennessee licensing exam may be obtained from the Tennessee Board of Nursing, 283 Plus Park Boulevard, Nashville, Tennessee 37219-5407.

### Graduate Student Classification

The following classifications apply to graduate students:

*Regular Student.* Enrolled full time or part time in the graduate program, having met admission requirements.

A full-time student in the M.S.N. program normally will enroll for 9 to 15 credit hours of study a semester. Full-time students in the generalist nursing component of the M.S.N./M.E.O. program enroll for 12 to 18 credit hours. Part-time students in the M.S.N. program carry fewer than 9 credit hours per semester; part-time students in the M.S.N./M.E.O. program carry fewer than 12 hours per semester.

Students entering the M.S.N. program with a B.S.N. degree must complete all degree requirements within six years of first enrollment. Students in the M.S.N./M.E.O. program must complete all degree requirements within eight years of first enrollment.

*Special Student.* Enrolled in one or more graduate courses but not working toward a master's degree in the School of Nursing. A limit of 7 credit hours is permitted in this status. Successful completion of courses taken as a special student does not guarantee admission to the graduate program.

To be considered as a special student, an applicant must submit a completed application form with transcripts. Acceptance into a course is dependent upon availability of space and facilities after full-time and part-time graduate students have been registered.

Registration as a special student requires approval by the Associate Dean for Academic Programs. Special students who desire to change to regular student status should make application for admission to a clinical major following regular procedures.







# Courses of Study



## Explanation of Symbols

200-level courses are generalist nursing component courses for the M.S.N./M.E.O. program.

300-level courses are graduate courses.

SECOND DIGIT in 300-level course number indicates:

- 0—general offerings: required or elective
- 1—required in Child-Adolescent Clinical Nurse Specialist track
- 2—required in Gerontological Nurse Practitioner track
- 3—required in Perinatal Clinical Nurse Specialist track
- 4—required in Adult Health Clinical Nurse Specialist track
- 5—required in Psychiatric-Mental Health Clinical Nurse Specialist track
- 6—required in Family Nurse Practitioner track
- 7—advanced general offerings: required or elective
- 8—required in Nursing Administration track

*The University reserves the right to change the arrangement or content of courses, the texts and other materials used, or to cancel any course on the basis of insufficient enrollment or for any other reason.*

## Master of Science in Nursing With Multiple Entry Options

### Curriculum

The M.S.N./M.E.O. Program consists of three components: 72 semester hours of general education hours, 49 hours of generalist nursing courses, and 39 hours of graduate nursing courses. All applicants must have completed the 72 hours of general education courses prior to entering the program. See Admission to the M.S.N./M.E.O. Program.

The generalist nursing component consists of 49 hours of undergraduate level nursing courses. Registered Nurse students must take 12 hours in residence; they may, however, earn credit by examination for up to 37 hours. The generalist nursing component can be completed in three semesters (one calendar year) of full-time study. A sample curriculum plan for this component follows:

<i>First Semester</i>		<i>Hours</i>
<b>200</b>	★Nursing Skills	3
<b>202</b>	*Responses to Alterations in Health	2
<b>210</b>	̄*Health Assessment and Nursing Process	4
<b>220</b>	̄*Adult Health I	4
<b>231</b>	›*Nutrition	2
<b>236</b>	›*Principles of Growth and Development	3
		<b>18</b>
<i>Second Semester</i>		
<b>204</b>	▶Dimensions of Professional Nursing	2
<b>230</b>	̄*Maternity Nursing	4
<b>237</b>	*Drug Therapy	2
<b>240</b>	̄*Pediatric Nursing	4
<b>250</b>	*Psychiatric and Mental Health Nursing	4
		<b>16</b>
<i>Third Semester</i>		
<b>254</b>	▶Law, Ethics, and Politics	3
<b>260</b>	*Community Health	4
<b>270</b>	*Adult Health II (didactic only)	3
<b>280</b>	̄▶Nursing Practicum	2
<b>286</b>	▶Nursing Leadership and Management	3
		<b>15</b>

- ★ RNs receive automatic credit
- › Transfer credit accepted
- \* RNs can obtain credit by examination
- ▶ Required course
- ̄ Course taught in a 7-week module

After successful completion of the generalist nursing component, students will enter directly into the specialty master's component. The specialty master's component can be completed in three semesters (one calendar year) or full-time study. This component of the M.S.N./M.E.O. program follows the same curriculum plan as the direct entry M.S.N. program—39 hours of credit including foundation, clinical specialty, and research courses. Please refer to the Graduate Curriculum for the sample curriculum plan in the various specialties.

# Graduate Curriculum

## 1986/87

### Foundation Courses

306	Advanced Physiology	3*
308	Nursing Theory	3
374	Issues and Strategies in Nursing	<u>3</u>
		<b>9</b>

\*Not required in Nursing Administration Track

### Research Courses

309	Research Methods I	4
376	Research Methods II Thesis or non-thesis option	2
		<u>6</u>
		<b>12</b>

### Specialty Courses

#### *Child-Adolescent Clinical Nurse Specialist*

305	Theoretical Foundations of Family Counseling and Parent Education	3
311	Theoretical Foundations of Child and Adolescent Nursing I	4
312	Theoretical Foundations of Child and Adolescent Nursing II	4
312a	Practicum in Child and Adolescent Nursing I	3
313	Theoretical Foundations of Child and Adolescent Nursing III	1
313a	Practicum in Child and Adolescent Nursing II	<u>3</u>
		<b>18</b>

#### *Gerontological Nurse Practitioner*

307	Clinical Pharmacology for Primary Care	2
320	Theoretical Foundations in Health Care Management of the Aged	3
361	Theoretical Foundations in Adult Primary Care Nursing	3
321	Psychosocial Concepts of Aging	3
322	Practicum in Aged Health Care I	3
323	Practicum in Aged Health Care II	3
324	Preceptorship	<u>1</u>
		<b>18</b>

#### *Perinatal Clinical Nurse Specialist*

305	Theoretical Foundations of Family Counseling and Parent Education	3
330	Theoretical Foundations of Perinatal Nursing I	3
331	Practicum in Prenatal Nursing I <i>Students select course in either Maternal/Fetal or Neonatal</i>	1
332a	Theoretical Foundations of Perinatal Nursing II (Maternal/Fetal)	4
	OR	
332b	Theoretical Foundations of Perinatal Nursing II (Neonatal)	4
333	Practicum in Perinatal Nursing II	3
334	Theoretical Foundations of Perinatal Nursing III	2
335	Practicum in Perinatal Nursing III	<u>2</u>
		<b>18</b>

*Adult Health Clinical Nurse Specialist  
(Oncology or Acute/Critical Care)*

<b>340</b>	Theoretical Foundations of Adult Health Nursing	4
<b>341</b>	Psychosocial Foundations of Adult Health Nursing	2
<b>342</b>	Practicum in Adult Health Nursing I	3
<b>343</b>	Practicum in Adult Health Nursing II	3
	<i>Students select either the Oncology or Acute/Critical Care Specialty</i>	
<b>344a</b>	Theoretical Foundations of Oncology Nursing I	3
<b>344b</b>	Theoretical Foundations of Oncology Nursing II	3
	OR	
<b>345a</b>	Theoretical Foundations of Acute/Critical Care Nursing I	3
<b>345b</b>	Theoretical Foundations of Acute/Critical Care Nursing II	3
		<u>18</u>

*Psychiatric-Mental Health Clinical Nurse Specialist*

<b>350</b>	Theoretical Foundations of Psychiatric-Mental Health Nursing I	3
<b>351</b>	Psychiatric-Mental Health Practicum I	3
<b>352</b>	Theoretical Foundations of Psychiatric-Mental Health Nursing II	3
<b>354</b>	Theoretical Foundations of Psychiatric-Mental Health Nursing III	3
	<i>Students select practica in either Psychiatric-Mental Health or Family Abuse</i>	
<b>353</b>	Psychiatric-Mental Health Nursing Practicum II	3
<b>356</b>	Psychiatric-Mental Health Nursing Practicum III	3
	OR	
<b>355</b>	Family Abuse Practicum I	3
<b>357</b>	Family Abuse Practicum II	3
		<u>18</u>

*Family Nurse Practitioner*

<b>305</b>	Theoretical Foundations of Family Counseling and Parent Education	3
<b>307</b>	Clinical Pharmacology for Primary Care	2
<b>360</b>	Theoretical Foundations of Child and Adolescent Primary Care Nursing	3
<b>361</b>	Theoretical Foundations of Adult Primary Care Nursing	3
<b>362</b>	Practicum in Primary Health Care of the Child and Adolescent	3
<b>363</b>	Practicum in Primary Health Care of the Adult	3
<b>364</b>	Preceptorship	1
		<u>18</u>

*Nursing Administration\**

*Foundation Courses*

<b>308</b>	Nursing Theory	3
<b>374</b>	Issues and Strategies in Nursing	3
		<u>6</u>

*Research Courses*

309	Research Methods I	4
376	Research Methods II	2
384	Practicum in Health Care Delivery Analysis	4
	Program Evaluation (taken at Peabody)	3
		<u>13</u>

*Specialty Courses*

380	Theoretical Foundations of Nursing Administration I	3
381	Financial Management	3
382	Theoretical Foundations of Nursing Administration II	3
383	Health Law and Policy	2
	<i>Students select a course in each content area</i>	
	Organizational Culture (taken at Peabody)	3
	Organizational Theories (taken at Peabody)	3
	Personnel Management/Labor Relations (taken at Peabody or Owen)	3
		<u>20</u>

TOTAL REQUIRED HOURS: 39

\*New Track for fall 1986; curriculum subject to approval of School of Nursing faculty

## *Generalist Nursing Component*

**200. Basic Nursing Skills.** An opportunity to learn and practice nursing techniques in a simulated patient care area. Students should acquire the manual ability and theoretical knowledge to perform common nursing skills safely and accurately, and comfortably for the patient. Printed material, multimedia resources, lectures, and supervised and independent practice are provided. Prerequisite: Human Anatomy and Physiology. FALL & SPRING. [3] Ms. Bess and Staff.

**202. Responses to Alterations in Health.** A focus on common psychosocial and physiological responses to alterations in health and nursing interventions to assist the patient and/or family experiencing responses to health changes. FALL & SPRING. [2] Ms. Rutledge and Ms. Richie.

**204. Dimensions of Professional Nursing.** A focus on the evolution of nursing as a health care profession and discipline. SPRING. [2] Ms. Donaldson.

**210. Health Assessment and Nursing Process.** A seven-week module, prerequisite to clinical nursing courses, focusing on the nursing process, health assessment, interpersonal relationships, therapeutic communication, and patient teaching, with laboratory experiences for application of content areas and practice of basic skills. FALL & SPRING. [4] Ms. Sawyer.

**220. Health Promotion of the Adult I.** A seven-week module focusing on the nurse's role in health promotion of adult patients with common major health problems. Co-requisite or prerequisite: 200. Prerequisite: 210. FALL & SPRING. [4] Ms. Grimes.

**230. Health Promotion during the Childbearing Experience.** A seven-week module focusing on the nurse's role in health promotion during the childbearing experience. Co-requisite or prerequisite: 200. Prerequisite: 210. FALL & SPRING. [4] Ms. Daddario.

**231. Introduction to Nutritional Health.** Introduces the student to the role of nutrition in health and illness across the life span. FALL. [2] Ms. Adair.

**236. Principles of Growth and Development throughout the Life Span.** A didactic course focusing on principles of growth and development, beginning with conception and ending with death. Emphasis is on normal states of cognitive, psychological, social, and biological development. The individual will be studied as a member of a larger social unit such as a family or community. This knowledge serves as a foundation for the practice of health care providers. Health issues related to particular age stages will be identified. FALL. [3] *Ms. Burbach.*

**237. Drug Therapy.** An introduction to pharmacological knowledge, providing a basis for understanding the therapeutic use of drugs in health care. Presents the major drug classifications, with prototypes from each group, to provide a framework for continued study and integration of new drug information. Includes the role of the nurse in drug therapy. Emphasis on drugs frequently encountered in the practice of nursing. SPRING. [2] *Ms. Grimes and Ms. Sastry.*

**240. Health Promotion of the Child.** A seven-week module focusing on the nurse's role in promoting the health of children with common health problems through adolescence. The student will develop the ability to practice health promotion of the child and family, utilizing the nursing process. Co-requisite or prerequisite: 200. Prerequisite: 210. FALL & SPRING. [4] *Ms. Carson.*

**246. Research and Theory.** An exploration of the research process and extant conceptual models in nursing. SPRING. [3] *Ms. Rutledge.*

**250. Psychiatric and Mental Health Nursing.** Focuses on psychiatric and mental health needs of clients and families across the life span. Includes deriving individual, family, and milieu-oriented interventions from selected theoretical frameworks. Clinical experiences provide a variety of psychiatric and mental health care experiences in acute and community mental health settings. Growth of the nursing student as an individual and as a professional is emphasized through a group process component. FALL & SPRING. [4] *Ms. Betts and Staff.*

**254. Law, Ethics, and Politics in Nursing.** Introduces legal, ethical, and political issues in nursing and the health care system. FALL & SPRING. [3] *Ms. Betts.*

**260. Community Health Nursing.** An introduction to the scope and practice of community health nursing. Emphasis on community health nursing as an integral part of organized efforts to promote and maintain the health of individuals and families. Focus is on family health care or aggregates in the community, with field experience in a community health agency, home health care agency, and various other health care agencies. FALL & SPRING. [4] *Ms. Dennis.*

**270. Health Promotion of the Adult II.** A seven-week module that focuses on the nurse's role in health improvement and maintenance of adult patients with complex health problems. FALL & SPRING. [4] *Ms. Grimes.*

**280. Nursing Practicum.** A seven-week module designed to provide experience in the practice of nursing. Focus is on providing holistic health care in selected areas. Beginning leadership skills emphasized. FALL & SPRING. [4] *Staff.*

**286. Introduction to Nursing Leadership and Management.** Designed to identify, discuss, analyze, and evaluate the leadership process, incorporating basic computer principles. FALL & SPRING. [3] *Ms. Brown and Ms. Sinclair.*

## Graduate Nursing Courses

**301. Curriculum Development in Nursing.** An exploration of the major influences on curriculum formation, the inherent issues and trends, and the process of curriculum development. [3]

**302. Instructional Design.** The systematic matching of learning strategies and learning assessment tools with objectives to plan a course of study. [3]

**305. Theoretical Foundations of Family Counseling and Parent Education.** A focus on the theoretical basis for promoting health and well-being in the family and among its members. Theories of family development are considered along with theoretical concepts from family dynamics. Family systems assessment, interactional patterns, parent education, and intervention with families are major areas of study. [3]

**306. Advanced Physiology.** Normal physiological processes explored in depth. Prerequisite: basic knowledge of anatomy, physiology, chemistry, and biochemistry. [3]

**307. Clinical Pharmacology for Primary Care.** The pharmacologic effects and clinical uses of specified drug groups as related to primary health care. Pharmacological mechanisms in association with drug interactions, incompatibilities, side effects, contraindications, and patient education discussed as a basis for clinical judgments in the nursing management of individual clients. Meets the State Board of Nursing requirements for pharmacology for nurse practitioners whose work requires them to generate prescriptions. [2]

**308. Nursing Theory.** An overview and rationale for theory analysis and use in systematic practice. An introduction to professional nursing practice, including the multiple roles of clinical specialists, practitioners, and administrators. Also discussed are: the historical evolution of theories in nursing; conceptual models in nursing; and a comparison of models, approaches to theory analysis, and problems in the application of theory. [3]

**309. Research Methods.** A core course that focuses on understanding and applying the research process, evaluating nursing research studies, and incorporating research methods into clinical practice. Includes defining research problems, using theory in research, developing hypotheses, operationalizing variables, selecting research designs, and choosing various methods of data collection. A research proposal is required at the conclusion of the course. [4]

**311. Theoretical Foundations of Child and Adolescent Nursing I.** A focus on the theoretical basis for child development, emphasizing the development of the child as an individual within the context of family and society. Considers factors and techniques that facilitate or interfere with healthy development, as well as issues in developmental assessment and consultation. Students will develop competence in developmental screening and in promoting positive child development through child and parent education and counseling. Prerequisite or co-requisite: 308, 309. [4]

**312. Theoretical Foundations of Child and Adolescent Nursing II.** A focus on the nursing care of ill children. Includes embryonic development, developmental physiology, and pathology, as well as nursing interventions for children of all ages. Emotional components of care will be considered for children and their families, building upon knowledge developed in 311. An in-depth study of a content area of the student's choice will be required. Prerequisite: 305, 306, 311. [4]

**312a. Practicum in Child and Adolescent Nursing.** Emphasis on development of the clinical specialist roles of practitioner, teacher, and collaborator in providing care. Students define individual interests and write individual objectives for their clinical experiences, write short papers on selected nursing problems, and apply nursing theory to patient care. Prerequisite: 305, 306, 311. Prerequisite or co-requisite: 312. [3]

**313. Theoretical Foundations of Child and Adolescent Nursing III.** A focus on the theoretical basis of the role of the clinical nurse specialist in providing care to children and adolescents. Prerequisite: 311, 312. [1]

**313a. Practicum in Child and Adolescent Nursing.** Building upon previous course work, students add the clinical specialist roles of manager, researcher, and change agent in a setting of their choice. Prerequisite or co-requisite: 313. [3]

**321. Psychosocial Aspects in Aging.** Psychosocial theories of aging are compared and contrasted. Attitudes toward aging and the aged and factors affecting life satisfaction are explored. Changes in personality, intellectual function, and perception from middle age to old age are discussed with emphasis on comparison of normal and abnormal. Particular attention is paid to the interrelatedness of the self, family, and community, and the multidisciplinary organization and delivery of health services and practices. Problems of transportation, housing, finance, and medical care are identified and specific strategies for need attainment are discussed. Legislation and economic and social trends affecting the aged are included. [3]

**322. Practicum in Aged Health Care I.** Designed to enable students to utilize and build upon the principles of primary care. Focuses on health care of the older adult with emphasis on early detection of problems, preventive and restorative care, and management of common acute and chronic health problems. Students will be assigned to selected clients in health care facilities. Prerequisite: 306, 320, 321, 363 (may be taken concurrently). [3]

**323. Practicum in Aged Health Care II.** Clinical experience in a primary health care setting. Students strengthen and apply the knowledge and skills necessary for health assessment and health care management of older adults. Explores the organization and delivery of health care and social services in the community. Prerequisite: 306, 320, 321, 322, 363. [3]

**324. Gerontological Nursing Preceptorship.** A culminating clinical experience in a primary health care setting with a preceptor. Students and faculty cooperatively select clients, facilities, and preceptors. Students function with increasing independence, utilizing health care and social services in the community, and are expected to apply theory, demonstrate leadership and management skills, and focus on their role as change agent to improve quality of care to the aged. [No credit]

**330. Theoretical Foundations of Perinatal Nursing I.** The physiologic, psychologic, and sociologic basis of perinatal nursing, emphasizing the adaptations of the normal pregnancy and the newborn. Attention paid to providing high quality prenatal care, including physiologic assessment as well as counseling and education to assist the family in adapting to parenthood. [3]

**331. Practicum in Perinatal Nursing I.** Clinical experience used to survey the various clinical sites available to the student and to begin the application of theoretical knowledge in the clinical setting. [1]

**332a. Theoretical Foundations of Perinatal Nursing II (Maternal/Fetal).** The pathophysiologic and psychosocial basis for nursing identification, assessment, and intervention with high-risk mothers. The collaborative role of the nurse working with high-risk patients is emphasized. High-risk situations during conception, prenatal, intrapartal, and postpartal periods are covered in detail, using the most current information. Prerequisite: 306, 330. [4]

**332b. Theoretical Foundations of Perinatal Nursing II (Neonatal).** The pathophysiologic and psychosocial basis for nursing identification, assessment, and intervention with high-risk infants. The collaborative role of the nurse in the neonatal intensive care unit and the transport settings are stressed. Principles of neonatal care, including counseling, education, and technological skills are emphasized. Prerequisite: 306, 330. [4]

**333. Practicum in Perinatal Nursing II.** The nursing process used to apply pathophysiologic and psychosocial concepts to the care of high-risk mothers and/or infants. Students select a



maternal and/or neonatal focus. Components of the clinical nurse specialist role are discussed and implemented in the clinical setting. Prerequisite: 306, 330, 331. Prerequisite or co-requisite: 332a, 332b. [3]

**334. Theoretical Foundations of Perinatal Nursing III.** A seminar on the ethical and legal implications of high-risk perinatal nursing. Guest speakers from nursing, medicine, and ethics will participate. Prerequisite: 306, 330, 331, 332a or 332b. Prerequisite or co-requisite: 333. [2]

**335. Practicum in Perinatal Nursing III.** Clinical laboratory under direction of clinical mentor. Implementation of the clinical specialist role, oriented toward meeting the expressed needs of individual students. Students select a maternal and/or neonatal focus. Prerequisite: 306, 330, 331, 332a or 332b. Prerequisite or co-requisite: 333 [2]

**340. Theoretical Foundations of Adult Health.** Explores the nursing process, nursing diagnoses, and pathophysiology of health changes related to vital organ systems. Students employ the nursing process in the clinical area with patients experiencing complex alterations in health. Prerequisite or co-requisite: 306. [4]

**341. Psychosocial Foundations of Adult Health.** Concepts from anthropology, psychology, sociology, and nursing related to care of adult patients with complex health changes are examined in depth. [2]

**342. Adult Health Practicum I.** Clinical practice and conferences with emphasis on practice within a selected conceptual nursing framework in a selected area of concentration. Development of the roles of the clinical nurse specialist. Prerequisite: 308, 340. co-requisite: 344a or 345a. [3]

**343. Adult Health Practicum II.** Clinical practice and conferences enabling each student to implement the roles of the clinical nurse specialist at an advanced level in a selected area of concentration. Prerequisite: 308, 340, 341, 343, 344a or 345a. co-requisite: 344b or 345b. [3]

**344a. Theoretical Foundations of Oncology Nursing I.** Focuses on advanced content related to nursing care of adult patients experiencing cancer and its related problems. Prerequisite: 306, 308, 340. Co-requisite: 341, 342. [3]

**344b. Theoretical Foundations of Oncology Nursing II.** Continuation of 344a, Theoretical Foundations of Oncology Nursing I. Prerequisite: 306, 308, 340, 342, 344a. co-requisite: 343. [3]

**345a. Theoretical Foundations of Acute/Critical Care Nursing I.** Focuses on advanced content related to nursing care of adult patients experiencing acute/critical alterations in health. Prerequisite: 306, 308, 340. co-requisite: 341, 342. [3]

**345b. Theoretical Foundations of Acute/Critical Care Nursing II.** Continuation of 345a, Theoretical Foundations of Acute/Critical Care Nursing I. Prerequisite: 306, 308, 340, 342, 345a. co-requisite: 343 [3]

**350. Theoretical Foundations of Psychiatric-Mental Health Nursing I.** A focus on the advanced psychosocial assessment of the functional health patterns and deviations from these patterns in clients in a variety of settings. Nursing and psychological theories are applied to the assessment process. [3]

**351. Psychiatric-Mental Health Practicum I.** An experiential opportunity to work clinically with individual clients. Nursing care, including psychosocial assessments, planning and implementation of sessions with the client, and evaluation of those sessions. Supervised analysis of individual dynamics and nursing interventions. Enables students to put the concepts learned in N350 into clinical practice. Students work in collaboration with other members of the mental health team. [3]

**352. Theoretical Foundations of Psychiatric–Mental Health Nursing.** Examines concepts, principles, and theories essential to group modalities in selected populations. Nursing/therapist interventions appropriate for a variety of group situations are examined. Theory on the consultative process and its use by psychiatric–mental health clinical specialists is explored. [3]

**353. Psychiatric–Mental Health Nursing Practicum II.** An experiential opportunity to work with groups of people in various placements. Nursing care includes application of relevant theories of small group phenomena, analysis of communication patterns within the group, planning and implementation interventions within the group, and evaluation of the group process. The student will recognize the processes involved in decision making, conflict resolution, and problem solving through analysis of the group interaction as a participant-observer and co-leader. Enables students to operationalize the concepts inherent in N352 while working in collaboration with other care givers within the various agencies. [3]

**354. Theoretical Foundations of Psychiatric–Mental Health Nursing III.** Provides the concepts, principles, and theories of family therapy, including the psychosocial, structural, and family systems models. Nurse therapist interventions appropriate to a variety of family situations are analyzed. [3]

**355. Family Abuse Practicum I.** Gives the student the opportunity to be co-therapist and primary therapist in providing group interventions to victims of violence, applying the theoretical group concepts of crisis theory and family systems theory. [3]

**356. Psychiatric–Mental Health Nursing Practicum III.** An experiential opportunity to be primary and co-therapist in providing interventions in family therapy in a variety of settings. Involves application of relevant family therapy theories, assessment and analysis of the communication patterns of the family, and evaluation of the family process. Allows the student to operationalize the concepts and theories of 354 while working collaboratively with other care givers in the various agencies. [3]

**357. Family Abuse Practicum II.** An experiential opportunity to be co-therapist in family therapy with populations of abused families. Family systems theory will be the theoretical base of interventions. Also focuses on developing skills in early assessment of family abuse. [3]

**360. Theoretical Foundations of Child and Adolescent Primary Care Nursing.** A didactic course including the principles of primary health care and focusing on wellness, patient education, and management of common acute and chronic health problems of children and adolescents. The role of the nurse as primary health care provider is emphasized. [3]

**361. Theoretical Foundations of Adult Primary Care Nursing.** A didactic course including the principles of primary health care, focusing on wellness, patient education, and management of common and chronic health problems of adults. The role of the nurse as primary health care provider is emphasized. [3]

**362. Practicum in Primary Health Care of the Child and Adolescent.** Focuses on the physical and psychosocial aspects of health from infancy through adolescence, with emphasis on wellness, management of common health problems, and health education. In the clinical setting, the student applies knowledge acquired in prerequisite courses to assessment of the health status of the child or adolescent and formulation of a plan of care. Clinical conferences explore patient health problems to enhance decision-making ability. Prerequisite: 306, 360. [3]

**363. Practicum in Primary Health Care of the Adult.** Focuses on the physical, psychological, and sociocultural aspects of adult health, with emphasis on wellness, health education, and early detection and management of common health problems of adults. In the clinical setting, the student may apply knowledge acquired in prerequisite courses to assessment of the health status of the adult patient and formulation of a plan of care. Clinical conferences explore patient health problems to enhance decision-making ability. Prerequisite: 306, 361. [3]

**364. Preceptorship in Primary Health Care.** Focuses on maintaining wellness in the individual and/or family and on formulation of a comprehensive plan of intervention when illness is experienced. Students select a clinical area of interest or specific patient population in this culminating clinical experience. [1]

**370. Independent Study.** Non-clinical. Content varies according to individual needs and interest. A contract is made between the student and the faculty sponsor, with copies for the student, the sponsor, the department chairman, and the student's record. [Variable credit: 1-6 each semester]

**371. Independent Study.** Clinical. A program of independent study in a selected area of nursing practice under direction of a faculty sponsor. A contract is made between the student and the faculty sponsor, with copies for the student, the sponsor, the department chairman, and the student's record. [Variable credit: 1-6 each semester]

**374. Issues and Strategies in Nursing.** Explores social, political, and economic forces affecting the professional practice of nursing. Analyzes and synthesizes strategies and tactics for problem solving and making changes in clinical practice as well as in health care institutions, health education, and government. [3]

**376. Research Methods II.** A core course focusing on qualitative and quantitative research and program evaluation. Includes defining research problems, using theory in research, selecting research designs and methods of data collection. Files will be created and edited, and research proposals will be critiqued. [4]

**379. Thesis.** Topic must be related to student's clinical track. Prerequisite: 309. [3]

**380. Theoretical Foundations of Nursing Administration I.** An introductory seminar designed to synthesize advanced concepts of organizational theories and management models for effective performance and productivity within a health care system. Role preparation of the nurse administrator will be studied, with emphasis on a systems approach to leadership styles, interpersonal skills, ethical decision-making processes, strategies, and group process within a health care setting. Also includes application of management information systems concepts to select health care projects. [3]

**381. Financial Management.** An introduction to basic financial and accounting concepts relating to health care management. Prepares students to apply these concepts to programming, budgeting, and controlling processes in health care organizations. Topics include the sources of capital utilized by health care organizations; the cost of capital; basic accounting concepts related to income statements, balance sheets, and budgets; and current reimbursement issues related to third party payments. The differences in public, not-for-profit, and investor-owned organizations will be highlighted. [3]

**382. Theoretical Foundations of Nursing Administration II.** A combined seminar/practicum providing conceptual understanding of management information systems and computer application to the areas of budgeting, staffing, and patient classification systems. Also offers ethical frameworks for decision making in clinical practice, personnel management, and health care policies for the nurse manager in a variety health care settings. [3]

**383. Health Law and Policy.** Aids the nurse administrator in delineating the area and concepts of law that affect nursing and health care delivery in various settings. A working knowledge of specific aspects of contract, tort, constitutional, administrative, and insurance law is needed to act or lead practice in the work setting and to prevent or respond appropriately to legal issues in nursing practice. The course will help the nurse administrator identify public policy and its impact on health care in organized nursing services. Public health care policy will be correlated with organizational challenges and constraints, especially at the federal and state policy level. Ethical considerations, in light of law and public policy, will be highlighted. [2]

**384. Practicum in Health Care Delivery Analysis.** A combined seminar/practicum that analyzes and designs information and control systems in the regulation of health care deliv-

ery systems. Includes: (a) setting of nursing standards, (b) quality assurance, (c) financial management/management information concepts, (d) risk management, and (e) health care planning. Offers experiential learning activities and assignments through carefully selected research and evaluation projects in various community health care organizations. A synthesis project paper, combining scholarly and research activities, is a final requirement of the course. Experts in health care management serve as guest faculty. [4]

## *Related Courses*

Students in the Nursing Administration Track use a menu approach to select one course in each of the following areas: **Organizational Culture**, **Organizational Theory**, and **Personnel Management/Labor Relations**. Courses are interdisciplinary and taken either at Peabody College or the Owen Graduate School of Management.

### **Organizational Culture**

**Peabody EDLS 359/3590. Symbolism in Organizations.** This course is designed as a small advanced seminar. Its purpose is to create, adapt, and apply ideas drawn widely from across disciplinary boundaries. Readings are selected from diverse disciplines: psychology, sociology, anthropology, political science, religion, the arts, and professional literature. Lectures and class discussions will focus on symbols, myths, ritual, ceremony, metaphor, stories, fairy tails, humor, and play. Although the course is largely conceptual, the ideas have powerful practical application. [3]

### **Organizational Theory: Select One**

**Peabody EDLS 3500. Organizational Operations/Processes.** Survey course in administration. Includes the organization as a social system and the organization and structure of public education. Supervision and curriculum in organization, control, authority, change, planning strategies, organizational dynamics, types of instructional programs. [3]

**Peabody EDLS 3480. Human Processes and Administration.** Introductory course in administration. Topics include stress, administrative change, and group process; school and community leadership; supervisory principles; communication, goal development, implementation, and evaluation; and leadership styles. [3]

**Peabody EDLS 3490. Administrative Theory.** Investigates major administrative theories and their impact on administration and the organization. Behavioral science theories and historical, philosophical, psychological, and sociological perspectives are applied to administrative processes. [3]

**Owen Mgt. 341. Organizational Management and Human Resources.** Examination of the management of work organizations—strategic adaptations to changing environments, organization structures, work and task design, dynamics of small groups, and management of individual performance. Particular attention is paid to issues of organization design, human resource staffing and motivation, leadership, communication, and decision making, all within the context of managing for effective performance and improved productivity. [3]

**Personnel Management/Labor Relations:** Select One

**Peabody ESLS 3540. Personnel Administration.** Primary focus on selection phenomenon. Most functions of personnel administration can be subsumed under selection, recruitment, initial hire, assignment, transfer, promotion, and dismissal. Ed. 3540 assumes that selection is the most important personnel function. [3]

**Peabody EDLS 3550. Negotiations.** Concepts, understandings, processes, and skills of labor relations and negotiations. The simulated experience is used primarily for building "table" skills and secondarily as a way to relate practice to theory. Appropriate for experienced or inexperienced negotiators, whether labor or management oriented. [3]

**Peabody EDLS 3551. Personnel Management and Negotiations.** Concepts, understandings, and behaviors related to public organizations that have, as part of their mission, responsibility for education others. Core topics are the selection phenomenon and employer/employee relations, including negotiations and legal implications for managers and supervisors. [3]

**Owen Mgt. 447. Labor Relations and Workforce Governance.** Examination of issues in governance of the workforce—employment contracts, work rules, wage systems, grievance settlement—and alternative systems of governance, such as collective bargaining, works councils, worker participation, and collegial systems. Analysis of likely consequences for workforce cooperation and productivity. Prerequisite: Owen 341. [3]

## Elective Opportunities

The following 200-level nursing courses have been approved for graduate credit.

**240. Issues in Women's Health.** Explores women's health issues across the age span. The didactic presentation includes female reproduction, gynecology, communication, and health care alternatives. Designed for individuals in all schools of the University who are interested in women's health. Limited to rising juniors, seniors, and graduate students. [3] *Ms. Jones.*

**241. Courses Offered Jointly with the School of Medicine.** Schedule of courses available in the School of Nursing Registrar's Office. Prerequisite: consent of the instructor. [Variable credit]

**244. International Perspectives in Nursing and Health Care.** A three-week course offering learning experiences in nursing education, practice, and health care delivery in a variety of foreign settings. Lectures, discussion groups, and field trips emphasize comparison and contrast of current health problems and issues. Students are responsible for all academic and personal expenses. Open to juniors, seniors, graduate students, and community nurses. MAY TERM or SUMMER. [3] *Ms. Morgan and staff.*

**NOTE:** The following course is offered to meet the prerequisite to the graduate program. Credit does not apply toward the M.S.N. degree.

**296. Methods of Health Assessment.** For RN's only. Basic principles and techniques of data collection through patient health history, developmental assessment, and physical examination. Emphasizes knowledge of physiological and pathophysiological processes related to findings. Data collection skills are developed in laboratory practice. SUMMER. [2]



# Academic Regulations

**T**HE School of Nursing operates under the honor system. All work submitted as a part of course requirements is presumed to be the product of the student submitting it unless credit is given in the manner prescribed by the course instructor. Cheating, plagiarizing, or otherwise falsifying results of study are prohibited. The student, by registration, acknowledges the authority of the Nursing School Honor Council.

Students are expected to familiarize themselves with the *Student Handbook*, available at registration, which provides information about University services, policies, and procedures, including reference to the Honor Councils of the schools of the University, the Graduate Student Conduct Council, the Appellate Review Board, and related regulations.

## *Graduate Nursing Honor Council*

The Honor Council is an organization that seeks to preserve the integrity of the Honor Code. The membership consists of one elected representative from each clinical track. Representatives serve for one year from September through August. Officers of the council must be full-time students in good standing. One alternate from each clinical track is elected to serve in the absence of the representative.

## **Registration**

Formal registration takes place at the beginning of each semester. Pre-registration for subsequent semesters takes place at mid-semester for enrolled students. A student who reports to preregister or register off schedule is charged a \$30 late registration fee.

Out-of-town students may register by mail for required thesis credit per semester until the thesis is completed. Students are responsible for writing the School of Nursing Registrar each semester to request registration materials.

## **Change of Course**

The first five class days of the semester are allocated for necessary changes of course. A fee of \$5 is charged for each course change during that period. After the change period, the fee is \$10.

Courses may be dropped without entry in the final record within two weeks of the first day of classes. After that time, and until two weeks

before the last class, courses may be dropped only after consultation with the adviser and the course instructor. Students must withdraw from courses according to the date published in the University Calendar. If the course in question is a nursing course, the student will receive the grade of W. If the course is taken outside the School of Nursing, grade regulations of the appropriate school will apply.

### **Pass-Fail Courses**

Graduate students are permitted to take up to 9 hours on a Pass-Fail basis. No more than 9 hours graded Pass will be accepted toward the degree. Only elective courses may be taken Pass-Fail. Grades of B or above are recorded as Pass.

Grades of Pass are not counted toward quality point averages. The grade of F applies as in any other course; although an F earns 0 hours, the hours attempted are counted in calculating the quality point average. If the student has a choice about taking a course for a grade or Pass-Fail, she or he may register on a Pass-Fail basis or may change to Pass-Fail basis within one month of the first day of classes. After this time, one may change from a Pass-Fail to a letter grade basis prior to the final two weeks of classes, but not vice-versa.

### **No-Credit Courses**

A student taking a course on a no-credit basis is required to attend class, take examinations, and do all the work of the course. The student's grade is recorded with the notation that no credit toward graduation is received. No-credit courses do count in computation of the student's academic load and in the computation of tuition.

### **Audit Courses**

Students may wish to audit courses in the School of Nursing for which they will receive no credit. Auditing courses requires registration and payment of tuition, and is subject to the following conditions:

1. Permission of the instructor must be obtained.
2. The instructor sets the conditions under which a course may be audited. Failure to meet those conditions is justification for withdrawal of the audit designation.
3. Audits carry no credit.

### **Class Attendance**

At the beginning of the semester the instructor will explain the expectations regarding attendance and participation for a course and their influence on the evaluation process. Attendance will not affect the



evaluation of the student unless the instructor announces otherwise at the beginning of the semester.

### Academic Status

Students admitted to the M.S.N./M.E.O. program are classified as juniors until they have earned 87 semester hours, when they will be classified as seniors. To progress from the generalist nursing component to the specialist nursing component, students must meet the following criteria: (a) completion of 49 hours of the generalist component; (b) 3.0/4.0 grade point average in the generalist component; and (c) 3.0/4.0 cumulative grade point average.

A student in the generalist nursing component of the M.S.N./M.E.O. program may repeat any course creditable toward the degree, with the following exceptions: a course taken in the School of Nursing may not be repeated outside the School for credit toward the degree, and nursing courses may be taken only twice. Courses taken for a letter grade may not be repeated on a Pass-Fail basis, nor may a grade indicating withdrawal or incomplete work be counted in place of a letter grade. Only the latest grade counts in calculation of the grade point average and progress toward a degree.

A student in the generalist nursing component may be placed on probation only once. If the student's record in another semester warrants probation, the student will be dismissed. When a student is placed on or removed from probation, letters are sent to the student and the student's adviser.

Students in the specialist nursing component must earn a 3.0/4.0 grade point average each semester and at least a B in each course in their specialty/track. A student in the specialist component who has not met these requirements may be placed on probation if the faculty has reason to expect successful performance in succeeding work. A student in the specialist component may be placed on probation only once.

For students entering with a B.S.N. degree, progression in the graduate program is dependent upon at least a B average each semester and at least B in each clinical course. A student who has not met these requirements may be placed on probation, one time only, upon faculty recommendation. The student receives written notice of probationary status; copies are sent to the Associate Dean for Academic Programs and the School of Nursing Registrar.

### Grading System

- A = Excellent 4 quality points
- B = Good 3 quality points
- C = Minimum pass 2 quality points
- W = Withdrew

F = The grade of F indicates failure. All F grades are counted in the computa-

tion of quality point ratio, except if the course in which the grade of *F* is earned is subsequently retaken with a passing grade.

*Abs* = The designation of *Abs* (absent) will be given to a student absent from the final examination who has communicated with the instructor or academic director about the absence. A grade of *F* will be given if the student could not have passed the course even with a passing grade on the final examination or if the instructor or academic director had not been notified. The final examination must be taken at a time designated by the instructor.

*I* = Students for whom an extension has been authorized by the instructor receive the grade of *I* (incomplete). The grade of *I* will stand until the work is completed at a time designated by the instructor, but no later than the day of grade reporting of the next semester. An *I* grade not removed by this deadline will become an *F*. When an *I* grade is authorized, an agreement for completion of work must be signed by the student and instructor. Copies of the agreement are given to the student, the instructor, and the Registrar.

### **Examinations**

Examination policies are determined by the individual instructor. A record of all grades given during the course, and all final examinations and major papers, are kept on file by the instructor for one year following the conclusion of the course.

### **Grade Reports**

Students are notified of mid-semester deficiencies by conference and in writing; copies of the notice are sent to the Academic Director and the Registrar of the School of Nursing.

A final grade recorded in the books of the University Registrar may be changed only upon written request of the instructor.

### **Program Evaluation**

Students are expected to participate in program evaluation activities while they are enrolled in the program and after they have left Vanderbilt. These data will be used for research purposes only and procedures to protect individual confidentiality will be followed.

### **Leave of Absence**

Leaves of absence are granted for one semester or one year; application forms and information are available from the office of the School of Nursing Registrar. Leaves must be approved by the Academic Director and the Associate Dean for Academic Programs. The student files a Change in Program form and exchanges the regular Identification Card for a special Leave of Absence Identification Card. At the end of the leave of absence, the student must notify the Registrar in writing of the intent

to return or not return. A student failing to register at the conclusion of the stated leave period will be withdrawn from the University and must reapply for admission unless the leave is extended by the Associate Dean for Academic Programs. Those without authorized leave who do not register are dropped from the rolls and are not considered students. If they wish to resume graduate study, they must reapply for admission.

### **Withdrawal from the University**

Students planning to withdraw from the University must report to their Academic Director to initiate proper clearance procedures.

### **Calendar**

The calendar on page 5 is the official calendar of the School of Nursing. A detailed calendar for each semester is distributed at registration. Students are expected to be familiar with these dates and to conform to them. The *Vanderbilt Register*, issued weekly by the Office of News and Public Affairs, contains all events and announcements pertaining to the University community. It is the responsibility of the student to keep informed of any event or announcement applicable to the School of Nursing. Failure to know of an officially required event is not an excuse for non-attendance.

### **Transportation**

Students are responsible for their own transportation to and from clinical facilities and field trips.

### **Uniform**

The requirement for uniform varies by clinical track. The faculty designates appropriate professional dress for students in each track.

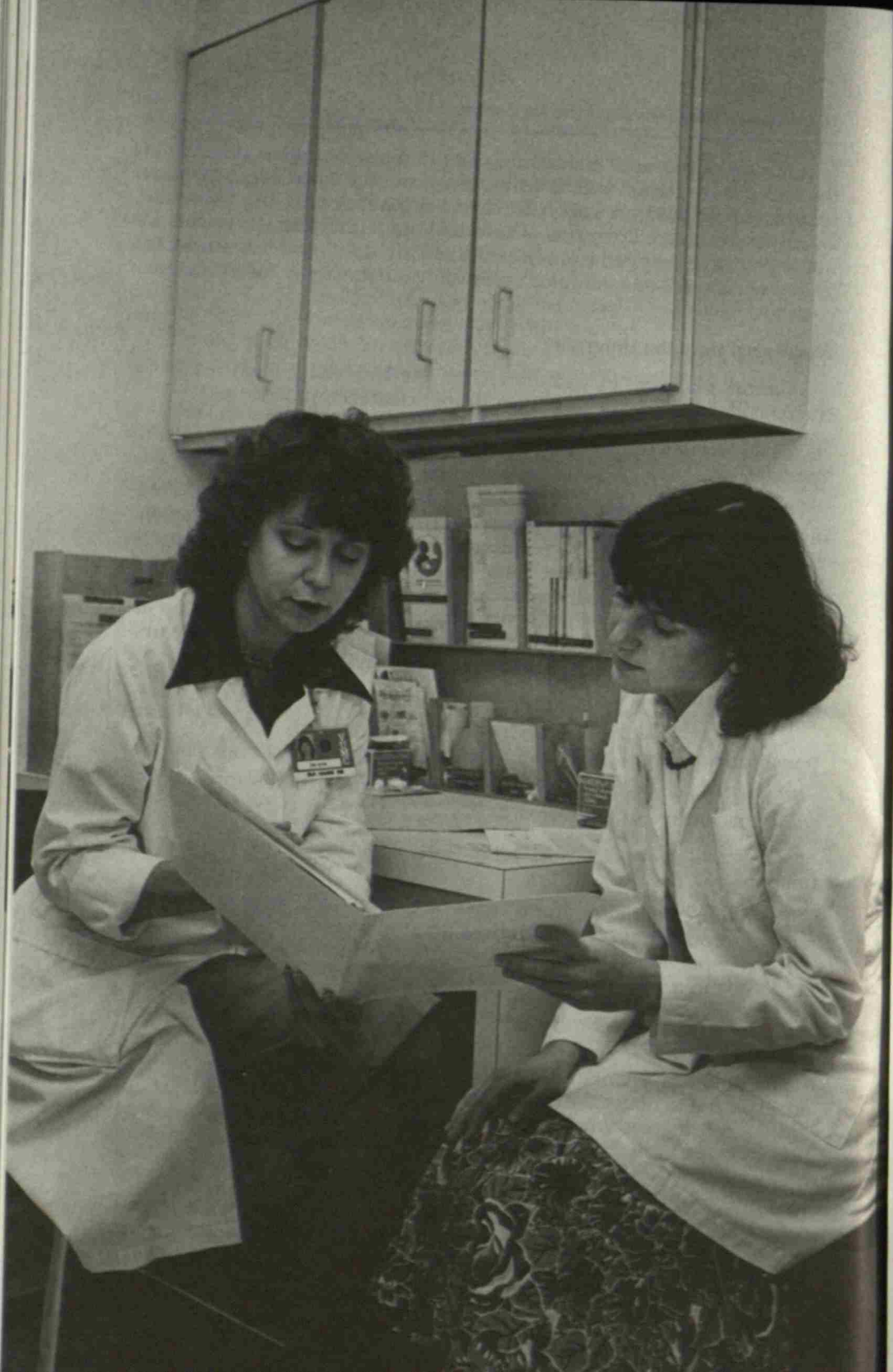
A name pin available through the School of Nursing is worn when the student is in a clinical area.

### **Change of Address**

Students who change either their local or permanent mailing address are expected to notify the School of Nursing Registrar immediately. Candidates for degrees who are not in residence should keep the Nursing School Registrar informed of their current mailing address.

### **Graduation**

Degree candidates must have satisfactorily completed all curriculum requirements, have passed all prescribed examinations, and be free of all indebtedness to the University.



# Financial Information



Tuition for 1986/87 in the School of Nursing is \$4,650 per term: fall, spring, or summer session for 12 to 18 hours. Students taking less than 12 hours are charged \$388 per credit hour.

*Rates for tuition and fees are set annually by the Board of Trust and are subject to review and change without further notice.*

Tuition, fees, and all other University charges should be paid by registration. Students who withdraw officially or who are dismissed from the University for any reason after the beginning of a term may be entitled to a partial refund in accordance with a schedule available in the Office of Student Accounts. No refund will be made after the eighth week of classes in any semester.

## **Deferred Payment Programs**

Deferred payment programs are available through two independent agencies, the Tuition Plan and Richard Knight New Insured Tuition Payment Plan. Pamphlets describing these plans are available on request from the Office of Accounts Receivable, the Office of Financial Aid, or the Office of Undergraduate Admissions.

## **Late Payment of Fees**

Charges not paid by registration or when otherwise due will be automatically deferred (the Office of Accounting may refuse to allow a deferment of charges if in its judgment the deferment is unwarranted) and the student's account will be assessed a monthly late payment fee at the following rate: \$1.50 on each \$100 that remains unpaid after registration (\$5 minimum). An additional monthly late payment fee will be assessed unless payment is received in full on or before the 25th day of the following month; and late payment fees will continue for each month thereafter, based on the outstanding balance unpaid as of the 25th day of each month. All amounts deferred are due not later than 25 November for fall semester, 25 April for spring semester, and 25 July for May Term and summer session.

## **Financial Clearance**

Students will not be allowed to register for any semester if they have outstanding unpaid balances for any previous semester. No transcript,

official or unofficial, will be issued for a student who has an outstanding debit balance at the time the transcript is requested; transcripts will be released when the account has been paid. Degrees of graduating students will be withheld until all bills are paid.

#### Required Fees (1986/87)

Application	\$ 50
Matriculation for direct entry M.S.N. program	100
Matriculation for M.S.N./M.E.O. program	200
Student Activities for direct entry M.S.N. program	55
Student activities for M.S.N./M.E.O. program	210
Thesis binding (per copy)	12

#### Other Academic Fees (1986/87)

Hospitalization insurance	\$200
Late registration	30
Change of course during change period	5
Change of course after change period	10
Preceptorship (per 1 credit hour)	388

Expenses for books and supplies will vary by clinical major. Equipment, such as tape recorders and diagnostic sets needed during the program, will be required for certain majors.

Hepatitis B vaccine is available, at student expense, for students who select patients in Hepatitis B high-risk settings for their clinical experience.

#### Activities Fee

The \$55 activities fee paid by students in the M.S.N. program entitles them to use the facilities of Sarratt Student Center. By payment of an additional fee, graduate students may have their identification cards validated for admission to athletic events. There is a specific and announced period at the beginning of the semester during which cards may be validated. The activities fee in summer is \$6.

Students in the M.S.N./M.E.O. program are classified as undergraduate students during the generalist nursing component and, therefore, pay the undergraduate activities fee of \$210, entitling them to certain athletic, social, and cultural events. The undergraduate identification card, accompanied by a validation card for the current semester, serves as an admission ticket to University activities.

### Transcripts

Academic transcripts are supplied by the University Registrar on the basis of request in the form of written authorization from the student. One transcript is provided free of charge; a fee of \$2 per transcript is charged thereafter. Transcripts are not released for students with delinquent accounts.

### Liability Insurance

Graduate students must obtain their own professional liability insurance coverage.

### Preceptorship

Students and faculty share the responsibility for locating preceptorship sites. Guidelines for selecting an appropriate site are available from the Academic Director. Students register for a 1 hour preceptorship at the beginning of the semester.

### Thesis

Students are required to register for thesis credit each semester from the time of committee selection until final approval of the completed thesis. The graduate is expected to publish the thesis by having it micro-filmed. A fee is charged for this service.

Students who fail to register each semester will automatically be withdrawn from the University and will have to reapply for admission.

Students are required to complete their thesis within six years of registering for their first course.

## Scholarships

THE FRANCES HELEN ZIEGLER TUNNELL GRADUATE HONOR SCHOLARSHIP was endowed through the will of this former dean of the School of Nursing. The annual award is \$2,000.

THE DEAN'S GRADUATE HONOR SCHOLARSHIP is awarded to a graduate student each year. The stipend covers full tuition for three semesters. Selection is based on academic excellence and potential for contribution to the nursing profession; financial need is not a criterion.

THE JULIA HEREFORD ALUMNI SCHOLARSHIP FUND. Open to School of Nursing alumni admitted to a Vanderbilt graduate nursing program, non-Vanderbilt alumni admitted to a graduate program of the School of Nursing, or School of Nursing faculty members who have made a contribution to the school and who are expected to return to Vanderbilt. Recipients are selected by a committee of faculty members and alumni. Inquiries should be directed to the president of the Nursing Alumni Association, Registrar's Office, School of Nursing.

THE LILLIAN CARY SCHOLARSHIP is awarded to a graduate student in the Nurse Practitioner Track. Selection is based on academic merit. The annual award is approximately \$3,800.

## Financial Aid

Financial aid is available from several sources for both full- and part-time students. Students receiving financial assistance are bound by the requirements of the funding source as to credit hours and employment policies.

Students in the M.S.N. program who wish to apply for need-based financial aid should complete a Graduate Financial Aid Application and a Graduate and Professional School Financial Aid Statement (GAPSFAS). Students wishing to obtain a loan apply directly to the Financial Aid Office, 232 Alexander Hall, Vanderbilt University, Nashville, Tennessee 37240. Those wishing to be considered for a Federal Traineeship through the School of Nursing must file a Graduate Financial Aid Statement and a GAPSFAS. The Graduate Financial Aid Statement and GAPSFAS forms are available through the Financial Aid Office and the School of Nursing Registrar's Office.

Students in the M.S.N./M.E.O. program wishing to apply for aid based on need are required to complete the Undergraduate Financial Aid Application and a College Scholarship Service Financial Aid Form (FAF). These forms should be submitted by 15 February for the next academic year. Additional information about aid to undergraduate students is available from the Financial Aid Office (address above).

No special application is required for consideration for awards on the basis of academic merit. To be considered, however, applications for admission must be on file by 1 May for the next academic year.

Registered Nurse students are encouraged to explore funding available through various professional organizations and through tuition reimbursement benefits offered by their employers. Professional organizations that may offer funding for graduate education include the Nurses' Educational Fund, American Cancer Society, American Lung Association, State Nurses Associations, American Association of Operating Room Nurses, Nurses Association of the American College of Obstetricians and Gynecologists, and the National Association of School Nurses.

In addition to a variety of sources of student aid, reductions in excess of fifty percent of full-time and part-time tuition are available for a limited number of qualified Tennessee residents.





# Faculty



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## Class of 1985

### Family Nurse Clinician

- LUCRETIA ANTOINETTE BOLIN  
B.S.N., Vanderbilt  
Thesis: *Utilization of Health Care Services by a Prison Population*  
Evansville, Ind.
- WANDA RUTH BUTLER  
B.S.N., Tennessee State  
Clinical Paper: *Development, Implementation, and Evaluation of a Patient Classification System for Triage at the Nashville Veterans Administration Medical Center*  
Antioch, Tenn.
- DENISE LYNN CHANDLER  
B.S.N., Maryland (Baltimore)  
Thesis: *Stress and Self-Concepts of Chronically Ill Children and Their Healthy Siblings*  
Omaha, Nebr.
- KATHLEEN CORA BALDRIDGE BYINGTON  
B.S.N., Vanderbilt  
Thesis: *Levels of General Well-Being and Self-Esteem of Graduate Nursing Students*  
Nashville, Tenn.
- TERRI LYND ERWIN  
B.S.N., Murray State  
Thesis: *Characteristics of the Patient Presenting with Premenstrual Syndrome*  
Hazel, Ky.
- PAMELA FAY FERRELL  
B.S.N., Tennessee (Memphis)  
Thesis: *Diary Development for Improvement of Holter Electrocardiography Evaluation*  
Murfreesboro, Tenn.
- MELISSA BELLE FORD  
B.S.N., Vanderbilt  
Thesis: *Aspects of Maternal Adjustment in Relation to Varying Severity Levels of Cystic Fibrosis in Children and Adolescents*  
Dallas, Texas
- MARY McDEVITT NELSON  
B.S. in N., San Francisco  
Thesis: *A Secondary Analysis of Environmental Support, Symptom Distress, and the Meaning of the Crisis in Women Undergoing a First Trimester Abortion*  
Nashville, Tenn.
- CONSTANCE MacLEAN PIERCE  
B.S.N., Vanderbilt  
Thesis: *An Individual Approach to the Cardiac Patient during the Rehabilitation Phase*  
Clarendon Hills, Ill.
- JULIE GRABEL TIPTON  
B.S.N., Vanderbilt  
Thesis: *Facilitating and Inhibiting Factors Influencing Attempts to Quit Smoking*  
Nashville, Tenn.
- KAREN BRYANT VALK  
B.S.N., Tennessee (Memphis)  
Thesis: *Effects of Infant Care Instruction on Fathers' Bonding and Sense of Competence*  
Kingsport, Tenn.
- WANDA LYNN WALKER  
B.S., Mississippi  
Thesis: *Factors Which Influence Mothers of Differing Socioeconomic Groups to Breast or Bottle Feed Their Infants*  
Nashville, Tenn.

### Medical-Surgical Nurse Clinician

- SUSAN DENISE DENNISON  
B.S.N., Vanderbilt  
Thesis: *The Effects of Sensory Information Acquired during Past Surgical Experiences on Postoperative Recovery*  
Nashville, Tenn.
- BETTE BROTHERTON DINWIDDIE  
B.S.N., Kentucky  
Thesis: *Patient's Perception of Care When the Patient is a Nurse*  
Nashville, Tenn.
- SHARON WILSON DOWDY  
B.S. in N., Medical College of Georgia  
Thesis: *The Effects of Sensation and Procedure Information on Decreasing Anxiety*  
Nashville, Tenn.



- KATHY SABRINA DOWNS Nashville, Tenn.  
B.S.N., Murray State  
Thesis: *An Analysis of Public Attitudes toward Kidney Donation Using Fishbein's Theory of Reasoned Action*
- LORRAINE KAY FARRAR Vincennes, Ind.  
B.S.N., Evansville  
Thesis: *Implementation and Evaluation of a Teaching Plan and Its Relationship to Level of Anxiety for Patients Who Are Transferred from a Coronary Unit to a Ward*
- JOHANNA WALSH FREEMAN Miami, Fla.  
B.S.N., Vanderbilt  
Clinical Paper: *A Technique for the Prevention of Postsuctioning Hypoxemia*
- CYNTHIA RENEE JESSUP Nashville, Tenn.  
B.S. in N., Tennessee (Nashville)  
Thesis: *The Effect of Back Massage on the Sleep Quality of Postoperative Patients*
- THOMAS HAROLD MILLER Nashville, Tenn.  
B.S. in N., Boston  
Thesis: *Timing of Sleep Interruptions and Its Effects on the Reported Quality of Sleep: A Comparison between Two Groups*
- ANGELI B. ROGERS Nashville, Tenn.  
B.S.N., Tennessee (Memphis)  
Thesis: *The Effects of Desire for Control of Health Care and a Message Emphasizing Choice and Enhanced Personal Responsibility on Patients in a Surgical Intensive Care Unit*
- ANNE LUCK WILLIAMS Nashville, Tenn.  
B.S. in N., Tennessee (Knoxville)  
Thesis: *The Prevalence of Depression among Women with Breast or Ovarian Cancer*
- MICHAEL LEE WOODRUFF Wheaton, Ill.  
B.S., Bradley  
Thesis: *Beliefs of Nurse Administrators About Strategies to Manage Nursing Resources in Hospitals Affected by the Perspective Payment System*

### Parent-Child Nurse Clinician

- ANGELA STARR CHAPMAN Wheaton, Ill.  
B.S.N., West Florida  
Thesis: *Developing a Tool to Determine Factors That Influence Breast-Feeding Success*
- SYDNEY LEE EVANS Memphis, Tenn.  
B.S.N., Vanderbilt  
Thesis: *Vitamin A: Potential Advances in Net Delivery*
- MICHELE HEENAN SALISBURY Bowling Green, Ky.  
B.A., Wisconsin (Madison)  
Thesis: *Breast Feeding Behavior and Duration According to the Theory of Reasoned Action*  
Psychiatric-Mental Health Nurse Clinician
- PAULA YELVERTON CARROLL Nashville, Tenn.  
B.S.N., North Carolina (Chapel Hill)
- ELIZABETH JUNE GARDNER Nashville, Tenn.  
B.S.N., Vanderbilt  
Clinical Paper: *Use of Nursing Assessment to Detect Physical Illness in Clients with Psychiatric Symptomology*
- KATHERINE MARIE GIBB Nashville, Tenn.  
B.S., Boston College  
Thesis: *The Relationship between Anxiety and Assertiveness among Undergraduate Nursing Students*
- KAREN ANN RICHARDSON Los Angeles, Calif.  
B.S., in N., San Francisco  
Thesis: *The Relationship Between Incest and Self-Esteem In Adult Female Victims*



# The University Hospital

**Administration 233**

Hospital Medical Board  
Standing Committees

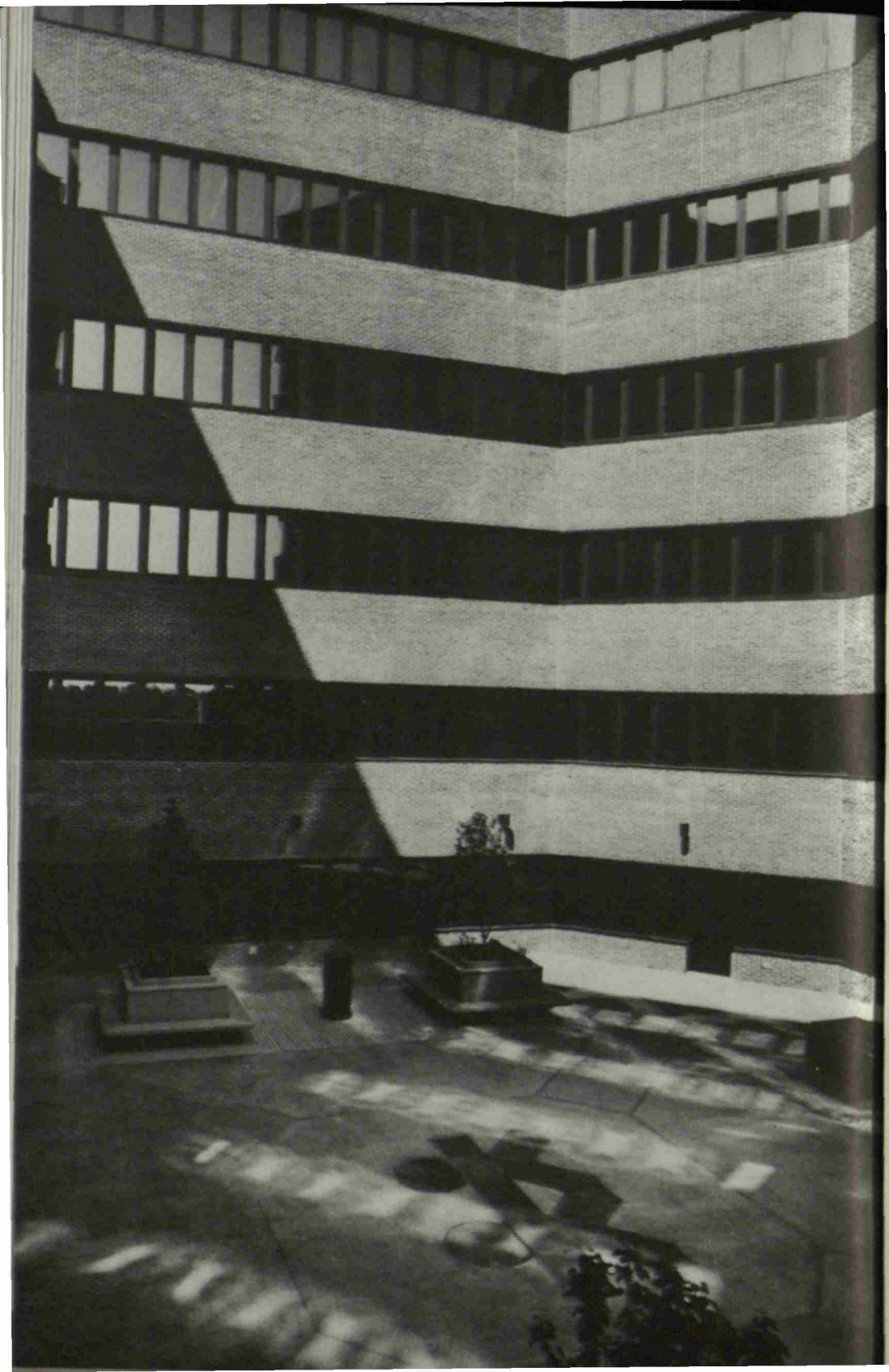
**Patient-Centered Care:**

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**Hospital Staff 247**

**House Staff 255**



# Vanderbilt University Hospital

NORMAN B. URMY, M.B.A., Director  
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ROSAMOND GABRIELSON, M.A., R.N., Associate Director and Director of Nursing Services  
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RONALD C. CAIL, M.H.A., Assistant Administrator  
REBECCA C. CULPEPPER, M.S., R.N., Assistant Administrator  
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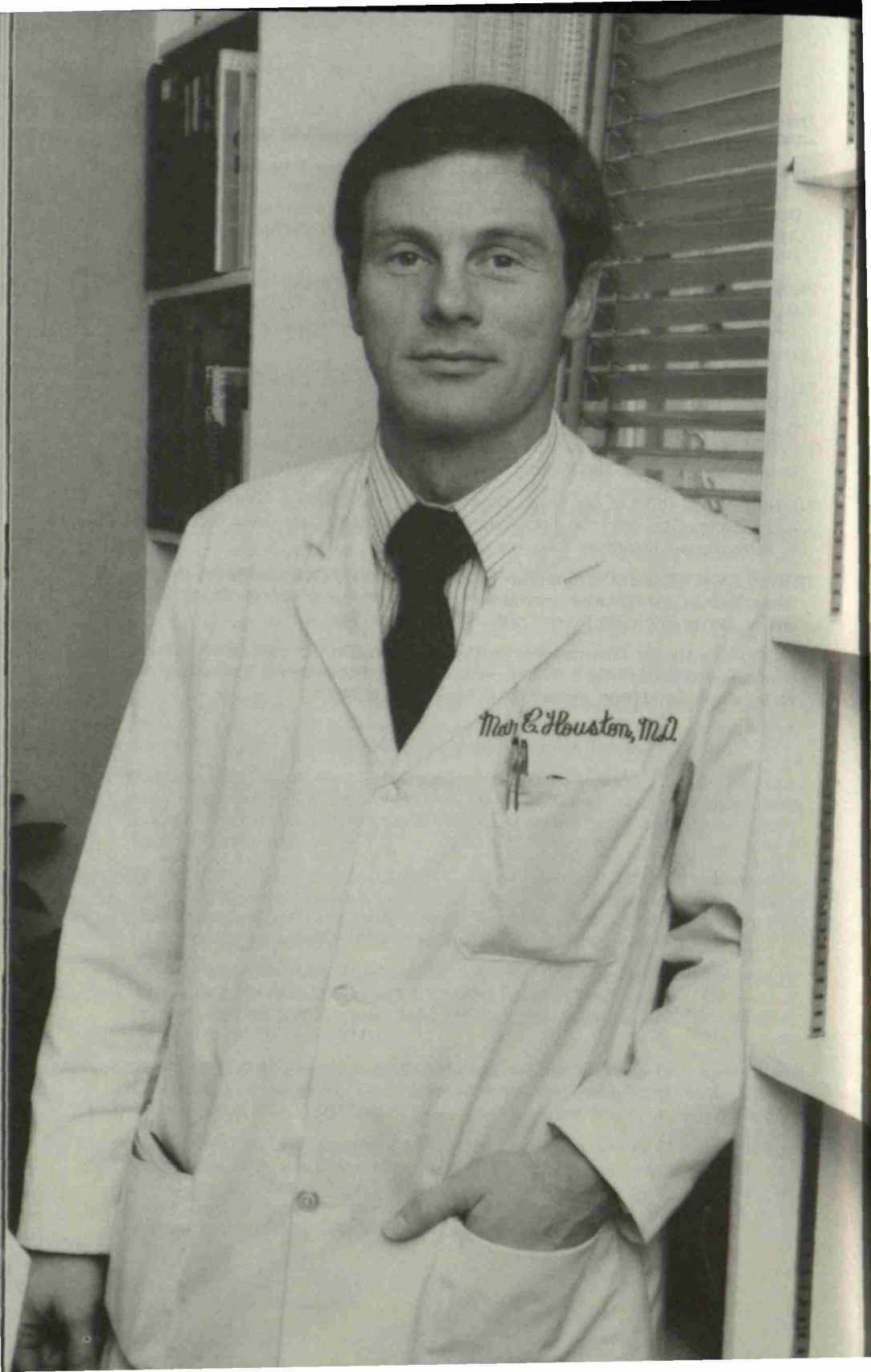
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Max E. Houston, M.D.



## Patient-Centered Care: Hallmark of Vanderbilt Hospital

**F**ROM concept through construction, inside and out, the new Vanderbilt University Hospital was designed with the patient in mind.

A twelve-story structure whose windows reflect the sun from many angles, the hospital has been planned to promote relaxation and healing. Growing plants, comfortable furnishings in warm colors, and works of art humanize its environment. The University Hospital sponsors a closed-circuit television station that broadcasts programs to lessen stress and lift the spirits of patients and staff alike.

The hospital's lower floors house the emergency area (served by special elevators that convey patients directly to the operating rooms or to labor and delivery), ancillary services (such as EEG and EKG), radiology, twenty operating rooms, an obstetrical floor with nurseries, surgical intensive care units, the pharmacy, the supply distribution system, the clean supply room, and the mechanical support systems.

Each of the inpatient towers has a nursing core, so that no room is far from the nurses' station. The building is designed to provide every patient an outside view. A central core, connecting the two patient towers, contains elevators, conference rooms, and waiting rooms for visitors.

Medically-related areas have been placed in careful proximity, so that patients needing specialized care can be grouped to best advantage, as in the Neurosurgical Step-Down Unit. Because of Vanderbilt's role as a tertiary care center, specialized treatment and diagnostic facilities have been included in the building. The Doppler laboratory utilizes an ultrasound device that can "listen" to the flow of blood and determine from the sound the site of arterial blockage. The Magnetic Resonance Imaging (MRI) system in use in the Department of Radiology and Radiological Sciences is one of the most powerful of such devices in the U.S. and was one of the first in clinical use. The system uses a powerful magnetic field, rather than radiation, to look inside the body. The evoked-response laboratory conducts noninvasive tests for diagnosing nerve and brain-stem conditions.

Communication and distribution systems in the new hospital were developed to help provide quality care on a cost-efficient basis. When a patient pushes the nurse-call button, vital information about her or his condition appears on the CRT screen at the nurses' station, enabling the nurse to respond appropriately without delay. The hospital employs the unit-dose system of medication, which is safer, more economical, and

more efficient. The Spectra, pneumatic tube, and telelift systems facilitate communication and distribution.

Patient-centered care is the nursing philosophy that governs the hospital. A specific nurse is assigned to each patient, assuming total responsibility for that patient's care from admission through discharge from the unit. Patient-centered care insures continuity in the patient/nurse relationship and helps to alleviate the stress of hospitalization.

### *Ambulatory Surgery*

Ambulatory surgery may be ideal for patients with limited anesthetic and surgical risks who require relatively short procedures. Such operations are performed without overnight hospitalization, decreasing the cost but not the quality of care. Currently, such procedures are performed in the VUH operating suite. The Ambulatory Care Center, now under construction, will have both operating rooms and recovery suites designed for ambulatory care.

### *Children's Hospital*

Contained within the University Hospital on the fourth, fifth, and sixth floors is Vanderbilt Children's Hospital, designed and built to meet the special needs of children. This facility provides a complete range of medical services and treatment for children from birth through adolescence. Children's Hospital was founded in 1970 with a small staff and limited space. Now, in its new facilities, it has 164 beds and a staff of nearly 500 members.

Children's Hospital includes a nursery and neonatal intensive care unit, pediatric intensive care and stepdown units, surgical units, a psychiatric program, the Junior League Home for long-term care, and outpatient clinics and medical specialties covering virtually all diseases that affect children. Parents are encouraged to remain with their children, and facilities in the new hospital allow them to do so in comfort. Each room has a day-bed or sleeper chair.

Vanderbilt Children's Hospital is the only facility of its kind in the mid-South and serves as a referral center for the region. More than half its patients come from outside Nashville, some from distant states and foreign countries. Children's Hospital is also an important educational resource for medical students and residents in pediatrics and pediatric surgery.

Angel III, a neonatal intensive care unit on wheels, makes well over five hundred trips a year to pick up critically ill newborn infants at regional hospitals and bring them to Vanderbilt where they can receive life-saving specialized medical treatment.

The combined concentration of pediatric research, education, and patient care has led to new techniques and discoveries. Children's Hospital

was one of the first hospitals to use artificial ventilation on a newborn. Procedures allowing cardiothoracic surgery for infants were pioneered at Vanderbilt. Other discoveries have come as a result of research in nutrition, infant metabolism, and infectious diseases.

#### *Burn Center*

The Vanderbilt University Burn Center is a 20-bed specialized facility dedicated solely to the treatment and rehabilitation of burn victims. A highly-trained multidisciplinary team of burn specialists provides the latest methods for treating and caring for the burned adult or child. The Burn Center is located on the fourth floor of the Round Wing, in Medical Center North.

#### *Cooperative Care Center*

The Cooperative Care Center is a 50-bed specialized inpatient unit, whose goal is to help patients and their families learn more about health care needs and medications, broaden their health knowledge, and develop skills to return home independent and self-assured. A homelike atmosphere promotes self-care and a feeling of wellness. Patients are urged to administer their own medications and assist in their own care. All patients are encouraged to bring a care partner with them. Nurses, pharmacists, social workers, nutritionists, and educational coordinators provide individualized educational programs for patients during their stay in the Cooperative Care Center. It is located on the sixth and seventh floors of the Round Wing, in Medical Center North.

#### *Rehabilitation Center*

The Rehabilitation Center is a unit of Vanderbilt Hospital serving both inpatients and outpatients, located in Medical Center North, on the third floor of the Round Wing.

The primary objective of the Rehabilitation Center is to provide comprehensive medical evaluation and treatment programs that help restore physical, social, and vocational capabilities to people with severe physical handicaps. This is accomplished by offering appropriate medical and surgical care, training in independence techniques, emotional adjustment, pre-vocational evaluation, and post-discharge planning, which includes close liaison with family and community resources.

#### *Vanderbilt Institute for Treatment of Alcoholism*

The Vanderbilt Institute for Treatment of Alcoholism (VITA) is a 14-bed treatment unit for alcoholics. Minor detoxification is performed in the unit, and patients enter a three-week inpatient rehabilitation program

with six months of after-care. Family members are included in the program to help them develop a positive lifestyle for the patient and the family as a whole. Residents and students are assigned to treatment groups as part of the training program. The Institute occupies space in the Zerfoss Building of Medical Center North.

### *LifeFlight*

The LifeFlight helicopter ambulance service is designed to provide quick access to medical care in emergencies. The landing site is a helipad on the roof of the hospital, directly over the operating area. The service operates within a 130-mile radius of Nashville and is staffed by a team of three pilots and nine nurses.

### *Emergency Room and Trauma Center*

The Emergency Room and Trauma Center, at the south end of the hospital, is available to deal with medical emergencies 24 hours a day, seven days a week. In addition to being the base for LifeFlight, it contains the regional poison control center for Middle Tennessee.

### *Ambulatory Care Center*

Construction is underway on the \$72 million Ambulatory Care Center, to be located south of the present emergency room entrance. The ACC will house, in addition to the ambulatory care areas, a new cafeteria and food service facility, new diagnostic laboratories, elements of the Comprehensive Cancer Center, and the Stallworth Rehabilitation Center.

## The Division of Allied Health Professions

Vanderbilt University Hospital conducts training programs in nine technical areas of allied health professions. One of these, the program in Hearing and Speech Sciences, offers the master's and Ph.D. degrees through Vanderbilt Graduate School. The other programs are generally post-baccalaureate programs leading to certification in an allied health field or an associate degree program conducted jointly by Vanderbilt and Aquinas Junior College.

*Program for Specialists in Blood Bank Technology.* The one-year program in blood bank technology is jointly sponsored by the American Red Cross and Vanderbilt University Medical Center. Students in the program, who must be medical technologists with two years experience in blood banking or have a B.S. degree with three years of experience in an accredited blood bank, spend six months of the program at Vanderbilt University Hospital and six months with the Red Cross. Students re-

ceive salary for 30 hours of laboratory work a week and pay no tuition unless graduate credit is sought for the program (18 hours toward a master's degree in pathology or science education).

*Program in Cardiovascular Perfusion.* The year-long program in cardiovascular perfusion and perfusion technology prepares graduates for positions as perfusionists on open-heart surgery teams. It is designed for students who have completed a minimum of two years of college, or are registered nurses, or already work in a discipline of medical technology. The program meets the criteria established by the American Board of Cardiovascular Perfusion.

The Department of Cardiac and Thoracic Surgery directs the program in coordination with the Division of Allied Health Professions. Following satisfactory completion of course work and clinical experience, graduates are eligible to apply for board examinations in cardiovascular perfusion.

*Program in Diagnostic Sonography.* The year-long sonography program offers training in the technical and clinical aspects of sonographic imaging. Applicants must have at least two years' experience in a medically-related field, preferably radiology technology.

Course work covers the areas of physics and instrumentation of sonographic imaging; the bio-effects of ultrasound; anatomy, physiology, and pathology pertinent to diagnostic imaging; supervised scanning in obstetrical, gynecological, abdominal, renal, pediatric, and other applications; and daily case review and discussion. Clinical experience is offered at Vanderbilt University Hospital, Baptist Hospital, and in a private outpatient surgical center.

Program graduates are eligible to take the Sonographers Registry examination.

*Dietetic Internship Program.* The forty-four-week dietetic internship program is designed for the generalist practitioner. It provides an opportunity for practical experience in food service systems management, acute and ambulatory nutritional care, and community nutrition.

Through diverse learning opportunities provided by Vanderbilt's Department of Nutrition Services and specialty units, and several area hospitals and community agencies, the dietetic intern achieves an understanding of the dietitian's role in a variety of settings.

Program applicants must have a baccalaureate degree from an accredited college or university and have completed Plan IV requirements established by the American Dietetic Association. Upon completion of the dietetic internship, the intern will be eligible to take the national registration examination to become a registered dietitian.

*Program in Medical Technology.* The one-year medical technology program operates in the Department of Clinical Pathology under the supervision of a medical director, a program director, and an educational coordinator. Lectures, laboratory exercises, and clinical laboratory rotation in the areas of chemistry, hematology, coagulation, immunology/

serology, blood bank, Red Cross, urinalysis, microbiology, and venipuncture constitute the program.

Applicants must have a baccalaureate degree from an accredited college or university or be eligible to receive their degree after successful completion of the clinical year. Program graduates are eligible to take national and state examinations conducted by certification agencies for clinical laboratory personnel.

*Program in Nuclear Medicine Technology.* The year-long training program in clinical nuclear medicine methodology is designed primarily for students who have completed a minimum of three years of pre-radiologic technology work in an accredited college or university. The program is approved as the fourth-year externship in a baccalaureate degree program at Austin Peay State University, Clarksville, Tennessee, and at Belmont College in Nashville.

Students receive training in atomic and nuclear physics, radiochemistry, patient care and nursing, radiation safety, radiobiology, instrumentation, and computer applications, as well as clinical nuclear medicine (both imaging and *in vitro*). A lecture series and clinical laboratory rotations are integral parts of the program.

Program graduates are eligible to take national examinations conducted by certification agencies for nuclear medicine technologists.

*Program in Radiation Therapy Technology.* Facilities for the one-year radiation therapy program are located in the Center for Radiation Oncology.

Students, who must be graduates of an accredited two-year radiologic technology program, spend approximately 1,200 hours in clinical education. Another 800 hours are divided between courses and participation in conferences, tumor boards, and chart rounds.

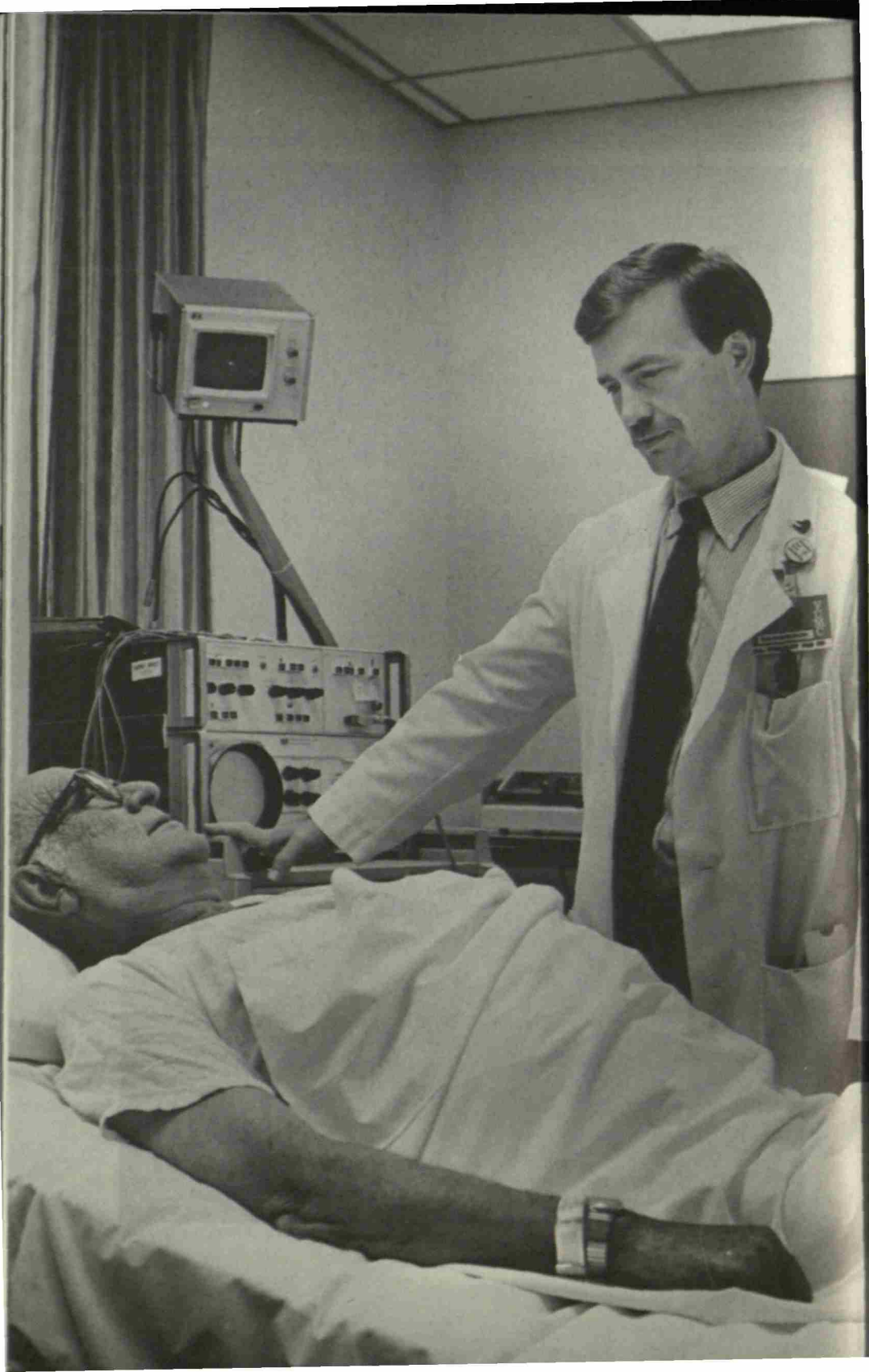
Following completion of the program, students are eligible to take the national examination for certification conducted by the American Registry of Radiologic Technologists. The certified technologist works under the general supervision of a radiation oncologist, applying ionizing radiation in the treatment of malignant disease.

*Program in Radiography.* The two-year associate degree program in radiologic technology is designed to train students to perform the many varied diagnostic imaging procedures utilizing x-ray and other forms of ionizing radiations. It is conducted by Aquinas Junior College in association with the Division of Allied Health Professions.

Clinical education begins the first semester and continues throughout the two-year program. Baptist Hospital, Saint Thomas Hospital, and Vanderbilt Hospital are all affiliated as clinical sponsors.

Graduates receive an Associate of Science degree from Aquinas and a certificate of completion from Vanderbilt University and are eligible to take the national examination given by the American Registry of Radiologic Technologists.







# Staff Officers of Vanderbilt Clinic



## Medicine

John A. Oates, Physician-in-Chief

### ALLERGY

Samuel R. Marney, Jr.

### CARDIOLOGY

Gottlieb Friesinger II

### DERMATOLOGY

Lloyd King, Jr.

### DIABETES

Oscar B. Crofford, Jr.

### GASTROENTEROLOGY

George R. Avart

### GENERAL INTERNAL MEDICINE

W. Anderson Spickard, Jr.

### HEMATOLOGY

John M. Flexner

### HYPERTENSION

John Nadeau

### NEPHROLOGY

Harry R. Jacobson

### ONCOLOGY

F. Anthony Greco

### CLINICAL PHARMACOLOGY

John A. Oates

### PULMONARY DISEASES

Gordon Bernard

### RHEUMATOLOGY

Theodore Pincus

## Neurology

Gerald M. Fenichel, Physician-in-Chief

### PEDIATRIC NEUROLOGY

Gerald M. Fenichel

### NEUROMUSCULAR DISEASE

Gerald M. Fenichel

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Lonnie S. Burnett, Obstetrician and Gynecologist-in-Chief

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Frank H. Boehm

### GYNECOLOGY GROUP PRACTICE

Stephen S. Entman

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Anne Colston Wentz

### ONCOLOGY PRACTICE

Howard W. Jones III

## Ophthalmology

James H. Elliott, Chief of Clinic

## Orthopaedics

Dan M. Spengler, Chief of Clinic

## Pediatrics

David T. Karzon, Pediatrician-in-Chief

### CYSTIC FIBROSIS

William D. Donald and G. Wallace Wood

### TO

### GENETICS

Ian M. Burr

### PEDIATRIC ALLERGY

Eugene Bishop

### PEDIATRIC AMBULATORY CARE

William D. Donald

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Thomas P. Graham, Jr.

### PEDIATRIC ENDOCRINOLOGY

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### PEDIATRIC HEMATOLOGY/ONCOLOGY

John Lukens

### PEDIATRIC IMMUNOLOGY/RHEUMATOLOGY

Alexander R. Lawton III

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Robert C. MacDonell, Jr.

### WELL BABY

William D. Donald

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Michael H. Ebert, Psychiatrist-in-Chief

Michael H. Ebert, Chief of Clinic

## Surgery

John L. Sawyers, Surgeon-in-Chief

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Paul Auerbach

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R. Benton Adkins, Jr.

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Charles Cannon  
David A. Chadwick  
Pong Moon Chang  
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Charles W. Quimby  
James A. Ramsey  
Paula C. Sandidge  
Lawrence G. Schull  
Geeta P. Wasudev  
Margaret Wood

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Bruce Greenwood  
Phillip Hutcheson

Franklin Taylor  
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Robert A. Branch  
Dean E. Brenner  
Kenneth L. Brigham  
Robert N. Buchanan, Jr.  
Brenda J. Butka  
Benjamin F. Byrd III

W. Barton Campbell  
John E. Chapman  
Douglas A. Clark  
Alan G. Cohen  
Robert S. Cooper  
Orrie A. Couch  
Oscar B. Crofford  
Thomas J. Davis  
C. Rowan DeBold  
Emmanuel N. Dessypris  
John H. Dixon  
George D. Dunn  
Debra S. Echt  
Roy O. Elam, III  
Darrel L. Ellis  
Ernest W. Ewers  
Philip W. Felts  
Stephen K. Felts  
J. Vance Fentress  
James P. Fields

Desmond Fitzgerald  
 Garrett A. FitzGerald  
 John M. Flexner  
 Howard R. Foreman  
 Mervyn B. Forman  
 Richard France  
 Gottlieb C. Friesinger  
 Thomas F. Frist  
 Richard Garman, Jr.  
 John R. Gibson  
 Richard L. Gibson  
 Jean Gispén  
 Francis W. Gluck, Jr.  
 Fred Goldner  
 Robert A. Goodwin, Jr.  
 Alan L. Graber  
 Stanley E. Graber  
 Frank A. Greco  
 John P. Greer  
 Clark R. Gregg  
 David Wilson Gregory  
 John H. Griscom  
 William W. Grosh  
 Laurence A. Grossman  
 John D. Hainsworth  
 Frederick L. Haley  
 Gerald M. Halprin  
 Thomas B. Haltom  
 James R. Hamilton  
 Kenneth R. Hande  
 William E. Harston  
 William B. Harwell  
 James B. Haynes  
 James H. Haynes  
 J. Taylor Hays  
 Craig R. Heim  
 Stephen L. Hines  
 James Hinson  
 Alan S. Hollister  
 Robert M. Hollister  
 Mark C. Houston  
 Joseph W. Huston III  
 John W. Interlandi  
 Gary Jacques  
 Henry S. Jennings III  
 James Thomas John, Jr.  
 David H. Johnson  
 Harry K. Johnson  
 Hollis E. Johnson  
 John S. Johnson  
 Allen B. Kaiser  
 Rudolph H. Kampmeier  
 Herman J. Kaplan  
 Peter R. Kaplan  
 James S. Kennedy  
 Lloyd E. King  
 John P. Kinnard  
 Howard Knapp  
 Otto M. Kochtitsky  
 Mark J. Koury  
 William Kovacs  
 Sanford B. Krantz  
 Marvin W. Kronenberg  
 Michael E. Kuzur  
 Dana L. Latour  
 John Lee  
 Lewis B. Lefkowitz  
 Russell B. Leftwich  
 John M. Leonard  
 Michael J. Lichtenstein  
 James E. Loyd  
 Michael Magee  
 George V. Mann  
 John J. Marini  
 Samuel R. Marney, Jr.  
 Ralph W. Massie  
 William R. McDaniel  
 Wallace R.G. McGrew  
 Lonnie C. McKee, Jr.  
 Alexander C. McLeod  
 John R. McRae  
 Cullen R. Merritt  
 Alvin H. Meyer, Jr.  
 Paul R. Michael  
 Michael E. Miller  
 Michael P. Miller  
 Fernando T. Miranda  
 Douglas P. Mitchell  
 John H. Nadeau  
 John H. Newman  
 Daryl Nichols  
 Michael Niedermeyer  
 Nancy Olsen  
 David N. Orth  
 Harry L. Page, Jr.  
 Thomas G. Pennington  
 James M. Perry  
 Theodore Pincus  
 Lester L. Porter  
 James S. Powers  
 Ann H. Price  
 Robert S. Quinn  
 Robert W. Quinn  
 William B. Ralph, Jr.  
 Lloyd H. Ramsey  
 Frank M. Rember  
 Samuel S. Riven  
 Lyman J. Roberts II  
 David Robertson  
 Rose Marie Robertson  
 Kenneth S. Robinson  
 Roscoe R. Robinson  
 Richard Rodeheffer  
 Dan M. Roden  
 Howard E. Rosen  
 Marvin J. Rosenblum  
 Sol A. Rosenblum  
 Joseph C. Ross  
 William D. Salmon, Jr.  
 Howard Lee Salyer  
 William Schaffner  
 Stephen Schillig  
 Richard P. Schneider  
 Herbert J. Schulman  
 John R. Schweikert  
 Addison B. Scoville, Jr.

John S. Sergent  
James R. Sheller  
Harrison J. Shull  
Harrison J. Shull, Jr.  
Lucien C. Simpson  
Paul E. Slaton  
Murray W. Smith  
Raphael F. Smith  
James R. Snapper  
James D. Snell, Jr.  
W. Anderson Spickard, Jr.  
Charles Stafford  
Richard S. Stein  
Stanford J. Stewart  
William J. Stone  
William David Strayhorn III  
Paul R. Stumb  
James N. Sullivan  
Craig R. Sussman  
Jerome Tannenbaum  
Paul E. Teschan

George B. Theil  
Charles B. Thorne  
Stephan T. Ticaric  
Aubrey L. Tucker  
Jack P. Uetrecht  
Frank K. VanDevender  
James W. Ward, Jr.  
Ann Wehr  
Dennis K. Wentz  
W. Carter Williams, Jr.  
James P. Wilson  
Eugene P. Winter  
Lawrence K. Wolfe  
Steven N. Wolff  
Alastair J.J. Wood  
Raymond L. Woolsley  
Robert J. Workman  
John L. Wyatt  
Christina M. Ynares  
Thomas B. Zerfoss, Sr.

### Dermatology

LLOYD E. KING, JR., Dermatologist-in-Chief  
Robert N. Buchanan  
Raymond Dufresne  
Darrell L. Ellis  
James P. Fields  
James R. Hamilton

William B. Harwell, Jr.  
Dana N. Latour  
Alvin H. Meyer, Jr.  
Howard Lee Salyer  
Frank G. Witherspoon

### Neurology

GERALD M. FENICHEL, Neurologist-in-Chief  
Alfred S. Callahan III  
William M. Clark  
Mary Ellen Clinton  
Gary W. Duncan  
Anthony W. Kilroy  
Howard S. Kirshner  
Patrick J. Lavin

Michael McLean  
Georgia D. Montouris  
Patricia M-E Moore  
Barbara J. Olson  
Bertram E. Sproffin  
John S. Warner  
Harry T. Whelan  
Ronald G. Wiley

### Obstetrics and Gynecology

LONNIE S. BURNETT, Obstetrician & Gynecologist-in-Chief  
Jean R. Anderson  
Larry T. Arnold  
Harry Baer  
Donald R. Barnett  
D. Scott Bayer  
Robert R. Bendt  
Michael R. Bishop  
Frank H. Boehm  
James M. Brakefield  
Phillip Bressman  
Douglas H. Brown  
Roger B. Burrus  
Guillermo Cadens  
Benjamin H. Caldwell

Peter S. Cartwright  
Jill F. Chambers  
Jackson D. Cothren  
George B. Crafton  
Angus M. Crook  
James F. Daniell  
Richard J. Davis  
Makbib Dero  
Robert T. Dodd  
B. Stephens Dudley  
Joe M. Edwards  
Stephen S. Entman  
Frederick L. Finke  
Henry W. Foster  
Charlie M. Gill  
Paul A. Green, Jr.

Marvin G. Gregory  
 Erich B. Groos  
 James H. Growdon, Jr.  
 Larry Gurley  
 Joel T. Hargrove  
 Carl M. Herbert  
 George A. Hill  
 Martin B. Hirsch  
 Charlie J. Hobby  
 James W. Johnson  
 Howard W. Jones III  
 Orrin L. Jones, Jr.  
 Ralph R. Kling  
 Horace T. Lavelly, Jr.  
 John Link  
 Donald R. Lovelace  
 Harold N. Lovvorn  
 Wayne S. Maxson  
 Marcia Ann Montgomery  
 V. Tupper Morehead  
 Betty S. Neff

H. Clay Newson III  
 Roy W. Parker  
 C. Gordon Peerman, Jr.  
 Richard E. Pressley  
 Ron N. Rice  
 Jacqueline L. Rodier  
 Gilmore M. Sanes, Jr.  
 Madison H. Sarratt  
 Dinesh M. Shah  
 Mary A. Snowden  
 Stephen M. Staggs  
 William D. Sumpter, Jr.  
 Robert H. Tosh  
 Anthony E. Trabue  
 John E. VanHooydonk  
 Ramona Walsh  
 Bobby W. Webster  
 Anne Colston Wentz  
 Norman E. Witthauer  
 Carl W. Zimmerman

### Ophthalmology

JAMES H. ELLIOTT, Ophthalmologist-in-Chief  
 Edwin D. Batchelor  
 John B. Bond  
 George W. Bounds  
 James Edmund Burnes  
 Abraham P. Cheij  
 Roy C. Ezell  
 Wallace H. Faulk  
 James W. Felch  
 Stephen S. Feman  
 Walter W. Frey  
 Stephen E. Grinde  
 Robert R. Henderson  
 Gary W. Jerkins  
 Karla J. Johns  
 Bruce E. Jones  
 James P. Loden

Reginald S. Lowe, Jr.  
 Philip L. Lyle  
 Lee R. Minton  
 Denis M. O'Day  
 John M. Omohundro III  
 Yeshawant B. Paranjape  
 Howard Rosenblum  
 Deborah S. Ruark  
 Joseph W. Scobey  
 Charlie R. Smith  
 Henry C. Smith  
 K. Shannon Tilley  
 Willard O. Tirrill III  
 Joseph W. Wahl  
 Gates J. Wayburn, Jr.  
 Ralph E. Wesley

### Orthopaedics and Rehabilitation

DAN M. SPENGLER, Orthopaedist-in-Chief  
 Dave A. Alexander, Jr.  
 Allen F. Anderson  
 John C. Brothers  
 John Bruno III  
 George K. Carpenter, Jr.  
 Michael J. Christie  
 Wesley L. Coker  
 Shannon R. Curtis  
 Harold A. Ferguson  
 Michael C. Ferrell  
 S. Benjamin Fowler  
 Donald L. Gaines  
 William M. Gavigan  
 David W. Gaw  
 Neil E. Green  
 Charles M. Hamilton

Marion C. Harper  
 William J. Jekot  
 Robert K. Johnston  
 David S. Jones  
 Frank E. Jones  
 John W. Lamb  
 Lawrence P. Laughlin  
 Thomas J. Limbird  
 A. Brant Lipscomb  
 John C. McInnis  
 Michael A. Milek  
 Andrew H. Miller  
 Charles G. Norton  
 John W. Oglesby  
 Thomas F. Parrish  
 Eugene M. Regen, Jr.  
 Barrett F. Rosen

Robert V. Russell  
 Roy Sanders  
 Norman L. Sims  
 Robert B. Snyder  
 Robert E. Stein

Marc Swiontkowski  
 Elizabeth Szalay  
 E. Dewey Thomas  
 John M. Wampler

### Pathology

WILLIAM H. HARTMANN, Pathologist-in-Chief  
 Mary C. Abram  
 James Atkinson  
 William J. Boyd  
 Robert D. Collins  
 John B. Cousar, Jr.  
 Anh H. Dao  
 Ben W. Davis  
 Carla M. Davis  
 Thomas C. Delvaux, Jr.  
 Alan D. Glick  
 Fred Gorstein  
 Louis S. Graham  
 George F. Gray, Jr.  
 Susan A. Halter  
 Jerry K. Humphreys

Alfred G. Kasselberg  
 Virgil S. LeQuire  
 Fred V. Lucas  
 Thomas E. Mason  
 Thomas L. McCurley III  
 William M. Mitchell  
 David L. Page  
 Adelisa L. Panlilio  
 Fritz F. Parl  
 Charles W. Stratton  
 John B. Thomison  
 Renu Virmani  
 Charles H. Wallas  
 William D. Whetsell, Jr.  
 Song W. Wong

### Pediatrics

DAVID T. KARZON, Pediatrician-in-Chief  
 William A. Altemeier III  
 Luther A. Beazley  
 Eugene L. Bishop  
 Lindsay K. Bishop  
 Carla Bloedel  
 Robert C. Bone  
 Robert J. Boucek  
 A. Scott Brooks  
 Deborah Bryant  
 Merlin Butler  
 Ian M. Burr  
 Robert M. Campbell  
 Sam W. Carney, Jr.  
 Norman M. Cassell  
 Eric M. Chazen  
 Robert B. Cotton  
 Lisa Craft  
 William M. Doak  
 William D. Donald  
 Paul Douthitt  
 Ray L. Dubuisson  
 Mary Catherine Dundon  
 Kathryn M. Edwards  
 John P. Fields  
 William F. Fleet, Jr.  
 James C. Gay  
 Fayez K. Ghishan  
 Paul C. Gomez  
 Johnny E. Gore  
 Thomas P. Graham  
 Roland W. Gray  
 John W. Green  
 Ralph M. Greenbaum

Harry L. Greene  
 Thomas A. Hazinski  
 Douglas C. Henry  
 Gerald B. Hickson  
 Charles S. Hirshberg  
 Robert L. Janco  
 Lowry D. Kirby  
 Leonard J. Koenig  
 Alexander R. Lawton  
 Joseph F. Lentz  
 William R. Long  
 Rodney A. Lorenz  
 John N. Lukens  
 Robert C. MacDonell  
 Robert E. Mallard  
 George C. Martin  
 Raymond L. Meneely  
 Ronald V. Miller  
 Gordon A. Moreau  
 David Moroney  
 Joe P. Moss  
 Jennifer L. Najjar  
 Dewey G. Nemecek  
 John T. Netterville  
 Steven Neubauer  
 Kenneth T. North  
 Susan M. O'Connor  
 Ellen C. Perrin  
 James M. Perrin  
 John A. Phillips III  
 Elizabeth P. Pierce  
 Diane J. Pincus  
 John Plonk  
 James S. Price

Patricia F. Robinson  
 Jorge Rojas  
 Dan S. Sanders, Jr.  
 Dan S. Sanders III  
 Sarah H. Sell  
 E. Conrad Shackelford, Jr.  
 Jayant P. Shenai  
 William T. Stonecker  
 Charles N. Spencer  
 Mildred T. Stahlman  
 Joseph Steranka  
 Charles A. Stilwell, Jr.  
 Joe M. Strayhorn  
 Hakan W. Sundell  
 Steven M. Tate  
 David D. Thombs

### Psychiatry

MICHAEL H. EBERT, Psychiatrist-in-Chief  
 Georgina A. Abisellan  
 Lori M. Adelson  
 Edward Arnold  
 Harvey Asher  
 Thomas A. Ban  
 Ralph I. Barr  
 David Barton  
 Robert O. Begtrup  
 Otto Billig  
 Henry B. Brackin, Jr.  
 Thomas W. Campbell  
 Pietro Castelnovo-Tedesco  
 Charles Corbin, Jr.  
 James H. Crecraft  
 Miles K. Crowder  
 Jesse E. Dozier  
 Palmer Edwards  
 Joseph H. Fishbein  
 Fay M. Gaskins  
 Edmon L. Green  
 Marc H. Hollender  
 Frederick T. Horton, Jr.  
 Robert A. Jack  
 Harold W. Jordan  
 William D. Kenner  
 John C. Koomen

### Radiation Oncology

ARNOLD W. MALCOLM, Radiation Oncologist-in-Chief

### Radiology

A. EVERETTE JAMES, JR., Radiologist-in-Chief  
 Joseph H. Allen  
 Frank E. Carroll  
 Joseph Diggs  
 Arthur C. Fleischer  
 Samuel Julian Gibbs  
 Richard M. Heller

Julia Thompson  
 Dorothy J. Turner  
 Robert L. VanDervoort, Jr.  
 Larry B. Vogler  
 William B. Wadlington  
 Ethel Walker  
 Arville V. Wheeler  
 Thomas C. Whitworth  
 Bernard A. Wiggins  
 Erle E. Wilkinson  
 Melissa Will  
 George W. Wood  
 Peter F. Wright  
 Kenneth Wyatt  
 Thomas Yeager  
 Thomas B. Zerfoss, Jr.

Ronald-Frederic C. Kourany  
 Kent Kyger  
 Linda Lundin  
 Aileen McAlister  
 James R. McFerrin  
 James B. McGehee  
 Embry McKee  
 James L. Nash  
 J. Kirby Pate  
 William M. Petrie  
 Pauline L. Rabin  
 Judith J. Regan  
 Robert N. Reynolds  
 Jack O. Rice  
 Richard Shelton  
 Verman H. Sharp  
 William F. Sheridan, Jr.  
 S. Steve Snow  
 Frank W. Stevens, Jr.  
 Frank W. Stevens, Sr.  
 Brian R. Swenson  
 C. Richard Treadway  
 Charles E. Wells  
 Jane R. Weinberg  
 Brad Williams  
 Melbourne A. Williams  
 Dennis C. Workman

Alan J. Kaufman  
 Jeremy J. Kaye  
 Robert M. Kessler  
 Sandra G. Kirchner  
 Victor N. Martin  
 Murray J. Mazur  
 E. Paul Nance



C. Leon Partain  
Henry P. Pendergrass  
F. David Rollo  
Glynis Sacks

Martin G. Sandler  
Max I. Shaff  
Alan C. Winfield  
William S. Witt

## Surgical Sciences

### Surgery

JOHN L. SAWYERS, Surgeon-in-Chief  
Naji N. Abumrad  
Robert B. Adkins, Jr.  
Jeanne Ballinger  
Stanley Bernard  
Robert L. Bomar, Jr.  
Benjamin F. Byrd, Jr.  
Kenneth L. Classen  
Joseph M. Crane  
William Andrew Dale  
John Lucian Davis  
Richard H. Dean  
Harold C. Dennison, Jr.  
William H. Edwards  
Steven J. Eskind  
John L. Farringer, Jr.  
J. Raymond Fletcher  
Walter G. Gobbel, Jr.  
Herschel A. Graves, Jr.  
Lynwood Herrington, Jr.  
George W. Holcomb, Jr.  
Robert W. Ikard  
William D. Johnston  
Fred T. Kimbrell, Jr.  
James P. Lester

Malcolm R. Lewis  
Patrick Meacham  
F. Michael Minch  
John A. Morris  
Joseph L. Mulherin, Jr.  
Wallace W. Neblett  
Philip J. Noel, Jr.  
William Nylander  
Jefferson C. Pennington, Jr.  
David R. Pickens, Jr.  
John R. Potts III  
Vernon H. Reynolds  
Robert E. Richie  
Douglas H. Riddell  
Lansdon B. Robbins II  
Louis Rosenfeld  
H. William Scott, Jr.  
Kenneth W. Sharp  
Bruce M. Smith  
Richard B. Terry  
George Waterhouse  
Lester Williams  
John D. Witherspoon  
John K. Wright

### Oral Surgery

H. DAVID HALL, Oral Surgeon-in-Chief  
Samuel Banks  
Thomas Carney  
Elmore Hill

Samuel McKenna  
James W. Nickerson, Jr.  
Stanley C. Roddy, Jr.  
Jack C. Schmitt

### Neurological Surgery

GEORGE S. ALLEN, Neurosurgeon-in-Chief  
Vaughan Allen  
Verne E. Allen  
Rex E. Arendall, Jr.  
Bennett Blumenkopf  
Arthur G. Bond  
Cully A. Cobb, Jr.  
Arthur R. Cushman  
James W. Hays

Ray W. Hester  
Everette I. Howell  
Warren F. McPherson  
William F. Meacham  
Charles D. Scheibert  
Timothy Schoettle  
Harold P. Smith  
David J. Tolner

**Otolaryngology**

J. Clyde Alley  
 Ronald C. Cate  
 Jerrall P. Crook  
 William G. Davis  
 William L. Downey  
 Michael E. Glasscock

Hiranya C. K. Gowda  
 Perry F. Harris  
 Daniel R. Hightower  
 Charles G. Jackson  
 William G. Kennon, Jr.  
 Warren R. Patterson

**Pediatric Surgery**

WALLACE W. NEBLETT III, Pediatric Surgeon-in-Chief  
 George W. Holcomb, Jr.

**Plastic Surgery**

JOHN B. LYNCH, Chief of Plastic Surgical Service  
 David G. Bowers  
 Glenn S. Buckspan  
 Reuben A. Bueno  
 James H. Fleming  
 Kevin F. Hagan  
 James J. Madden, Jr.

G. Patrick Maxwell  
 Takis Patikas  
 Riley Rees  
 Greer Ricketson  
 Robert B. Shack  
 Kirkland W. Todd

**Thoracic and Cardiac Surgery**

HARVEY W. BENDER, JR., Chief of Thoracic  
 and Cardiac Service  
 William C. Alford, Jr.  
 Phillip P. Brown  
 George R. Burrus  
 David M. Glassford  
 John William Hammon, Jr.

Robert A. Hardin  
 Jackson Harris  
 J. Kenneth Jacobs  
 Walter H. Merrill  
 Michael Petracek  
 William S. Stoney  
 Clarence S. Thomas, Jr.

**Urological Surgery**

W. SCOTT McDOUGAL, Chief of Urology Service  
 Robert B. Barnett  
 H. Victor Braren  
 John W. Brock III  
 Oscar W. Carter  
 William B. Crenshaw  
 Charles W. Eckstein  
 Robert H. Edwards  
 Robert B. Faber  
 John R. Furman  
 Keith Hagan  
 David Hill  
 Albert P. Isenhour, Jr.

Linza T. Killion  
 Frederick K. Kirchner, Jr.  
 Robert E. McClellan  
 David H. Morgan  
 Tom E. Nesbitt  
 Tom E. Nesbitt, Jr.  
 Phillip P. Porch  
 Robert A. Sewell  
 John D. Trapp  
 John M. Tudor  
 Bruce I. Turner  
 John J. Warner  
 Claude H. Workman III

# House Staff 1985-86



Figures in the right-hand column indicate the current level of the residency.

Byron C. Abels, Jr.	General Surgery	L-1
Brian M. Aboff	Medicine	L-1
Steven R. Abram	General Surgery	L-1
Royce T. Adkins	Obstetrics-Gynecology	L-1
Albert I. Alexander	General Surgery	On Leave
Preston Clay Alexander	Obstetrics-Gynecology	L-3
Nancy Carol Allen	Obstetrics-Gynecology	L-1
Bryyan K. Anderson	Ophthalmology	L-2
Ellen Andrews	Pediatrics	L-1
Michael B. Andrews	Medicine	L-1
Pablo Antonio Arevalo	Neurology	L-3
Mary Louise Artero	Medicine	L-3
Maria "Carmen" Arzubiaga	Medicine	L-1
David B. Badesch	Medicine	L-3
Henry W. Baggett	Anesthesiology	L-3
Carolyn L. Baker	Obstetrics-Gynecology	L-1
Jack Richard Baker	Radiology	L-1
Dennis R. Banducci	Plastic Surgery	L-6
Patrick Allen Barnett	Radiology	L-1
R. Steve Bass	Radiation Oncology	L-1
Philip Dean Bates	General Surgery	L-1
Steven G. Becker	Radiology	L-4
S. Kenn Beeman	General Surgery	Lab
Calvin A. Bell	Medicine	L-1
William L. Bell, Jr.	Medicine	L-2
Debra Ann Benator	Medicine	L-2
G. Blaine Bishop, Jr.	General Surgery	L-1
Edward L. Bitseff, Jr.	Plastic Surgery	L-6
Robert E. Bledsoe, Jr.	Obstetrics-Gynecology	L-4 Chief Resident
Frank J. Block III	Allergy	L-4
Michael K. Bluett	General Surgery	L-6 Chief Resident
William F. Boeckmann	Anesthesiology	L-3
Clifford W. Bogue	Pediatrics	L-1
Thomas J. Boland	General Surgery	L-1
Roger A. Bonau	General Surgery	L-3
H. Jay Boulas	Orthopaedics	L-2
Barrett D. Brantley	Pathology	L-2
Andrew Brasch	Neurology	L-5
Margaret M. Brennan	Medicine	L-8 Chief Resident VUH
Bruce A. Brown	Ophthalmology	L-4 Chief Resident
Patricia R. Brown	Medicine	L-2
Sarah Jane Brown	Psychiatry	L-3
Wesley R. Brown	Obstetrics-Gynecology	L-1
John Steven Bruch	Medicine	L-1
Andrew G. Bullard	Medicine	L-1
John C. Bullington	Anesthesiology	L-3
Daniel J. Burch	Medicine	L-2
Charles D. Burger	Medicine	L-1
Jay Clarence Butler	Medicine	L-1

John W. Cain II	Psychiatry	L-2
Michael D. Callaway	Medicine	L-3
James T. Callis	General Surgery	L-3
Douglas S. Campbell	General Surgery	L-2
Mark M. Carter	Radiology	L-6 Chief Resident
Alan D. Cartmell	Medicine	L-3
Robert D. Cebul	General Surgery	L-2
David G. Chaffin	Obstetrics-Gynecology	L-2
Joseph W. Chance	Anesthesiology	L-2
Michael W. Chancellor	Radiation Oncology	L-4
William C. Chapman	General Surgery	L-2
Geoffrey D. Chazen	Medicine	L-2
Andrew L. Chern	Medicine	L-2
Bradford E. Clayton	Obstetrics-Gynecology	L-3
Charles P. Cochran	Medicine	L-3
Dennis G. Colbert	Medicine	L-2
Cheryl Engles Coleman	Anesthesiology	L-3
Chrissa L. Collings	Pediatrics	L-3
Raoul S. Concepcion	General Surgery	L-2
Michael P. Conrad	Psychiatry	L-1
John Franklin Cooper	Medicine	L-1
Allen R. Craig	Psychiatry	L-4 Chief Resident
Nancy Jean Crowley	General Surgery	L-1
Michael S. Dale	Medicine	L-2
David G. Daniel	Psychiatry	L-4 Chief Resident
Robert M. DaSilva	Orthopaedics	L-2
Joseph F. Davies	Orthopaedics	L-4
Lee S. Davis	Anesthesiology	L-3
Roy Whit Deal	Psychiatry	L-1
Joseph B. DeLozier III	General Surgery	L-4
Rodney L. Dennis	Urology	L-5
Steven C. Dennis	Orthopaedics	L-4
John H. DeWitt	Psychiatry	L-2
Bradley C. Diner	Psychiatry	L-1
Charles V. DiRaimondo	Orthopaedics	L-6 Chief Resident
Jeffrey A. Ditesheim	General Surgery	L-1
Bryce W. Dixon	Medicine	L-3
Debra Ann Dodd	Pediatrics	L-2
Julie Ann Dodds	General Surgery	L-1
Tracey E. Doering	Medicine	L-1
William S. Domin	Pediatrics	L-3
Raymond G. Dufresne, Jr.	Dermatology	L-4 Chief Resident
John Frederick Dunn	General Surgery	Lab
Webb J. Earthman	Radiology	L-6 Chief Resident
Scott Alan Eastin	Psychiatry	L-1
David L. Edwards	Medicine	L-3
William H. Edwards, Jr.	General Surgery	L-5
Alan D. Eisenberg	Radiology	L-2
Thomas W. Ertzner	Radiology	L-5
Meridith Ann Ezell	Ophthalmology	L-4 Chief Resident
Thomas J. Fallinger	Medicine	L-1
Randall M. Falk	Urology	L-5
Christa M. Fandel	Pediatrics	L-3
Richard D. Farber	Radiology	L-4
David A. Faris	Ophthalmology	L-2
Paul R. Fassler	Orthopaedics	L-2
Brian D. Fellmeth	Radiology	L-3

Erol Fikrig	Medicine	L-1
Kyle S. Fisher	Anesthesiology	L-3
John F. K. Flanagan	Anesthesiology	L-4 Chief Resident
Robert E. Fleming	Pediatrics	L-2
Mark D. Flora	General Surgery	L-1
Agnes B. Fogo	Pathology	L-4
Howard W. Follis	General Surgery	L-1
Douglass W. Forsha	Medicine	L-1
Robert L. Forti	Medicine	L-1
Lesa D. Fraker	General Surgery	L-1
John J. Franks	Anesthesiology	L-3
Maria Frexes Steed	General Surgery	Lab
Gottlieb C. Friesinger	Medicine	L-2
D. Catherine Fuchs	Child Psychiatry	L-4
Randy C. Fullerton	Medicine	L-2
Mary Carolyn Gamache	Medicine	L-1
Maria Garber	Ophthalmology	L-2
Jose M. Garmendia	Medicine	L-1
Daniel R. Garst	Psychiatry	L-3
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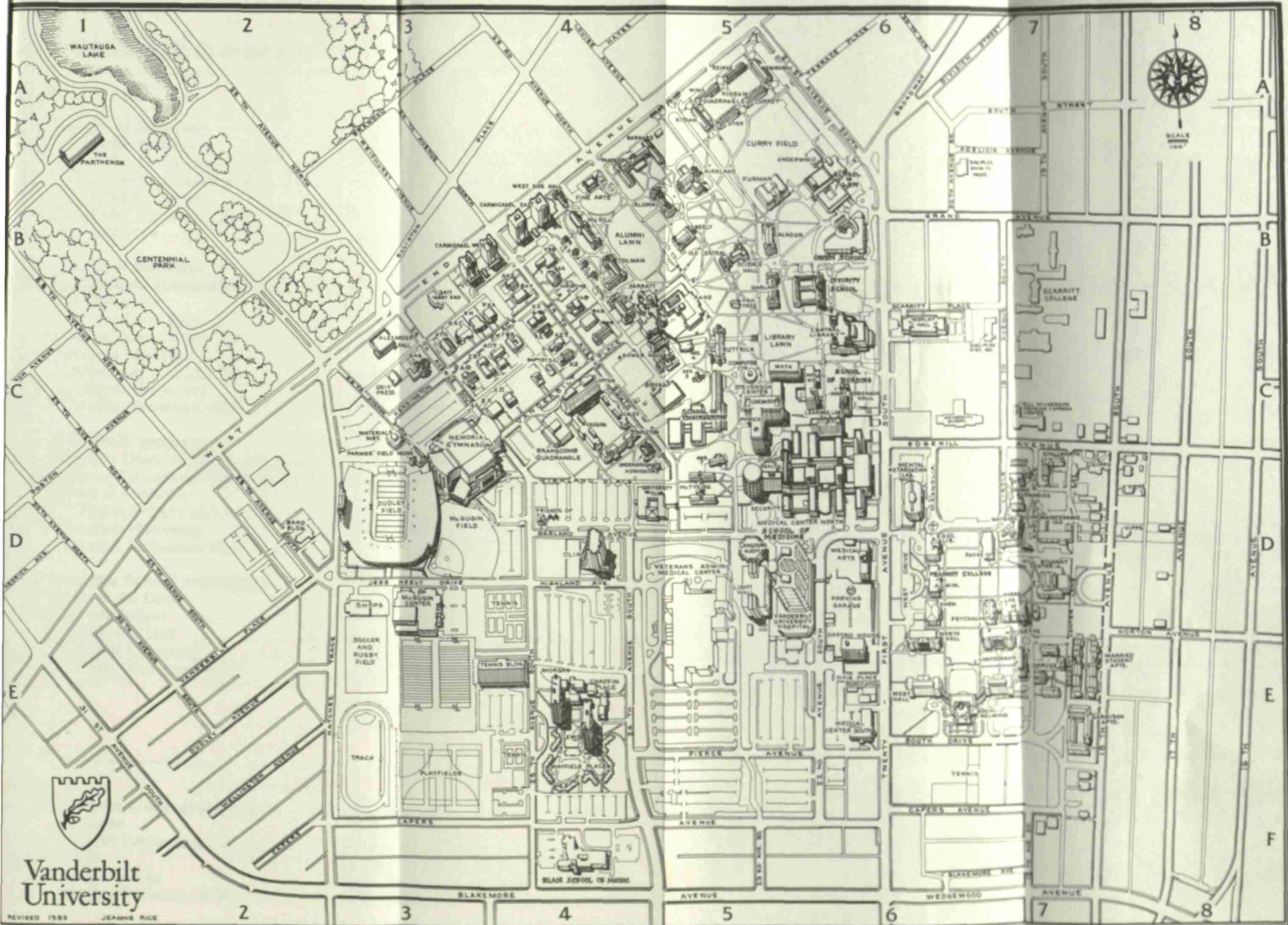
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Department of Adult Health

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#### **Family Nurse Practitioner**

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