

The Bulletin of
Vanderbilt University 1992/93

Medical Center



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Policies concerning non-curricular matters and concerning withdrawal for medical or emotional reasons will be found in the *Student Handbook*.

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Medical Center

School of Medicine
School of Nursing
Hospital and Clinic



Vanderbilt
University
1992/93

Containing general information,
appointments, and courses of study
for the 1992/93 session
corrected to 30 June 1992
Nashville

School of Medicine Calendar 1992/93

FALL SEMESTER 1992

Registration and classes begin 4th year and 1/3 of 3rd year class / Monday 6 July
Registration and classes begin 1/3 of 3rd year class / Monday 3 August
Registration 2nd year / Monday 17 and Tuesday 18 August
Registration 1st year / Monday 17 to Wednesday 19 August
Classes begin 2nd year / Wednesday 19 August
Classes begin 1st year / Thursday 20 August
Labor Day holidays for 1st, 2nd, and 4th year classes / Monday 7 September
Registration and classes begin 1/3 of 3rd year class / Monday 31 August
Midterm exams 2nd year class / Monday 19 to Thursday 22 October
Fall break 1st year class / Wednesday 21 to Sunday 25 October
Fall break 2nd year class / Thursday 22 to Sunday 25 October
Thanksgiving holidays / Thursday 26 to Sunday 29 November
Exam period elective courses 1st and 2nd years / Monday 7 to Friday 11 December
Exam period required courses 1st and 2nd years / Monday 14 to Friday 18 December
Fall semester ends / Friday 18 December
Holidays / Saturday 19 December to Sunday 3 January

SPRING SEMESTER 1993

Spring semester begins / Monday 4 January
Midterm exams 1st and 2nd year classes / Monday 22 to Friday 26 February
Spring holidays 1st and 2nd years / Saturday 27 February to Sunday 7 March
Spring holidays 3rd year (Med, Surg) / Saturday 13 to Sunday 21 March
Spring holidays 4th year / Wednesday 17 to Sunday 21 March
United States Medical Licencing Examination—Step 2 / Tuesday 30 and Wednesday 31 March
Instruction ends 4th year / Friday 23 April
Spring holidays 3rd year (Ob/Gyn, Peds, Psych, Neuro) / Saturday 24 April to Sunday 2 May
Exam period elective courses 1st and 2nd years / Monday 26 to Friday 30 April
Instruction ends required courses 1st and 2nd years / Friday 30 April
Examination period required courses 1st and 2nd years / Monday 3 to Thursday 6 May
Commencement / Friday 7 May
United States Medical Licencing Examination—Step 1 / Tuesday 8 and Wednesday 9 June
Instruction ends 3rd year / Friday 25 June

School of Nursing Calendar 1992/93

FALL SEMESTER 1992

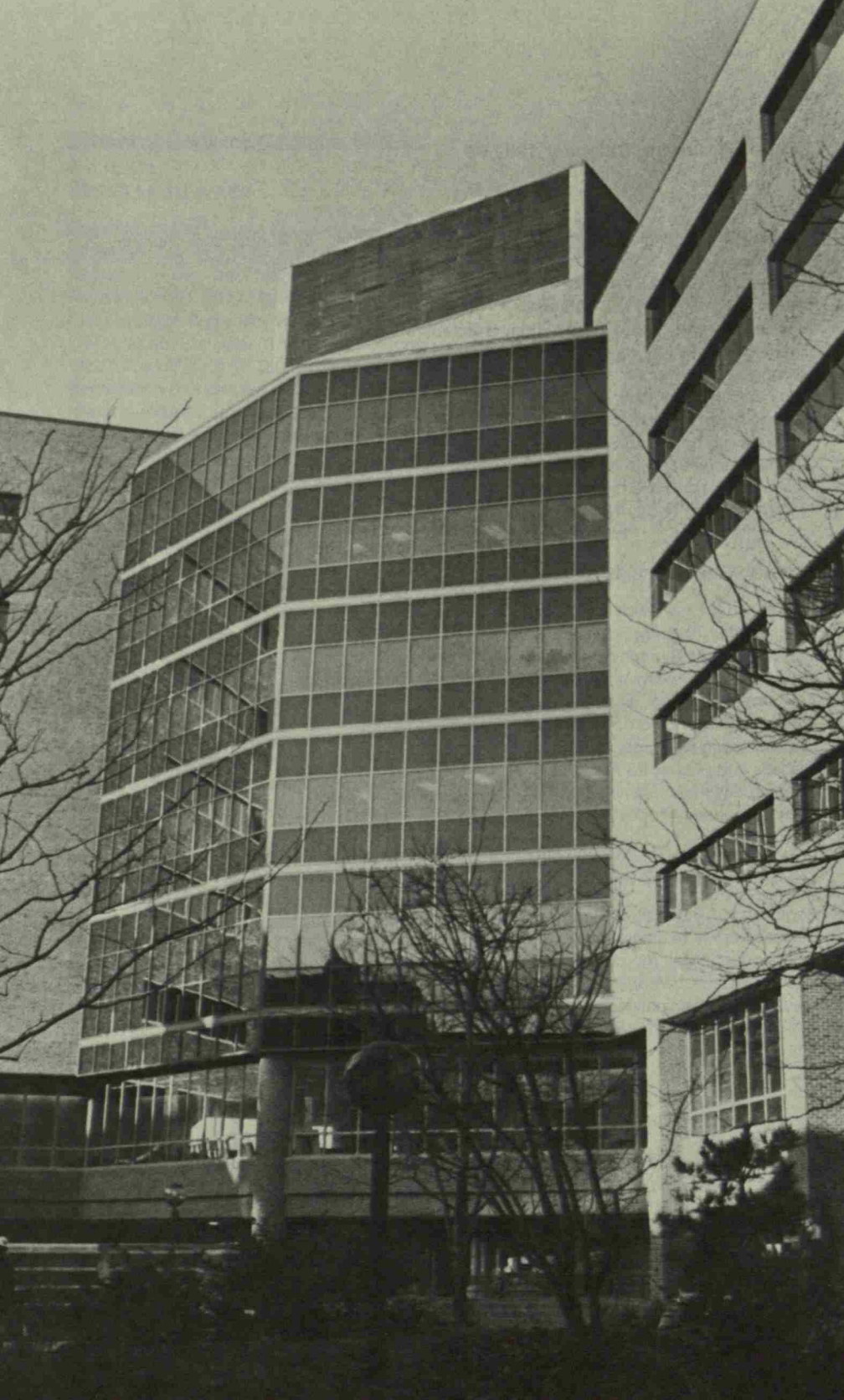
Orientation for nursing students (mandatory) / Wednesday 19 August and Thursday 20 August
Registration / Friday 21 August
Classes begin / Monday 24 August
First seven-week module ends / Friday 9 October
Reading period / Monday 12–Friday 16 October
Nursing School Reunion / Thursday 15–Saturday 17 October
Homecoming / Saturday 24 October
Second seven-week module begins / Monday 19 October
Thanksgiving holidays / Saturday 21–Sunday 29 November
Classes end / Friday 11 December
Reading days and examinations / Monday 14–Thursday 17 December
Holidays begin / Friday 18 December

SPRING SEMESTER 1993

Orientation for new students / Monday 4 January
Registration / Tuesday 5 January
Classes begin / Thursday 7 January
National NCLEX examination for Nursing State Board / Wednesday 3–Thursday 4 February
First seven-week module ends / Friday 26 February
Spring holidays / Saturday 27 February–Sunday 7 March
Second seven-week module begins / Monday 8 March
Classes end / Friday 23 April
Reading days and examinations / Monday 26–Friday 30 April
Commencement / Friday 7 May

SUMMER SEMESTER 1993

Registration / Thursday 22–Friday 23 April
Classes begin / Monday 3 May
Independence Day (no classes) / Monday 5 July
National NCLEX / Wednesday 7–Thursday 8 July
Classes and examinations end / Wednesday 6 August




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Medical Center

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for the Southeast 15**

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An Academic Health Care Center for the Southeast

 VANDERBILT University Medical Center (VUMC) has a three-fold mission—the education of health professionals, research in medical sciences, and patient care. This mission is carried out in five primary operating units—the School of Medicine, the School of Nursing, The Vanderbilt Clinic, Vanderbilt University Hospital, and Vanderbilt Children's Hospital, where patients receive exemplary care from physicians and nurses who are creative teachers and scholars.

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 clinical units, facilitating joint research activities. As a result, the Medical Center can undertake significant, innovative programs that set the standards for health care in the region.

Outstanding patient care and technological innovation have established Vanderbilt's reputation as a leading 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 be likely to see in many years of private practice.

The Medical Center furnishes support for University 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 an overriding concern for the care of patients—Vanderbilt University Medical Center strives 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 contributes to the improvement of the health of all.

*John A. Phillips III, Professor of Pediatrics and
Director of the Division of Genetics*

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, continuing Vanderbilt's century-old tradition of offering the best in patient care.

Routinely, more than 25 percent of patients seen in the Hospitals are from states other than Tennessee, with the majority coming from Kentucky, Alabama, and Mississippi.

Vanderbilt Children's Hospital

Located on the fourth, fifth, and sixth floors of the University Hospital, the Children's Hospital meets the unique medical needs of infants and children. Specialty units include neonatal intensive care and a children's kidney center.

Vanderbilt Child and Adolescent Psychiatric Hospital

Opened in 1985 as a joint venture of VUMC and the Hospital Corporation of America, this hospital provides care for children and adolescents with general psychiatric problems, chemical dependency, and psychosomatic and neuropsychiatric problems. The hospital is a regional referral center for middle Tennessee and serves as a teaching and research facility for medical students and resident physicians in psychiatry.

The Vanderbilt Clinic

The 535,000 square foot Vanderbilt Clinic houses more than eighty-five medical specialty practice areas, the clinical laboratories, a center for comprehensive cancer treatment, a day surgery center, and the Children's Hospital Outpatient Center. The clinic was opened in February 1988.

Stallworth Rehabilitation Center. The Stallworth Rehabilitation Center and Institute for the Crippled, on the first floor of the clinic, combines physical, occupational, and speech therapy to provide comprehensive, multidisciplinary rehabilitation care in a single location.

Rudolph A. Light Hall

Completed in 1977, Light Hall provides classroom and laboratory space for students in the School of Medicine. It houses the department of biochemistry, the department of molecular physics and biophysics, 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 Medical Center North and to the hospital and

by bridge to the Medical Research Building and the Veterans Administration Medical Center.

Medical Research Building

Laboratories and academic space for pharmacology, biochemistry, and molecular physiology and biophysics are housed in the Medical Research Building. The eight-story building, opened in 1989, is also home to the A. B. Hancock Jr. Memorial Laboratory for Cancer Research and the positron emission tomography (PET) scanner.

The building is linked to Light Hall on all levels and shares an underground level with The Vanderbilt Clinic. The Vanderbilt Clinic and the Veterans Administration Medical Center are connected to the Medical Research Building by a bridge.

Medical Center North

The 21-bed Newman Clinical Research Center, the Cooperative Care Center, the inpatient Orthopaedic Unit, and support functions are located 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, and the Vanderbilt Institute for Treatment of Alcoholism (VITA).

Faculty and administrative offices and research space for Medical School departments 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.

Medical Center South

Medical Center South houses the department of neurology, the Jerry Lewis Neuromuscular Disease Research Center, and the School of Medicine Alumni and Development Office.

Vanderbilt Arthritis and Joint Replacement Center

This unique multidisciplinary resource for those with arthritis and rheumatic diseases is located adjacent to the Medical Center in the Village at Vanderbilt.

Vanderbilt Sports Medicine Center

Housed in McGugin Center, the Sports Medicine Center not only serves all University athletes, but is also the primary location for research, education, and treatment for all types of sports-related injuries.

Mary Ragland Godchaux Hall

Godchaux Hall contains classrooms, all offices of the School of Nursing faculty, and the following research and media centers:

Center for Nursing Research. Established in 1987 jointly by the School of Nursing, Vanderbilt Hospital, and Veteran's Administration Hospital, the Center for Nursing Research develops and tests clinical devices and instruments; conducts research in patient care, nursing management, and related issues; and designs models of health care problems, delivery systems, fiscal analysis, and staffing ratios. The center is on the third floor of Godchaux Hall.

Helene Fuld Instructional Media Center. Established in 1967 by the Helene Fuld Health Trust and housed in Godchaux Hall, this center provides multimedia learning materials, including computer terminals and microcomputers, both in a carrel area and 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.

Kim Dayani Human Performance Center

The Dayani Center is devoted to health promotion, fitness testing and evaluation, cardiac rehabilitation, employee wellness, and fitness and nutrition research.

The center, named in honor of Dr. Kim Dayani (M.D. '65), offers membership primarily to Vanderbilt faculty and staff members, but a limited number of memberships are available to the public.

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.

Medical Arts Building

Immediately adjacent to the hospital, the Medical Arts Building provides members of the clinical faculty with convenient office space.

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 eighth floor of Rudolph A. Light Hall.

The Metropolitan Nashville General Hospital and Saint Thomas Hospital are closely affiliated with the educational programs of the Schools of Medicine and Nursing. The Medical Center also utilizes the facilities of Baptist Hospital, the Luton Community Mental Health Center, the Middle Tennessee Mental Health Institute, the Metro Nashville–Davidson County Health Department, Southern Hills Hospital, and Centennial Medical Center.

Medical Center Library

Founded in 1906 as the library of the School of Medicine, the Medical Center Library moved to its present location in the northeast wing of Medical Center North in 1964. A new facility, the Annette and Irwin Eskind Biomedical Library, is now under construction, with completion expected in late 1993.

The library serves the bibliographical and informational needs of all at Vanderbilt who are engaged in the study, teaching, or practice of the health sciences. It is also a major resource for the health professionals of the region. Containing some 170,000 volumes, the library receives about 2,000 periodicals and houses a collection of rare books and other historical items, including the Medical Center archives. It is a resource library of the National Network of Libraries of Medicine and participates in various cooperative projects.

With a wide range of services, detailed in its annual guide, the library also provides many computerized databases. Access to them is either through the mediation of a librarian or by searching on your own (in-house or remote). Different approaches to electronic storage, retrieval, and dissemination of information are under constant review, and an informatics lab offers instruction and hands-on experience.

The library is a division of the Jean and Alexander Heard Library, the collective name for all the libraries at Vanderbilt, which has a combined collection of more than two million volumes. The holdings of all libraries are recorded in Acorn Plus, an integrated, automated system, which also handles the circulation of books. There are Acorn terminals in each library division and a dial-up capacity as well. The Heard Library's resources are available to all Vanderbilt personnel.

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Canby Robinson Society

In 1978 Vanderbilt established the Canby Robinson Society in honor of George Canby Robinson, M.D., dean of the Medical School from 1920 to 1928. 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.

With a membership of one-thousand plus and a working thirty-two member board, this donor society provides impetus to the Medical Center's philanthropic programs. Through the leadership of this group, private support to the Medical Center continues to increase, with the society contributing over five million dollars last year.

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MR. AND MRS. HENRY W. HOOKER, Nashville
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MR. AND MRS. WILLIAM L. HUNT, Franklin, Tennessee
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DR. THOMAS P. JERNIGAN III, New York, New York
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 Lebanon, Tennessee
 MR. AND MRS. JAMES A. RAINEY,
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 Nashville
 DR. MARVIN J. ROSENBLUM, Nashville
 DR. AND MRS. SOL A. ROSENBLUM,
 Nashville
 DR. AND MRS. LOUIS ROSENFELD,
 Nashville
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 JR., Sea Island, Georgia
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- MR. AND MRS. RAYMOND ZIMMERMAN,
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- DR. AND MRS. EDMOND P. ZIMSKI, JR.,
Boca Raton, Florida
- MR. AND MRS. BENJAMIN ZUCKER,
Nashville

The City of Nashville

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

A mixture of modern buildings and restored historic structures define the downtown skyline and give graphic evidence of the city's business vitality. Nashville has long been a center of banking, finance, publishing, and insurance, and 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 national corporations, including Hospital Corporation of America, Genesco, and Aladdin Industries. Many major manufacturing installations—among them DuPont, Ford, Nissan, and the new General Motors Saturn facility—are located in the Nashville area.

Nashville—Music City, U.S.A.—is the home of country music, but the music business in the city and the surrounding area is not limited to the "Nashville sound." Nashville has become a regional recording and production center for music, film, and video. Some of the most sophisticated soundstage and television studio facilities in the United States are here, and many record companies have offices and recording studios in Nashville.

More than a dozen colleges and universities attract some thirty thousand students from throughout the United States and around the world and include two major medical centers—Vanderbilt and Meharry Medical College. Studies in the health sciences are enriched by Nashville's status as a regional medical center for the Southeastern states.

Cultural activities in Nashville have expanded greatly during the last few years. The Tennessee Performing Arts Center features music, dance, theatre—including touring companies of Broadway shows and a local repertory company—and other performing arts. The Nashville Symphony holds concerts at the War Memorial auditorium, the bandshell in Centennial Park, and other locations, and Nashville has numerous clubs where local and nationally-known artists regularly perform. Several local theatre groups offer shows ranging from comedy revues to dinner theatre and Shakespeare-in-the-park. In addition, music, drama, and dance performances by both touring and resident artists are regularly scheduled events on the Vanderbilt campus.

Nashville's many restaurants cater to dining preferences ranging from home-cooked Southern meals to gourmet dining. Entertainment choices are likewise wide-ranging, from hole-in-the-wall bluegrass joints to swank, showcase supper clubs.

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 challenges of whitewater rafting or kayaking. Old Hickory and Percy Priest lakes, each about thirty minutes from Vanderbilt, are popular with skiers, sailors, and anglers.

The Nashville Sounds play baseball April through September, and the Nashville Knights, the area's newest sports attraction, is making its mark in the East Coast Hockey League. 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.

As state capital, Nashville is also a center for state and federal government. The city itself has 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

When Commodore Cornelius Vanderbilt gave a million dollars to build and endow Vanderbilt University in 1873, he did so with the wish that it "contribute to strengthening the ties which should exist between all sections of our common country."

Today Vanderbilt more than fulfills the Commodore's hope. It is one of a few independent universities with a quality undergraduate program

and a full range of graduate and professional programs. It has a strong faculty of over 1,400 full-time members and a diverse student body of about 9,000. In the truest sense, Vanderbilt is a university. Students from many regions, many backgrounds, and many disciplines come together for study and research. To that end, the University is the fortunate recipient of continued support from the Vanderbilt family and other private citizens.

The 333-acre campus is about one and one-half miles from the downtown business district of the city, combining the advantages of an urban location with a peaceful, park-like setting of broad lawns, shaded paths, and quiet plazas.

Facilities off the campus include the Arthur J. Dyer Observatory, situated on a 1,131-ft. hill six miles south.

The schools of the University and the degrees they offer are as follows:

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 Liberal Arts and Science, the Master of Arts in Teaching, the Master of Science, and the Doctor of Philosophy.

Blair School of Music, offering the Bachelor of Music.

The Divinity School, offering the Master of Divinity, the Master of Theological Studies, 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 Master of Science in Nursing.

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


Peabody College offering the Bachelor of Science, the Master of Education, the Master of Public Policy, 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

 VANDERBILT 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.

Identification Cards

Identification cards are multifunctional, serving as each student's library card, building access card, and, when combined with a campus dining or flexible-spending account, a dining card that also can be used to make cash-free purchases throughout the campus (see Eating on Campus).

Identification cards are issued at the office of the University Registrar, 242 Alexander Hall, from 9 a.m. to 3 p.m., Monday through Friday. All students' cards must be validated for the current semester at registration.

Housing Facilities

The Office of Residential and Judicial Affairs provides suitable and appropriate housing for as many graduate students as possible. Applications and inquiries concerning housing should be addressed to the Office of Residential and Judicial Affairs, Box 1677 Station B, 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 therefore 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.

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.

The Married Students Apartments, located at the eastern edge of campus on Eighteenth Avenue South are town-house apartments with living room and kitchen downstairs and two bedrooms and bath upstairs. The apartments are designed for families.

The Garrison Apartment complex on Eighteenth 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.

Change of Address

Students who change either their local or mailing address are expected to notify school and University registrars immediately. Candidates for degrees who are not in residence should keep the school informed of current mailing addresses.

Eating on Campus

Several dining facilities on campus offer a variety of types of service and food. The Divinity Refectory, the Branscomb Canopy, the Hill Center, the Rand and Commodore Dining Rooms (Rand Hall), and McTyeire Dining Hall all offer complete menus. At least two of these facilities are open seven days a week, from 7 a.m. till 8 p.m.

The Overcup Oak in Sarratt Student Center has an informal, pub-like atmosphere. Specialty foods are available for lunch and dinner. Another facility is the cafeteria in The Vanderbilt Clinic in the Medical Center.

Through "Commodore Card" campus dining and flexible-spending accounts, students may use their identification cards to purchase food, *à la carte*, at any of the above listed locations. An account may be set up at 125 Sarratt Center Monday through Friday from 9 a.m. to 3 p.m.

Psychological and Counseling Center

The Psychological and Counseling Center is a broad-based service center available to students, faculty, staff, and their immediate families. Services include:

- Individual and group counseling and psychotherapy for personal problems and issues
- Psychological assessment

- Group support programs for learning skills such as relaxation, assertiveness, marital communication, reading and study techniques, and weight, stress, and time management
- Administration of national testing programs
- Career choice/change and college major counseling
- Outreach and consultation with faculty and staff
- Campus speakers and educational programs

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

Student Health Service

The Vanderbilt Student Health Service is a student-oriented facility that provides medical care for chronic and acute conditions.

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 insurance policy.

The Zerfoss Student Health Center is open from 8 a.m. to 4:30 p.m., Monday through Friday, and 8:30 a.m. until noon on Saturday, except during scheduled breaks. Students are asked to call for appointments when possible, but "walk-ins" are helped on a first-come first-served basis. When the Health Center 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 registered at Vanderbilt for 4 or more credit hours or for a thesis or dissertation research course are required to have adequate hospitalization insurance coverage, and a health insurance plan is offered through the University. This plan is designed to provide 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 Center.

The annual premium is in addition to tuition and is automatically billed to the student's account. Coverage extends from 20 August until 19 Au-

gust 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 Office of Student Accounts or the Medical School Office of Financial Aid each academic year of adequate coverage under another policy. Students must complete and return the acceptance/waiver card that is available at registration or in the Office of Student Accounts or the Medical School Office of Financial Aid each academic year.

Medical Students. A medical student who does not wish to subscribe to the University insurance plan must notify the Medical School Office of Financial Aid of adequate coverage under another policy. Students will automatically be covered under the University policy unless a waiver card is received by the Medical School Office of Financial Aid before 15 October. Returning students must submit a waiver card each year if they wish to waive student health insurance.

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 Office of Student Accounts (Medical School Office of Financial Aid for medical students) at the time of registration.

International Student Coverage. International students and their dependents residing in the United States are required to purchase the University's international student health and accident insurance plan. 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 Students with Disabilities

Vanderbilt has a strong commitment to persons with disabilities and coordinates services including readers and taped books; assistance in locating interpreters for hearing impaired persons; and modifications of class locations and assignments for persons with mobility impairments.

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

The University provides access to academic programs, parking, and recreational facilities. A brochure outlining resources and services available for persons with disabilities is available from the Opportunity Development Center.

Specific concerns pertaining to services for people with disabilities should be directed to the following faculty monitors or to the Disability Services Coordinator, Opportunity Development Center, Box 1809 Station B, Nashville, Tennessee 37235; phone 322-4705 (V/TDD); fax 421-6871.

School of Medicine. Associate Dean Gerald S. Gotterer, 203 Light Hall, Nashville, Tennessee 37232-0685.

School of Nursing. Patricia L. Peerman, Director of Student Affairs, 116 Godchaux Hall, Nashville, Tennessee 37240.

Child Care Center

Vanderbilt Child Care Center operates as a service to University faculty and staff members and students. The program serves children six weeks old to five years; summer camp is available for school-age children. Tuition is based on the child's age and family income. The center is open from 6:30 a.m. to 5:30 p.m. Daily activities include outdoor play, language experiences, music, and art. The center is accredited by the National Academy of Early Childhood Programs. Additional information is available from the Vanderbilt Child Care Center, Box 83 Peabody Station, Nashville, Tennessee 37203, or by calling 322-8076.

Campus Security

Of primary concern to the Department of 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. Information on security measures and a summary of crime statistics for the Vanderbilt campus is available from the Department of Security, Alexander Hall, 2505 West End Avenue, Nashville, Tennessee 37203.

Shuttle Bus Service

The University Shuttle Bus Service operates from 7 a.m. to 3 a.m., Monday through Friday, and 7 p.m. to 3 a.m. on weekends. The bus is accessible to persons with disabilities. Schedule and route information may be obtained at the Department of Security. The shuttle bus service operates on a revised schedule during academic break periods but does not operate on holidays.

Escort Service

A vehicular or walking escort service is available for persons who need an escort after dark for personal safety reasons or for those who need transportation because of physical disability. The telephone number for the service is 421-8888.

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 Security.

Lost and Found

Articles abandoned on campus are turned in to the Department of 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 Security. Students will be assigned to specific areas of the campus for parking purposes, and some reserved parking spaces are available in garages and surface lots.

Bishop Joseph Johnson Black Cultural Center

The building that became the center of activities for African-American students at Vanderbilt in the seventies was renovated in 1984 and named for Bishop Joseph Johnson (B.D. '54, Ph.D. '58), Vanderbilt's first African-American student. The center remains the focal point of social and cultural activities for African-American students; it also sponsors lectures, symposia, and musical activities, and provides academic resources on African and African-American culture. The center is open weekdays from 8:30 a.m. to midnight.

Margaret Cuninggim Women's Center

The Women's Center was established in 1978 to provide support for women at Vanderbilt and resources about women, gender, and feminism for the University community. In 1987 the center was named in memory of Margaret Cuninggim, dean of women and later dean of student services at Vanderbilt.

Programs for students, staff, and faculty are scheduled regularly during the fall and spring semesters and are publicized in the monthly newsletter *Women's VU*, which is distributed without charge to campus addresses on request.

The center houses a small library with an excellent collection of unbound materials such as clippings and reprints as well as journals, magazines, and tapes. Books circulate for two weeks. Copy facilities are

available. The center is located in the Franklin Building, West Side Row, and is open weekdays from 8:30 a.m. to 5 p.m. (10 p.m. on Tuesdays).

Sports and Recreation

Graduate and professional students are encouraged to participate in the many physical activity classes, intramurals, and sport clubs offered by the University. All students pay a mandatory recreation fee which supports facilities, fields, and programs (see the chapter on Financial Information). Spouses must also pay a fee to use the facilities.

Physical activity classes offered include such unusual activities as tae kwon do and scuba diving along with the old standbys: tennis, swimming, volleyball, and racquetball. Twenty-two sport clubs 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, and four softball diamonds. Playing fields are irrigated and maintained to assure prime field conditions. Excellent lighting is available for night use.

A student recreation center, completed in January 1990, houses a swimming pool; three courts for basketball, volleyball, and badminton; six racquetball and two squash courts; a weight and Nautilus room; a wood-floor activity room; a rock-climbing wall; an indoor track; a mat room; locker rooms; and a dining area. Lighted outside basketball and sand volleyball courts complement the center.

Religious Life

The Office of the University Chaplain and Affiliated Ministries exists to provide occasions for religious reflection and avenues for service, worship, and action. There are many opportunities to clarify one's values, examine personal faith, and develop a sense of social responsibility. Major service projects include the Alternative Spring Break, the Vanderbilt Prison Project, the Oxfam Fast, Habitat for Humanity, the Student Y, and the Racial Environment Project.

The Holocaust and Martin Luther King Jr. lecture series provide two intense weeks of lectures investigating these climactic historical events and times.

Baptist, Church of Christ, Episcopal, Jewish, Presbyterian, Reformed University Fellowship, Roman Catholic, and United Methodist chaplains work with individuals and student groups. Worship services for Catholics and Episcopalians are held in chapels on campus. The University also makes provision for worship by other Christian groups and for Muslim students.

Sarratt Student Center

The Madison Sarratt Student Center provides a wide variety of programs and activities for the campus community. The center houses a cinema where classical, foreign, and first-run films are shown nightly; an art gallery; art studios and a darkroom for classes and individual work; a game room; work space for student organizations; comfortable reading rooms and lounges; a gourmet pub; and large and small meeting rooms. The center's seven student-run committees plan concerts and events that take place throughout the campus and the Sarratt Main Desk serves as a Ticketmaster™ outlet, handling ticket sales for most of the University's and Nashville's cultural events.

Student Records (Buckley Amendment)

Vanderbilt University is subject to the provisions of federal law known as the Family Educational Rights and Privacy Act (the Buckley Amendment), affording to 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 University students. Students who are or have been in attendance at Vanderbilt University can obtain copies of these policies from the University Registrar, 242 Alexander Hall. The final federal regulations pursuant to the Buckley Amendment are also available for inspection by students.

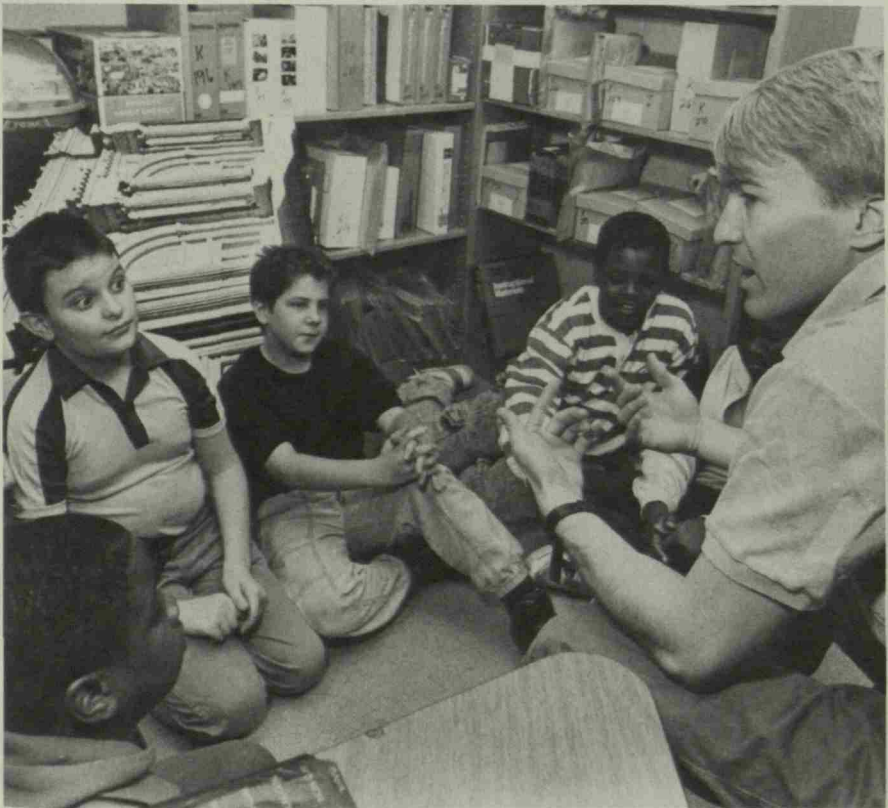
For purposes of the Buckley Amendment, Vanderbilt University has designated the following information as "directory information" and may make such information available to any person without the student's consent unless the student gives notice as provided for below: the student's name, address, telephone 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 most recent previous educational 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 ten days of completion of the student's first registration of the academic year. The request to withhold directory information will remain in effect as long as the student continues to be enrolled, or until the student files a written request with the University Registrar to discontinue the withholding.

If a student believes the University has failed to comply with the Buckley Amendment and the student does not wish to utilize the University's grievance procedure to resolve a grievance, or is dissatisfied with the outcome of such procedure, he or she can file a written complaint with the Family Educational Rights and Privacy Act Office, Department of Education, 4511 Switzer Building, Washington, DC 20202.

Questions about the application of the provisions of the Family Educational Rights and Privacy Act should be directed to the University Registrar or to the Office of General Counsel.

Vanderbilt Telephone Directory Listings

Individual listings in the student section of the *Vanderbilt Directory* will consist of the student's full name, school, academic classification, local phone number, local address, box number, and permanent address. Students who wish their names to be excluded from the directory must notify the University Registrar, 242 Alexander Hall, in writing, within ten days of completing their first registration of the academic year.



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School of Medicine



JOHN E. CHAPMAN, M.D., Dean
GERALD S. GOTTERER, M.D., Ph.D., Associate Dean; Director, Office of Continuing Medical Education
DEBORAH C. GERMAN, M.D., Associate Dean for Students; Interim Director, Office of Minority Student Affairs
JOHN H. HASH, Ph.D., Associate Dean for Biomedical Sciences
FREDERICK KIRCHNER, JR., M.D., Associate Dean for Graduate Medical Education
ALEXANDER S. TOWNES, M.D., Assistant Dean for Veterans Administration Affairs
VICKY CAGLE, Director, Office of Financial Aid
G. ROGER CHALKLEY, D.Phil., Director, Office of Biomedical Graduate Affairs
WINFRED L. COX, M.B.A., C.P.A., Director, Finance and Administrative Services
DARYL K. GRANNER, M.D., Director of the Medical Scientist Training Program
JAMES H. JUDD, B.S., Director of Educational Support Services
JOHN O. LOSTETTER, Ph.D., Director of Program Support Services
STEPHEN B. MOORE, M.B.A., Director of Facilities and Operations
ROBERTA MEYERS-ELLIOTT, Ph.D., M.B.A., Associate Director of Sponsored Research for Program Development
JAMES O. RATCLIFFE, B.S., Associate Director, Finance and Administrative Services
JANELLE CAREY OWENS, Executive Assistant, Medical School Programs and Special Projects
PATRICIA SANDERS, Assistant to the Dean

Executive Faculty

John E. Chapman, Chairman. Lonnie S. Burnett, Ian M. Burr, Michael H. Ebert, Gerald M. Fenichel, Fred Gorstein, Daryl K. Granner, Jacek Hawiger, Lee E. Limbird, Harold L. Moses, John A. Oates, Denis M. O'Day, Robert H. Ossoff, C. Leon Partain, Roscoe R. Robinson, John L. Sawyers, William Schaffner, Bradley E. Smith, Joseph A. Smith, Jr., Dan M. Spengler, Michael Roberts Waterman. Regular Non-Voting Members: Winfred L. Cox, Gerald S. Gotterer, John H. Hash.

EXECUTIVE COMMITTEE OF THE EXECUTIVE FACULTY. John E. Chapman, Chairman. Jacek Hawiger, Lee E. Limbird, John A. Oates, Denis M. O'Day, John L. Sawyers, Michael Roberts Waterman. Ex Officio: Gerald S. Gotterer.

Standing Committees

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

Academic Programs

The Academic Programs Committee, appointed by the Dean, is composed of faculty and students. It is charged with monitoring the content and implementation of the Medical School

curriculum and recommending to the Dean and the Executive Faculty any actions or modifications in policies relating to its area of responsibility.

George F. Gray, Chairman. Roger M. Des Prez, Gerald M. Fenichel, Neil Edward Green, Jacek Hawiger, Paula C. Hoos, Lee E. Limbird, Neil Osheroff, Henry P. Pendergrass, James W. Pichert, John S. Sergent, Kenneth W. Sharp. Ex Officio: Deborah C. German, Gerald S. Gotterer. Student Representatives: Alexander Borowsky, Tom McCall, Maria Mendicinia, Scott Rogers.

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.

John N. Lukens, Jr., Chairman. Albert H. Beth, George C. Bolian, Kathryn M. Edwards, Roy O. Elam III, George F. Gray, Joel G. Hardman, Craig R. Heim, Paula C. Hoos, Michael O. Koch, Walter H. Merrill, Nancy J. Olsen. Ex Officio: Deborah C. German, Gerald S. Gotterer. Student Representatives: Lisa Peters, Leslie Stark.

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 department chairmen who compose the Executive Faculty.

Mary L. Abram, George C. Bolian, Alvin M. Burt III, Benjamin F. Byrd III, Agnes B. Fogo, Susan A. Halter, Lloyd E. King, Jr., Peter R. Martin, David Robertson.

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. Peter R. Martin, Chairman. Kevin F. Hagan, Karl Edward Misulis, J. Ann Richmond, Linda Jo Van Eldik, Steven N. Wolff.

FACULTY. Alvin M. Burt III, Chairman. Julia Glynn Breyer, Frank E. Carroll, Jr., Richard L. Hoover, Walter H. Merrill, Sheila Downs Timmons.

GOALS AND GOVERNANCE. Benjamin F. Byrd III, Chairman. Mary L. Abram, Marta Hernanz-Schulman, Horace E. Watson, Arthur P. Wheeler, Ronald G. Wiley.

MEDICAL EDUCATION. Agnes B. Fogo, Chairman. Alvin M. Burt III, Alan J. Kaufman, Charles B. Rush, Jayant P. Shenai, James R. Stewart.

POSTGRADUATE EDUCATION. George C. Bolian, Chairman. Ian A. Blair, Brenda J. Butka, Howard W. Jones III, William Russell Ries, John Kelly Wright, Jr.

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.

David N. Orth, Chairman. Michael Peter Diamond, James O. Hill, Harry R. Jacobson, George Akowua Mensah, Nancy J. Olsen, David M. Regen, Sydney Spector, Alvin M. Strauss. Ex Officio: John H. Hash, David Robertson.

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.

Gerald S. Gotterer, Chairman. Gordon R. Bernard, Lonnie S. Burnett, Stephen S. Feman, Gerald M. Fenichel, Arthur C. Fleischer, Fred Gorstein, J. Harold Helderman, Gordon A. Moreau, Robert H. Ossoff, Winston Clive-Victor Parris, Arthur P. Wheeler. Ex Officio: Marilyn D'Asaro, Robert Gaston.

Faculty Appointments and Promotions

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.

G. Roger Chalkley, Chairman. Jeffrey Mark Davidson, Fayez Ghishan, Marie-Claire Orgebin-Crist, Wayne A. Ray, Joseph A. Smith, Jr., D. Martin Watterson. Ex Officio: Gerald S. Gotterer.

Graduate Education

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

Albert H. Beth, Chairman. Fred H. Bess, Peter Gettins, Jacek Hawiger, Lee E. Limbird, Lynn M. Matrisian, Larry L. Swift.

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

George Becker, Diana D. Bransfield, Karen E. Campbell, Deana Claiborne, David S. Cordray, Edward L. Hoffman, Suzanne Holm, R. Coleman Miller, John D. Monaghan, James L. Nash, Oakley S. Ray, Steven H. Smartt, William P. Smith, Barbara Sommers, R. Edward Stone, Jr., Kenneth A. Wallston.

Health Sciences Committee

James B. Atkinson III, Chair. Penelope H. Brooks, Barbara Chazen, Achilles A. Demetriou, Wolf-Dietrich Dettbarn, John P. Greer, Marie R. Griffin, John H. Hash, Allen H. Heim, Richard L. Hoover, Lewis B. Lefkowitz, Jr., Peter T. Loosen, John A. Morris, Julia C. Morris, Mary Fern Richie, William R. Riddle, Dan M. Roden, Herbert S. Schwartz, Barbara Sommers, Mrs. Bruce Turner.

International Medical Educational Experiences

The International Medical Educational Experiences Committee acts as a channel for exchange of students and faculty in areas of international education.

Student Representatives: Eric Colgrove, Ted Armour, Michael Feldman, Terri Vital, Chris Holsinger.

Daniel G. Colley, Mark R. Denison, Richard M. Heller, Jr., David T. Karzon, William Schaffner, Peter F. Wright. Ex Officio: Deborah C. German, Gerald S. Gotterer.

Coordinator: Janelle Carey Owens.

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.

Daryl K. Granner, Chairman. Joe Alexander, Jr., G. Roger Chalkley, Robert J. Coffey, Jr., Daniel G. Colley, Jeffrey Mark Davidson, Jacek Hawiger, Alexander R. Lawton, David E. Ong, Warren Jackson Pledger, Dan M. Roden, Linda Jo Van Eldik. Ex Officio: Deborah C. German, Gerald S. Gotterer, John N. Lukens, Jr.

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.

Sidney Harshman, Chairman. Rebecca C. Culpepper, Mary Louise Donaldson, George F. Gray, Lewis B. Lefkowitz, Jr., Janie Capps Macey, James A. Patton, D. Martin Watterson. Ex Officio: T. Mark Hodges.

Medical Center Promotion and Tenure Review Committee

The Medical Center Promotion and Tenure Review Committee reports to the Vice-Chancellor for Health Affairs. Its membership is made up of representatives from the School of Medicine and the School of Nursing, and the Dean for Graduate Studies and Research. The committee is responsible for review of all promotions to tenure in the Medical Center.

Rose M. Robertson, Chairman. Robert D. Collins, Michael H. Ebert, Bonnie Holaday, David T. Karzon, Katharyn A. May, Elaine Sanders-Bush, Mildred T. Stahlman.

Promotion Committees

Each promotion committee will have the responsibility for making recommendations to the Dean and the Executive Faculty concerning promotion, remedial action, or dismissal as appropriate for each student in the class for which it is responsible.

Class of 1993

Robert D. Collins, Chairman. Raymond F. Burk, Elaine Sanders-Bush. Ex Officio: Deborah C. German, Gerald S. Gotterer.

Class of 1994

Craig R. Heim, Chairman. Peter Gettins, J. Harold Helderman, John A. Morris, Lillian B. Nanney. Ex Officio: Deborah C. German, Gerald S. Gotterer.

Class of 1995

Terence S. Dermody, Chairman. Graham F. Carpenter, Agnes B. Fogo, Neil Edward Green, Marshall Lynn Summar. Ex Officio: Deborah C. German, Gerald S. Gotterer.

Class of 1996

Virginia L. Shepherd, Chairman. H. Vernetta Johnson, Alexander R. Lawton, Mitchell Keith Schwaber, Joseph A. Smith, Jr. Ex Officio: Deborah C. German, Gerald S. Gotterer.

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 Vanderbilt. The committee also is concerned that its policies lead to standards that 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.

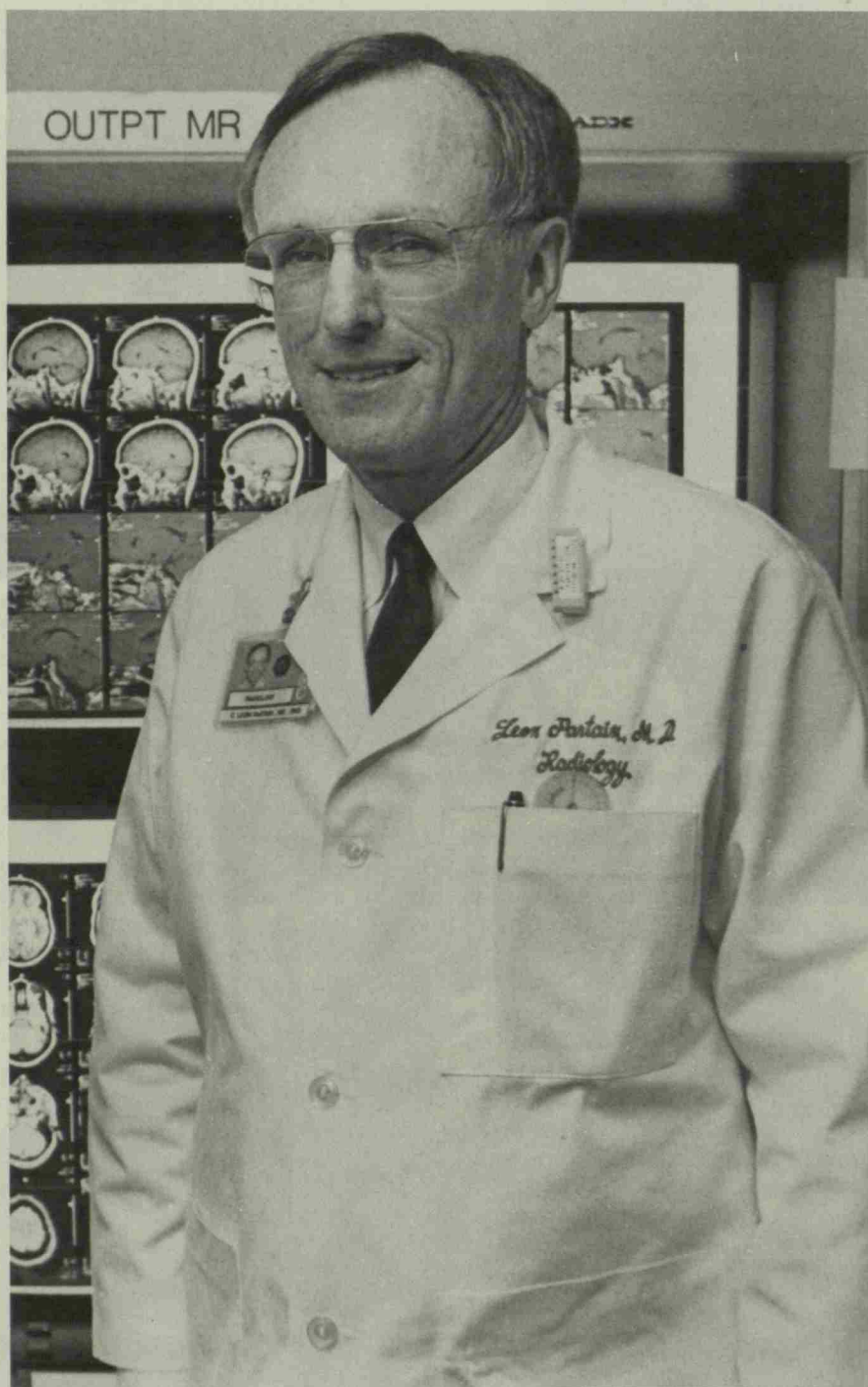
Maureen K. Powers, Chair. Thomas F. Barnes, Richard S. Burns, Daniel M. Buxbaum, Debra S. Echt, Desmond J. Fitzgerald, Howard L. Harrod, Donald W. Horne, Mrs. Albert Hutchison, G. Judson Newbern III, David F. Partlett, Elizabeth A. Perkett, Richard H. Porter, Robert J. Roselli, D. Lewis Sly, Steven H. Smartt, Roland W. Stein, Phillip E. Williams.

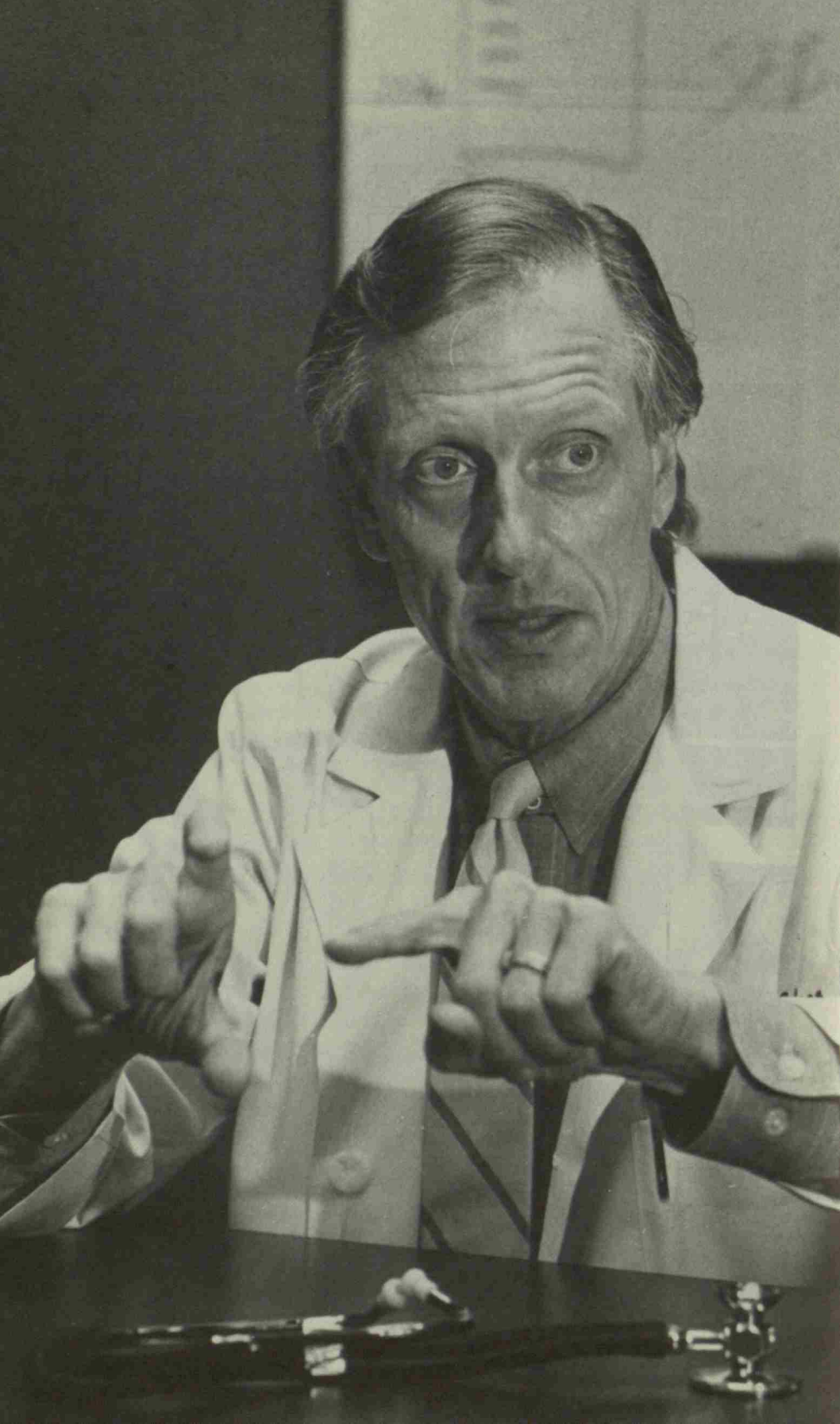
Vice-Chancellor's Committee for the Veterans Administration Medical Center

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, Marjorie Collins, Colleen Conway-Welch, Achilles A. Demetriou, Roger M. Des Prez, Larry E. Deters, Michael H. Ebert, Donald R. Eisert, Eugene W. Fowinkle, Fred Gorstein, Frederick Kirchner, Jr., Peter T. Loosen, John A. Oates, Denis O'Day, C. Leon Partain, David N. Pennington, Joseph C. Ross, Donald H. Rubin, John L. Sawyers, Bradley E. Smith, Dan M. Spengler, Alexander S. Townes, Stephen C. Woodward.

C. Leon Partain, Professor of Radiology and Radiological Sciences and Interim Chair of the Department





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 students traditionally seek—and receive—entrance to residency programs of high quality throughout 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. 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 approximately 5,000 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 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.

Medical School 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: 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 University Medical School's ongoing commitment to excellence in all areas of medical education.

The Medical Research Building, completed in 1989, provides laboratories and academic space for pharmacology, biochemistry, and molecular physiology and biophysics. The eight-story building also houses the A. B. Hancock Jr. Memorial Laboratory for Cancer Research and the positron emission tomography (PET) scanner.

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.

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





Admission



Requirements for Entrance

Vanderbilt University 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.

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 in lieu of science requirements. Advanced science courses, however, may be substituted for the traditional requirements.

The faculty of the Vanderbilt University School of Medicine recognizes its responsibility to present candidates for the M.D. degree who have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. Candidates for the M.D. degree will ordinarily have the broad preliminary preparation to enter postgraduate medical education in any of the diverse specialties of medicine. All candidates for admission must possess sufficient intellectual ability, emotional stability, and sensory and motor function to meet the academic requirements of the School of Medicine without fundamental alteration in the nature of this program. The Associate Dean, in consultation with the Admissions Committee of the School of Medicine, is respon-

sible for interpreting these technical standards as they might apply to an individual applicant to the School of Medicine.

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 extracurricular 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, if possible. Results of the fall examination are acceptable, but will delay review of the application.

Application Procedure for Admission

As a convenience to the applicant, Vanderbilt University 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.

Visiting Medical Students

Visiting student status may be afforded students from medical schools accredited by the Liaison Committee on Medical Education or from a limited number of foreign schools with which Vanderbilt maintains exchange programs.

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 Associate Dean of Students. 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 investigators and teachers 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 University Medical School requirements for the Doctor of Medicine degree and Vanderbilt University 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 University 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 University Medical School and into Vanderbilt University 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: Cell Biology, Biochemistry, Biomedical Engineering, Microbiology and Immunology, Molecular Biology, Pathology, Pharmacology, and Molecular Physiology and Biophysics.

Following the orientation program, but before the end of their second 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 core clinical clerkships of the third year and the elective and selective clinical rotations of the fourth year of medical school.

Requirements for the Ph.D. degree are set out in detail in the *Graduate School Catalog*. 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 must complete all course work and the research, writing, and defense of 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 (tuition and stipend) is possible for those who gain admission to the Medical Scientist Training (M.D./Ph.D.) 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 chair of the graduate department involved. Various sources of funds are available with different application requirements, restrictions, obligations, and levels of support. Some potential sources for support available to the student include the following:

Vanderbilt Medical Scientist Scholarship Programs. Currently there are two sources of funding available in support of the scholarship awards, a privately endowed program and a special allocation of funds by the School of Medicine. Both programs pay tuition and fees and provide a competitive stipend of \$12,000 per year. Once awarded, support from these scholarships 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 University Medical School by the National Institute of General Medical Sciences. The support pays tuition at the current level, provides a stipend of \$8,800 (plus a Medical School supplement bringing the total to \$12,000) 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 chair 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. Students develop an elective program to meet individual needs with the help of the faculty and the approval of the Associate Dean for Students or a designee.

All electives are courses for credit. Electives in the first and second years are graded as *Pass* or *Fail*; electives and selectives in the third and fourth years are graded on the same basis as required courses. Electives include lecture or seminar series; specialty clinics, clinical clerkships, or research experience at Vanderbilt or other approved institutions; and, in special circumstances, Vanderbilt undergraduate or graduate courses.

One hour each week is designated for presentations of school-wide interest—lectures, medical society meetings, and student papers. Since students and faculty are expected to attend these presentations, other class activities are not scheduled at this time.

The Medical School curriculum in the preclinical years 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 Academic Programs Committee and approved by the Executive Faculty and Dean.

Major Courses

First Year

Biochemistry, gross anatomy, physiology, cell and tissue biology, microbiology and immunology, human behavior, and introduction to biomedical research. Saturday mornings and Monday, Wednesday, and Friday afternoons are reserved for study and electives. Electives available to the first-year student cover a wide range of subjects, including alcohol and drug abuse, human sexuality, death and dying, cancer biology, legal medicine, medicine in the community, medical ethics, introduction to problem solving, and a clinical preceptorship program.

Second Year

Pathology, neurobiology, pharmacology, radiology, preventive medicine, psychiatry, laboratory diagnosis, and physical diagnosis. During the second semester, all the clinical departments cooperate in providing an introduction to history taking and the physical examination through a series of lectures, demonstrations, small group sessions, and individual student work with patients. A variety of elective courses or independent study electives may be taken on Wednesday and Friday afternoons and also on Monday afternoons in the fall semester or Tuesday afternoons in the spring semester.

Third Year

Medicine, obstetrics and gynecology, pediatrics, surgery, psychiatry, and neurology. Required ward clerkships are scheduled primarily during the third year. Students are assigned to clerkship rotations by a computer program that optimizes their prospects of obtaining their preferred sequence.

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

Students have the option of starting the required clerkships at different times, beginning in early July. All students are required to complete the ten-week clerkships in medicine and surgery and two of the eight-week clerkships (obstetrics/gynecology, pediatrics, or psychiatry/neurology) no later than June of their third year. Ordinarily, all required core clerkships are completed by the end of August of the fourth year, but students may defer the final core clerkship to a later time in order to pursue research or other special educational opportunities with the endorsement of the Associate Dean for Students.

Fourth Year

Clinical selectives and electives in basic science and/or clinical areas. The fourth year is divided into four week academic units. The flexibility of the fourth-year curriculum gives the student maximum opportunity for individual development. Seven full academic units must be completed, including one ambulatory and two inpatient selective clerkships.

FIRST YEAR, FALL SEMESTER 1992

HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8-9			Biochemistry	Psych/IBR		
9-10	Biochemistry	Gross Anatomy		Gross Anatomy	Biochemistry	Gross Anatomy
10-11			Psych/IBR			
11-12	Psych/IBR					
12-1						
1-2				Gross Anatomy		
2-3	Electives	Gross Anatomy	Electives	Gross Anatomy	Electives	
3-4						
4-5				Dean's Hour*		

*Dean's Hour is designated to be used periodically for school-wide functions and takes precedence over other course activities.

FIRST YEAR, SPRING SEMESTER 1993						
HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8-9	Physiology		Physiology		Physiology	
9-10	Cell	Microbiology	Microbiology	Physiology	Cell	Microbiology
10-11						
11-12	Biology				Biology	
12-1				Intro.		
1-2	Electives	Intro. Biomedical Research	Electives	Biomedical Research	Electives	
2-3						
3-4						
4-5				Dean's Hour*		

*Dean's Hour is designated to be used periodically for school-wide functions and takes precedence over other course activities.

SECOND YEAR, FALL SEMESTER 1992

HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8-9					Radiology	
9-10						
10-11	Pathology	Neurobiology	Pathology	Neurobiology	Pathology	
11-12						
12-1						
1-2						
2-3	Electives	Pathology	Electives	Psychiatry	Electives	
3-4						
4-5		CPC		Dean's Hour*		

*Dean's Hour is designated to be used periodically for school-wide functions and takes precedence over other course activities.

SECOND YEAR, SPRING SEMESTER—FIRST HALF—1993

HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8-9						
9-10	Pharmacology	Physical	Pharmacology	Pharmacology	Pharmacology	
10-11	Laboratory	Diagnosis		Laboratory	Laboratory	
11-12	Diagnosis			Diagnosis	Diagnosis	
12-1						
1-2			Electives			
2-3	Physical	Laboratory		Physical	Electives	
3-4	Diagnosis	Diagnosis		Diagnosis		
4-5		CPC		Dean's Hour*		

*Dean's Hour is designated to be used periodically for school-wide functions and takes precedence over other course activities.

SECOND YEAR, SPRING SEMESTER—SECOND HALF—1993

HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8-9	Pharmacology	Physical	Pharmacology	Pharmacology	Pharmacology	
9-10						
10-11	Preventive Medicine	Diagnosis		Preventive Medicine	Preventive Medicine	
11-12						
12-1			Electives			
1-2						
2-3	Physical	Electives		Physical	Electives	
3-4	Diagnosis			Diagnosis		
4-5		CPC		Dean's Hour*		

*Dean's Hour is designated to be used periodically for school-wide functions and takes precedence over other course activities.

Third and Fourth Years—First Half

6 July	3 Aug	31 Aug	28 Sept	26 Oct	23 Nov	18 Dec
Elective	Elective	Elective	Elective	Elective	Elective	Elective
	Pediatric		Psych/Neuro		Ob/Gyn	
	Ob/Gyn		Pediatric		Psych/Neuro	
	Psych/Neuro		Ob/Gyn		Pediatric	
		Medicine			Surgery	
		Surgery			Medicine	

Clerkships

Medicine
Surgery

10 weeks
10 weeks

Pediatrics
Ob/Gyn
Psych/Neuro

8 weeks
8 weeks
8 weeks

(The medicine and surgery clerkships and two of the 8-week clerkships must be completed by July 1 of the fourth year.)

Selectives

- Ambulatory
- Medical Group
- Surgical Group

- 4 weeks
- 4 weeks
- 4 weeks

Electives

A minimum of four additional units of four weeks duration each.

Note: The calendar shows the times during which 10- and 8-week clerkships are scheduled. Most selectives and electives are offered during the 4-week elective units.

Third and Fourth Years—Second Half

4 Jan	1 Feb	1 March	29 March	3 May	31 May	27 June
Elective	Elective	Elective	Elective	Elective	Elective	Elective
Psych/Neuro	Psych/Neuro	Ob/Gyn	Ob/Gyn		Pediatric	
Ob/Gyn	Ob/Gyn	Pediatric	Pediatric		Psych/Neuro	
Pediatric	Pediatric	Psych/Neuro	Psych/Neuro		Ob/Gyn	
Medicine	Medicine		Surgery			
Surgery	Surgery		Medicine			

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 post-doctoral research trainees.

Residency Training

Students preparing for the practice of medicine usually spend three or more years in house staff training. Such experiences at Vanderbilt are particularly varied and well supervised. Applicants for positions are carefully chosen because of the competition for positions. As a result, the house staff makes 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 Metropolitan Nashville General hospitals. Patients in these hospitals are cared for by members of the medical staff, assisted by 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. The Veterans Administration Hospital, adjacent to the Vanderbilt Medical Center, serves veterans and their families from throughout the mid-south and is an important component of the teaching program. All physicians at the VA Hospital are full-time faculty members of the School of Medicine.

Post-Residency Fellowships

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

Continuing Medical Education

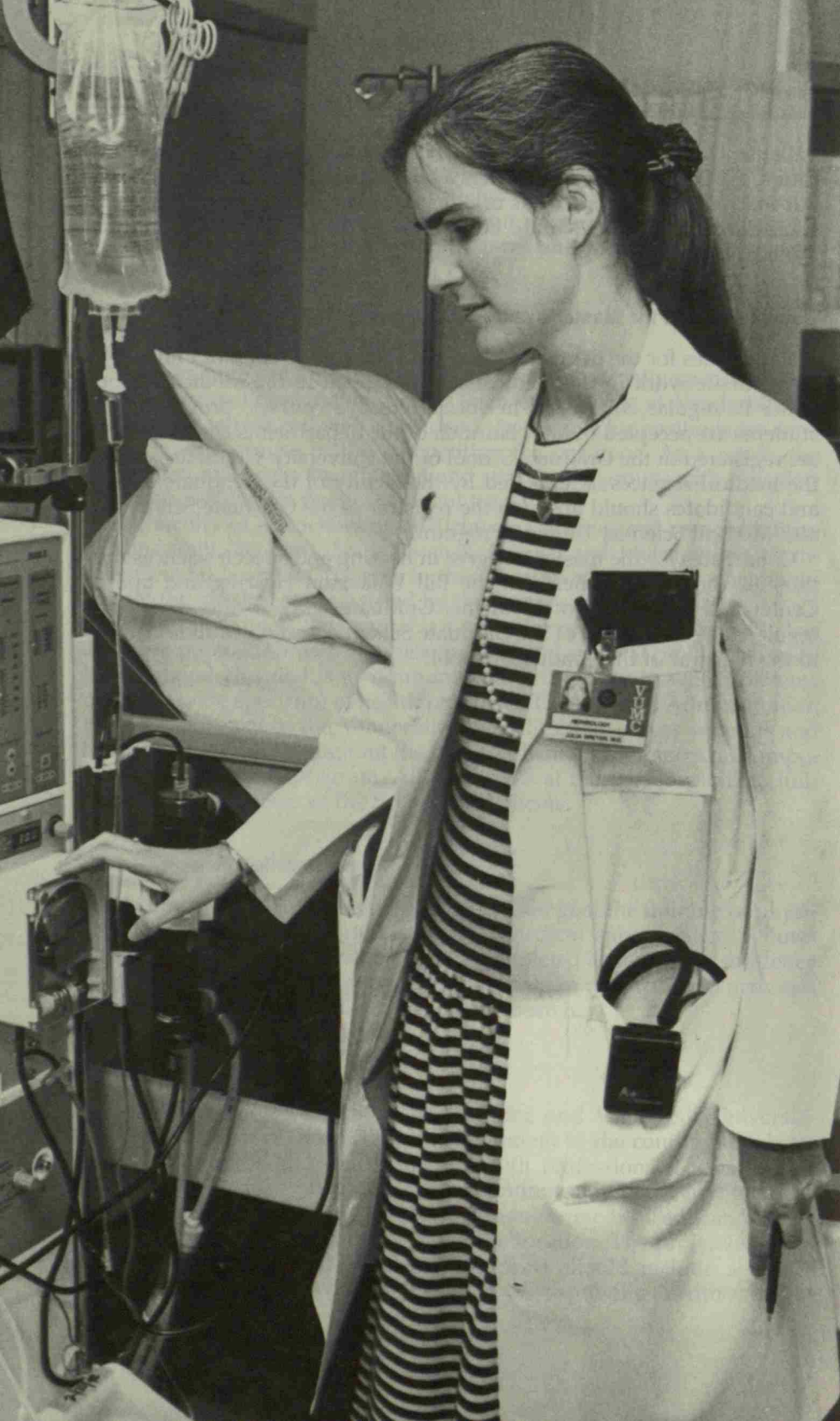
Vanderbilt University School of Medicine and Vanderbilt University Medical Center recognize a major commitment to the continuing education of physicians and others in the health professions. The School of Medicine views medical education as a continuum initiated in the undergraduate phase, progressing through graduate medical education, and maturing in ongoing continuing medical education. The professional life of the physician and all health professionals should include activities encompassing this view, with the goal of improving health care for

patients. 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 and other health professionals. Inquiries should be directed 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 Program).

Candidates for the master's degree 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 accredited medical school. Students accepted with advanced standing must complete at least the last two years in the Vanderbilt University School of Medicine. All students must have satisfactorily completed 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.

Licensure

The school does not require students to take licensure examinations for promotion or graduation. The new single pathway to licensure, the United States Medical Licensing Examination (USMLE), has replaced the National Boards and FLEX examinations. Students ordinarily will take

Step 1 at the end of the second year and Step 2 in the fourth year. Step 3 is taken after graduation. All three steps must be passed to obtain a license to practice medicine. The school does not use test scores to determine promotion or graduation.

Grading 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; the results of examinations, which may be written, oral, or practical; and observation of the student in action. The medical school curriculum builds progressively on the course work of each previous academic year. The courses of each subsequent year require increasing levels of coordination and integration of the material previously presented. Thorough knowledge and understanding of each subject and an appropriate level of skills are therefore required for satisfactory progress to be maintained in the medical curriculum.

Grades

The summative evaluation of academic performance for each course is reported on the following basis:

A — superior or outstanding work in all aspects of course work.

B — completely satisfactory performance in all aspects of course work. The following intermediate grades may be given: *B+*, overall satisfactory performance that includes some elements of superior work; *B-*, overall satisfactory performance that includes some components that are only marginally satisfactory.

C — a conditional grade that reflects performance that is marginal because of important deficiencies in some aspects of course work. The grade *C* may be applicable for academic credit in an individual course at Vanderbilt only after approval by the student's Promotion Committee and endorsement by the Executive Faculty as reviewed in the light of the student's complete record for the year.

F — unsatisfactory performance resulting in failure.

Electives in the first and second year are graded on a *Pass* or *Fail* basis. Exemplary or inadequate performance in these electives will be documented by supporting narrative evaluations. Electives and selectives in the third and fourth years are graded on the same basis as required courses.

Promotion

Promotion Committees of the faculty, in consultation with representatives of the departments responsible for instruction, are charged with

making recommendations to the Dean and the Executive Faculty regarding progress and promotions of students in each class. The Executive Faculty of the School of Medicine has final responsibility for the determination of medical student progress in the school. Decisions on the progress of students during the first two years are ordinarily made at the end of each academic year. In view of the integrated nature of the curriculum in the final two years, no specific decisions on promotion from the third to the fourth year are made. Decisions on the progress of students during these final two years, however, may be made at any time as academic performance may dictate. Ordinarily, decisions for graduation will be made shortly before commencement in the final year.

The committees recommend for promotion those students who have demonstrated personal, professional, and intellectual achievement consistent with faculty expectations at their particular stage of professional development.

The school's academic program is predicated upon providing students an academic environment conducive to successful achievement. Occasionally, however, the outcome is unsuccessful. The Promotion Committees will review the performance of students with deficiencies and make recommendations concerning their progress.

Students who have C (conditional) grades in two or more courses in a single academic year will undergo special review by their Promotion Committee. In light of the student's complete academic record, the committee may recommend promotion, promotion on probation, repetition of all or part of the academic year, or withdrawal from school. Ordinarily, a student with C grades in required preclinical courses accounting for more than half of the scheduled required course hours in a single academic year can expect to repeat an academic year or to withdraw from school. Students who receive C grades in more than two required clerkships can expect to have their progress delayed in order to complete remedial work or to withdraw from school.

Students who fail in a course, whether required or elective, will be required to remedy the failure before being permitted to enter the courses of the next academic year. Credit may be given on the basis of re-examination or satisfactory repetition of the course work, but failures will remain on the record and may be counted as cause for dismissal if additional failure occurs. Students who fail in two courses or fail a re-examination or course repetition may be required to withdraw from the school.

Promotion Committees will ordinarily recommend that students be placed on academic probation if their course work includes any failures or is generally of marginal character as evidenced by multiple C grades. Students placed on academic probation who do not perform in a satisfactory manner during the subsequent academic year will be dismissed from school unless there are mitigating circumstances approved by the Dean. Students on probation may be withdrawn from school if their academic

performance continues at a marginal level, even though there may be no recorded failures. Promotion Committees may recommend removal of probationary status when a student has demonstrated a continuing record of satisfactory performance in the succeeding units of study.

Students who are shown by work or conduct to be unfit for the practice of medicine may be required to withdraw from the school at any time.

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 approval is given by the Dean for a more extended leave.

Professional Liability Insurance

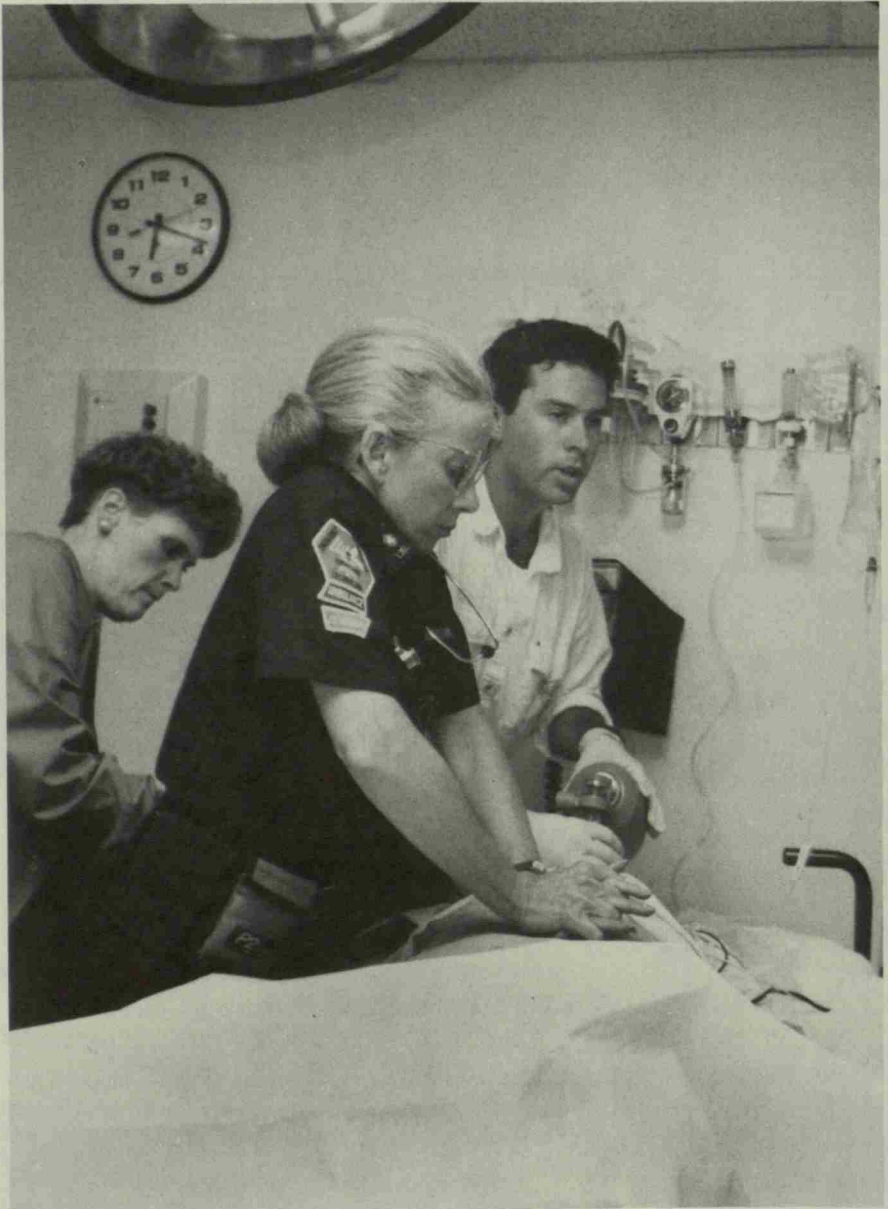
Students will be automatically covered with professional liability insurance, required of all enrolled medical students, at the time of registration. The annual premium is payable in addition to tuition. Details of the policy are available at the University student insurance office, and students are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

Students are covered whether they are at the Vanderbilt-affiliated hospitals (Vanderbilt University Hospital, Nashville Veterans Administration Hospital, St. Thomas Hospital, or Metropolitan General Hospital) or elsewhere as a "visiting student," providing that (1) the clerkship or other educational experience has prior approval from the School of Medicine as course work for credit, and (2) the activities within this experience are consonant with the student's level of training and experience and are performed under the supervision of appropriate faculty and/or staff.

Disability Insurance

Students will be automatically covered with long-term disability 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 will be provided to each student following registration.



Judy Jean Chapman, Associate in Surgery



Chairs, Professorships, and Lectureships

Chairs and Professorships

THE THEODORE R. AUSTIN CHAIR IN PATHOLOGY. This chair is in memory of Dr. Austin, a pathologist who practiced in Alexandria, Virginia. He was an alumnus of Vanderbilt Medical School. The chair was established by his wife, Mrs. Dorothy B. Austin.

THE OSWALD T. AVERY PROFESSORSHIP IN MICROBIOLOGY AND IMMUNOLOGY. Established in 1989, this professorship honors Dr. Oswald T. Avery, a Nashvillian and faculty member of the Vanderbilt University School of Medicine who was a leader in our understanding of the composition and significance of DNA.

THE BETTY AND JACK BAILEY PROFESSORSHIP IN CARDIOLOGY. Through the generosity of Betty and Jack Bailey, this gift was made in support of a professorship in the Division of Cardiology as a tribute to a distinguished physician, Dr. F. T. Billings, Jr.

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 IN REPRODUCTIVE PHYSIOLOGY AND FAMILY PLANNING. In December of 1967, the Department of Obstetrics and 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 and Gynecology until his retirement in 1945.

THE BENJAMIN F. BYRD JR. CHAIR IN CLINICAL ONCOLOGY. Family, friends, and patients established in 1992 an endowed chair that honors Nashville surgeon and former president of the American Cancer Society, Benjamin F. Byrd, Jr., M.D.

THE ANN AND MONROE CARELL FAMILY CHAIR IN THE VANDERBILT CHILDREN'S HOSPITAL. This chair was established in 1991 through the generosity of Board of Trust member Monroe Carell, Jr., and his wife Ann. The chair will be held by the head of the Division of Pediatric Cardiology.

THE CORNELIUS ABERNATHY CRAIG CHAIR IN MEDICAL AND SURGICAL ONCOLOGY. Established by the late Kathryn Craig Henry, this chair serves as a memorial to her father.

THE CRAIG-WEAVER CHAIR IN PEDIATRICS. Established through the generosity of Elizabeth Proctor, this undesignated chair is to enhance research and teaching programs of Children's Hospital and provide high quality specialty care for children. The chair honors Mrs. Proctor's parents, the late Mr. and Mrs. Edwin Wilson Craig, and her late husband, William C. Weaver, Jr.

THE JOHN CLINTON FOSHEE CHAIR IN 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 WEEKS 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 MICHAEL J. HOGAN PROFESSORSHIP IN OPHTHALMOLOGY. Established in 1989, the professorship honors Dr. Michael J. Hogan, an important contributor to the field of ophthalmology.

THE HORTENSE B. INGRAM CHAIR IN MOLECULAR ONCOLOGY. This chair, established by president and CEO of Ingram Industries, Inc., E. Bronson Ingram, provides continued support for cancer research in the Department of Cell Biology. The chair honors Mr. Ingram's mother, the late Hortense Bigelow Ingram, a Nashville civic and charity leader.

THE HARRY JOHNSON PROFESSORSHIP IN NEPHROLOGY. Established by Dialysis Clinics, Inc., this professorship for the chief of the Division of Nephrology is to foster and enhance research and education at Vanderbilt in the field of nephrology.

THE DAVID T. KARZON CHAIR IN PEDIATRICS. This chair recognizes an outstanding researcher, teacher, leader, and care giver, David T. Karzon, M.D. The chair provides support for pediatric science in any subspecialty area.

THE ANN LIGHT CHAIR IN PULMONARY MEDICINE. Through the generosity of Ann R. Light (Mrs. Rudolph A. Light), the School of Medicine will benefit from a charitable trust to establish a chair in pulmonary medicine.

THE GUY M. MANESS CHAIR IN OTOLARYNGOLOGY. This chair was created through the generosity of Dr. Maness, longtime friend of Vanderbilt Otolaryngology. The chair launches a comprehensive program of education, research, and treatment of diseases of the ears, nose, throat, head, and neck at Vanderbilt.

THE STANFORD MOORE CHAIR IN BIOCHEMISTRY. Established in 1991 by an anonymous donor, this chair recognizes and encourages significant research in biochemistry and

memorializes Dr. Stanford Moore, a former member of the Board of Trust and a Nobel Prize winner.

THE HUGH J. MORGAN CHAIR IN MEDICINE. The Morgan chair recognizes the many contributions of the distinguished former chairman of Vanderbilt's Department of Medicine. Members of his family, physicians who trained under him, patients, and friends contributed to chair's endowment.

THE JAMES C. OVERALL CHAIR 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 LEO AND MARGARET MILNE RECORD CHAIR IN SURGERY. This chair was established through the generosity of Dr. Record, a prominent Chattanooga physician, and his wife.

THE PAUL W. SANGER CHAIR IN 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. 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 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 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 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 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 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 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 WILLIAM STOKES CHAIR IN EXPERIMENTAL THERAPEUTICS. Established through the generosity of the Daiichi Seiyaku Company of Japan. William Stokes was a 19th century Dublin physician who made many contributions to cardiovascular medicine. The chair resides in clinical pharmacology.

THE MINA COBB WALLACE CHAIR IN IMMUNOLOGY. Established through the generosity of John Wallace in memory of his mother. The chair will support advancements in education and research in the field of immunology.

THE WILLIAM C. WEAVER III CHAIR IN NEUROLOGY. Mrs. David Y. Proctor, whose generous support is evident throughout the Medical Center, endowed this chair in honor of her son, William C. Weaver III, in support of research and service in neurodegenerative diseases and multiple sclerosis.

THE 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.

THE WESLEY WILKERSON CHAIR IN AUDIOLOGY. This chair was established by Thomas and Jane Yount in memory of her father, Wesley Wilkerson, who founded the Bill Wilkerson Hearing and Speech Center. This chair will enhance the three-fold mission of the Bill Wilkerson Center—research, education, and service.

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 1926/27.

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; the FASEB; the AMA Council on Drugs; the Nashville Academy of Medicine; the 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 donated \$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 JANET M. GLASGOW MEMORIAL ACHIEVEMENT CITATION. Presented in recognition of the accomplishments of women medical students who graduate with honors. It serves to reaffirm the American Medical Women's Association's commitment to encouraging their continuing achievement.

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 GEORGE W. HOLCOMB LECTURESHIP. This lectureship was established in 1990 in tribute to George Whitfield Holcomb, M.D., clinical professor of pediatric surgery, emeritus, for his many contributions as a pediatric surgeon and teacher from 1952 to 1989. The lectureship will keep pediatric surgeons at Vanderbilt abreast of new clinical procedures and research discoveries in the field of pediatrics by inviting guest lecturers from all over the country to give presentations.

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 Gynecologic 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 to lecture by the Department of Surgery. 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 KROC FOUNDATION LECTURESHIP IN MOLECULAR PHYSIOLOGY AND BIOPHYSICS. Established in 1986 by the Kroc Foundation in honor of Ray A. Kroc and Robert L. Kroc to support several visiting professors each year. These individuals present a "state-of-the-art" lecture on diabetes, insulin action, or a related endocrine topic and consult with faculty members and their groups.

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

THE FRANK H. AND MILBREY 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 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 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

The Founder's Medal, signifying first honors, was endowed by Commodore Cornelius Vanderbilt as one of his gifts to the University. 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.

JOHN G. CONIGLIO PRIZE IN BIOCHEMISTRY. This award is presented to a medical student who has achieved distinction in Biochemistry. Both accomplishments in biomedical research and performance in Biochemistry courses are considered in evaluating candidates. This award was established by friends of Professor Coniglio on the occasion of his retirement to honor his many contributions to medical education at Vanderbilt.

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.

EXCELLENCE IN EMERGENCY MEDICINE. The award for Excellence in Emergency Medicine is given on behalf of the Society for Academic Emergency Medicine. This award recognizes a medical student for outstanding clinical performance in the Emergency Department at Vanderbilt University Medical Center.

THE JANET M. GLASGOW MEMORIAL ACHIEVEMENT CITATION. Presented in recognition of the accomplishments of women medical students who graduate with honors. This citation serves to reaffirm the American Medical Women's Association's commitment to encouraging continuing achievement.

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. Awarded by the Department of Medicine to the student who, at the completion of the fourth year of training, is judged by the faculty of the department 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 patient 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; unstinting devotion 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, a 1939 Medical School graduate, 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 MERCK AWARD FOR EXCELLENCE IN THE STUDY OF INFECTIOUS DISEASES. Presented annually by the Divisions of Infectious Diseases in the departments of Medicine and Pediatrics to the student who has demonstrated outstanding aptitude and performance in clinical and investigative efforts in infectious diseases or microbiology.

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 four years at Vanderbilt University 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 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.

THE TOM NESBITT AWARD. Presented by the Nashville Academy of Medicine and the Davidson County Medical Society in recognition of the service and contribution of Tom Nesbitt, M.D., as a member of the academy and the one hundred and thirty-third president of the American Medical Association. Dr. Nesbitt is assistant clinical professor of urology. This award is presented to the graduating medical student who has demonstrated an active interest in the socioeconomic aspects of medicine.



Financial Information



Tuition and Fees

The annual expense of a student in the School of Medicine is estimated to be \$27,000.

Tuition (1992/93 academic year)	\$16,550
Application fee (to accompany final application)	50
Student activities and recreation fees	193
Microscope usage fee per year (1st and 2nd years)	100
Student health insurance	584
Professional liability insurance	75
Student long-term disability insurance	79

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

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. 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. 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 Financial Aid. No refund will be made after the eighth week in any semester.

One half of tuition, total fees, and other University charges are due and payable by 25 September. Second semester tuition and other University charges are due and payable by 25 January.

Late Payment of Fees

Charges not paid by 25 September will be automatically deferred, 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 25 September (\$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 25 day of each month. All

amounts deferred are due not later than 25 November for fall semester and 25 April for spring semester. Graduating seniors are not allowed to defer charges that are billed in advance for the final semester. Senior accounts must be clear by 25 January.

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 balance until the account has been paid. Diplomas of graduating students will be withheld until all bills are paid.

Non-U.S. citizen applicants who do not hold a permanent resident visa or an immigrant visa are not eligible for the financial aid program from Vanderbilt University School of Medicine due to federal restrictions on the use of a large percentage of the loan funds that support the aid program. Because of these limitations, qualified non-U.S. citizen students will be issued conditional acceptance into the School of Medicine under the following terms: on or before July 1 of the year of matriculation, the accepted student must deposit in a prepaid, interest-bearing account funds sufficient to meet all tuition, mandatory fees, and living expenses for the anticipated period of enrollment. (In the event of tuition increases for future years, accepted students will be billed for additional charges as they come due). Details of financial requirements will be provided after acceptance.

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 for these instruments is approximately \$400.

The minimum cost of books is approximately \$400–\$500 per year. The Medical Bookstore accepts cash or major credit cards.

Activities and Recreation Fees

The required student activities and recreation fees entitle students to use the facilities of Sarratt Student Center and the Student Recreation Center. The fees also cover admission to certain social and cultural events and subscriptions to certain campus publications. Specific information on these fees is published annually in the *Student Handbook*. By payment of an additional fee, during announced periods, students and their spouses

may have their identification cards validated for admission to athletic events.

The student activities fee (Sarratt and University programs) and the student recreation fee will be waived, upon petition by the student, if he or she is a part-time student registered for 4 or fewer semester hours, or if he or she resides while a student beyond a fifty-mile circle from the campus. Petitions for waiver of the fall semester fees must be received by 10 September and for spring semester fees by 20 January at the Office of Campus Student Services, Box 6206 Station B, Nashville, Tennessee 37235. A \$5 late charge is assessed for petitions received after the deadline.

Honor Scholarships

JUSTIN POTTER MEDICAL SCHOLARSHIPS. 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 more than one hundred have been awarded since that time.

Scholarships of \$20,000 annually are awarded to successful candidates and, once awarded, continue for four years contingent upon satisfactory performance. The Justin Potter Medical Scholarship Committee consists of individuals actively involved in the medical and business affairs of the Nashville community.

The method of selection of Justin Potter Scholars is as follows: the committee reviews all available information about each applicant who has been accepted to the entering medical school class, with special emphasis on the applicant's demonstrated leadership or potential for leadership. Candidates selected by the committee are invited to Nashville for personal interviews, with opportunities to meet faculty and former Justin Potter Scholars and to visit the facilities of the Vanderbilt University Medical Center. Following the visit to Nashville, those selected as Justin Potter Scholars are notified.

THE 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. One Catherine Easterling Mountcastle Scholar is selected each year by the Scholars Selection Committee from applicants who have accepted official invitation to the School of Medicine.

A scholarship of \$11,000 annually is awarded to the successful candidate and, with satisfactory progress at Vanderbilt, continues for four years.

CANBY ROBINSON SCHOLARSHIPS. Canby Robinson Scholarships provide full tuition and, with satisfactory progress at Vanderbilt, continue for four years. The scholarships are awarded on the basis of academic achievement and financial need. Scholarship recipients are recommended by the Dean and the chairman of the Admissions Committee and chosen by a committee from the Canby Robinson Society.

These scholarships were established in 1986 by the Canby Robinson Society.

Financial Assistance

Education leading to the Doctor of Medicine degree requires a careful consideration of financial commitment by prospective students and their families. 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 to governmental and other sources, 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 (though not all) approved financial aid requests for items basic to the student's subsistence and education have been met from a combination of sources, including the student's personal and family assets and Vanderbilt aid funds.

Satisfactory Performance. 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 Stafford Student Loan program, the Health Education Assistance Loan program, the Supplemental Loan to Students program, and the Health Professions Student Loan program.

A private loan program, the Association of American Medical Colleges MEDLOANS Alternative Loan Program, is also an option.

Applications for financial aid will be sent to incoming first-year students in January or, if they are invited after that date, along with the offer of admission to the Medical School. Applicants desiring more specific information about financial aid resources should request a copy of the Vanderbilt University School of Medicine Manual of Student Financial Aid Policies and Procedures from the Medical School Office of Financial Aid.

The following are some of the Vanderbilt University School of Medicine institutional scholarships and loans available to assist students with demonstrated financial need.

Scholarships

THE JAMES T. AND OLIVIA R. ALLEN SCHOLARSHIP FUND. This endowed scholarship was established in memory of Olivia R. Allen and in honor of James T. Allen, a 1942 School of Medicine graduate.

THE EUGENE AND MARGE BESPALOW SCHOLARSHIP FUND. This endowed scholarship fund for deserving medical students was established by Dr. Bruce Dan, a Vanderbilt alumnus, in honor of his grandparents.

THE DR. DANIEL B. BLAKEMORE SCHOLARSHIP FUND. This endowed scholarship was established by the will of Mrs. Nell J. Blakemore in memory of her husband for the benefit of worthy medical students who are in need of financial assistance.

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.

THE CANBY ROBINSON SOCIETY STUDENT SCHOLARSHIP BENEFACTOR PROGRAM. Scholarships are made available to students from members who donate to this program.

THE THOMAS CULLOM BUTLER AND PAULINE CAMPBELL BUTLER SCHOLARSHIP. This endowed scholarship was established by Thomas Cullom Butler, a 1934 School of Medicine graduate, for worthy and needy medical students.

THE ALICE DREW CHENOWETH SCHOLARSHIP. This scholarship honors the career of Dr. Alice Drew Chenoweth, a 1932 School of Medicine graduate who had a distinguished career as a pediatrician in the area of public health.

THE JOE C. DAVIS FINANCIAL AID FUND. Funds were donated by Joe C. Davis for needy and worthy medical students.

THE HERBERT ESKIND MEMORIAL FUND. This scholarship honoring the memory of Mr. Herbert Eskind was established by members of his family. Each recipient is provided with a scholarship of \$1,000.

THE ROBERT SADLER-WILLIAM EWERS SCHOLARSHIP FUND. This endowed scholarship was established in honor of Robert Sadler and William Ewers, 1947 School of Medicine graduates.

THE SAM FLEMING SCHOLARSHIP. This scholarship for needy medical students was established by J. T. Stephens in honor of Sam Fleming, former president of the Vanderbilt Board of Trust.

THE JAMES HOLLORAN SCHOLARSHIP. This endowed scholarship was established by the class of 1980 in memory of their classmate, "Ed" Holloran.

THE RICHARD JAECKLE SCHOLARSHIP FUND. This scholarship was established in memory of Richard Jaeckle, a 1982 School of Medicine graduate.

THE ANN R. LIGHT SCHOLARSHIP FUND. This endowed scholarship was established by Ann R. Light for needy medical students.

THE JACK MARTIN SCHOLARSHIP FUND. This endowed scholarship was established in honor of Jack Martin, a 1953 School of Medicine graduate.

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 are to be given second preference.

MINORITY SCHOLARSHIP FUNDS. Funds are available for scholarships for minority medical students on the basis of academic achievement and financial need.

THE RILEY SCHOLARSHIP. This endowed scholarship was established by members of the Riley family: Harris D. Riley, Jr., M.D.; Frank Riley; Richard F. Riley, M.D.; and William G. Riley, M.D., all of whom are Vanderbilt Alumni.

THE WILLETT H. "BUDDY" RUSH SCHOLARSHIP. Established in memory of Dr. Rush, a 1941 graduate of the School of Medicine, this scholarship honors the dedication he showed to the practice of medicine and the Frankfort, Kentucky community. Awards are given in order of preference to students from Frankfort, Kentucky, the Blue grass region of Kentucky, and then the state of Kentucky.

THE RICHARD M. SCOTT FINANCIAL AID PROGRAM. This endowed scholarship was established by the Medical Class of 1988 to honor Richard M. Scott, Director of Financial Aid for the School of Medicine from 1970 to 1987.

THE JOHN SECONDI SCHOLARSHIP FUND. This endowed scholarship was established in memory of Dr. John Secondi, a 1970 School of Medicine graduate.

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

Other scholarships are available outside of the need-based institutional financial aid program. They are as follows:

THE ELBYRNE GRADY GILL SUMMER RESEARCH SCHOLARSHIPS IN OPHTHALMOLOGY AND OTOLARYNGOLOGY. These scholarships provide support for medical student summer research in the areas of ophthalmology and otolaryngology.

THE MARY AND WILLIAM O. INMAN JR. SCHOLARSHIP FUND. This fund was established by Miss Grace McVeigh to pay tribute to the many contributions to the Brunswick, Georgia, community by the Inmans. This fund supports students in the combined M.D./Ph.D. program.

THE KONRAD LUX SCHOLARSHIP. This endowed scholarship was established by the will of Konrad Lux, a 1925 Vanderbilt University graduate, to benefit students in the Oral Surgery program.

MEADE HAVEN SCHOLARSHIPS IN BIOMEDICAL SCIENCES. Meade Haven scholarships in biomedical sciences have been endowed to provide support for medical students who have made a serious career commitment to obtain advanced experience and training in research in the biomedical sciences.

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 F. TREMAINE BILLINGS REVOLVING STUDENT LOAN FUND. Established by Elizabeth Langford and friends, this loan fund honors Dr. Billings and his many contributions as friend and internist. It is to be used for the education of worthy medical students.

THE O. D. CARLTON II LOAN FUND. This revolving loan fund was established by Hall Thompson in honor of O. D. Carlton II for needy third- and fourth-year medical students.

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 FRANK M. DAVIS AND THEO DAVIS STUDENT LOAN FUND. This endowed scholarship was established by Frank M. Davis, a 1934 School of Medicine graduate.

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

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 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.

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 raised 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.

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

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 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.

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.

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 \$3,500 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 Vanderbilt, 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.

THE WILLIAM N. PEARSON SCHOLARSHIP FUND. This scholarship for studies in nutrition was established by colleagues and friends throughout the world to perpetuate the memory of Dr. Pearson. Students at Vanderbilt University are selected from the following categories: (1) a graduate student in nutrition; (2) a postdoctoral trainee in nutrition; or (3) a medical

student, for summer "off-quarter stipend" research in nutrition. Priority is given first to foreign student candidates and second to American students who propose to work in the international areas.

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

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 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

This center 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.

Center for Clinical and Research Ethics

Richard M. Zaner, Director

The center's objectives are to promote ethically sensitive patient care and an informed patient population; to assist in developing an educated citizenry within the medical center, the university, and the surrounding community; and to encourage thoughtful deliberation concerning the moral and ethical issues pertaining to the health care system.

Center activities focus on education, clinical training and practice, research, and community service in areas of the health professions. Center programs include the Clinical Ethics Consultation Service, the Clinical Training Program, the Ethics Outreach Program, the Clinical Ethics Program and the Clinical Ethics for Practitioners course at St. Thomas Hospital, and a variety of other academic and clinical opportunities.

Clinical Research Center

David H. Robertson, 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. It fulfills these objectives 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 of 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

Fayez Ghishan, 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; the vitamin-trace element metabolism in patients with chronic dialysis or with essential fatty acid deficiency; the 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 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 administration. 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 National Institutes for Health.

SCOR in Hypertension

Tadashi Inagami, Director

The objective of the SCOR (Specialized Center of 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 I₂ 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.

Center for Lung Research

Kenneth L. Brigham, Director

This center stimulates and facilitates lung research and training throughout the institution. Investigators who represent nine departments and who are engaged in a wide range of basic and clinical research hold appointments in the center. These investigators work both individually and in collaboration with many other faculty members. The center serves to identify important research opportunities, to assist investigators in identifying collaborators within and without the institution, and to facilitate the research process by providing physical facilities, financial support, and administrative and scientific expertise. The SCOR in Newborn Lung Disease and the SCOR in Pulmonary Vascular Diseases are basic components of the Center for Lung Research, and there are close relationships between the center and the departments of medicine, pediatrics, pathology, biomedical engineering, pharmacology, and molecular physiology and biophysics, as well as other departments in the School of Medicine.

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.

Nephrology Center

Harry R. Jacobson, Director

The objective of the Nephrology Center is to contribute to the understanding of pathogenic mechanisms leading to progressive nephron destruction in the kidney. Investigators from the departments of medicine, pediatrics, surgery, cell biology, pharmacology, and pathology bring a multidisciplinary approach to bear on specific mechanisms leading to glomerular and tubular dysfunction and progressive glomerular destruction. Center funding is derived primarily from the National Institutes of Health grant entitled "Biology of Progressive Nephron Destruction."

SCOR in Newborn Lung Disease

Robert B. Cotton, 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.

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.

SCOR in Pulmonary Vascular Diseases

Kenneth L. Brigham, Director

The SCOR in Pulmonary Vascular Diseases involves nineteen full-time investigators from the departments of medicine, pediatrics, pathology, surgery, pharmacology, and others. 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.

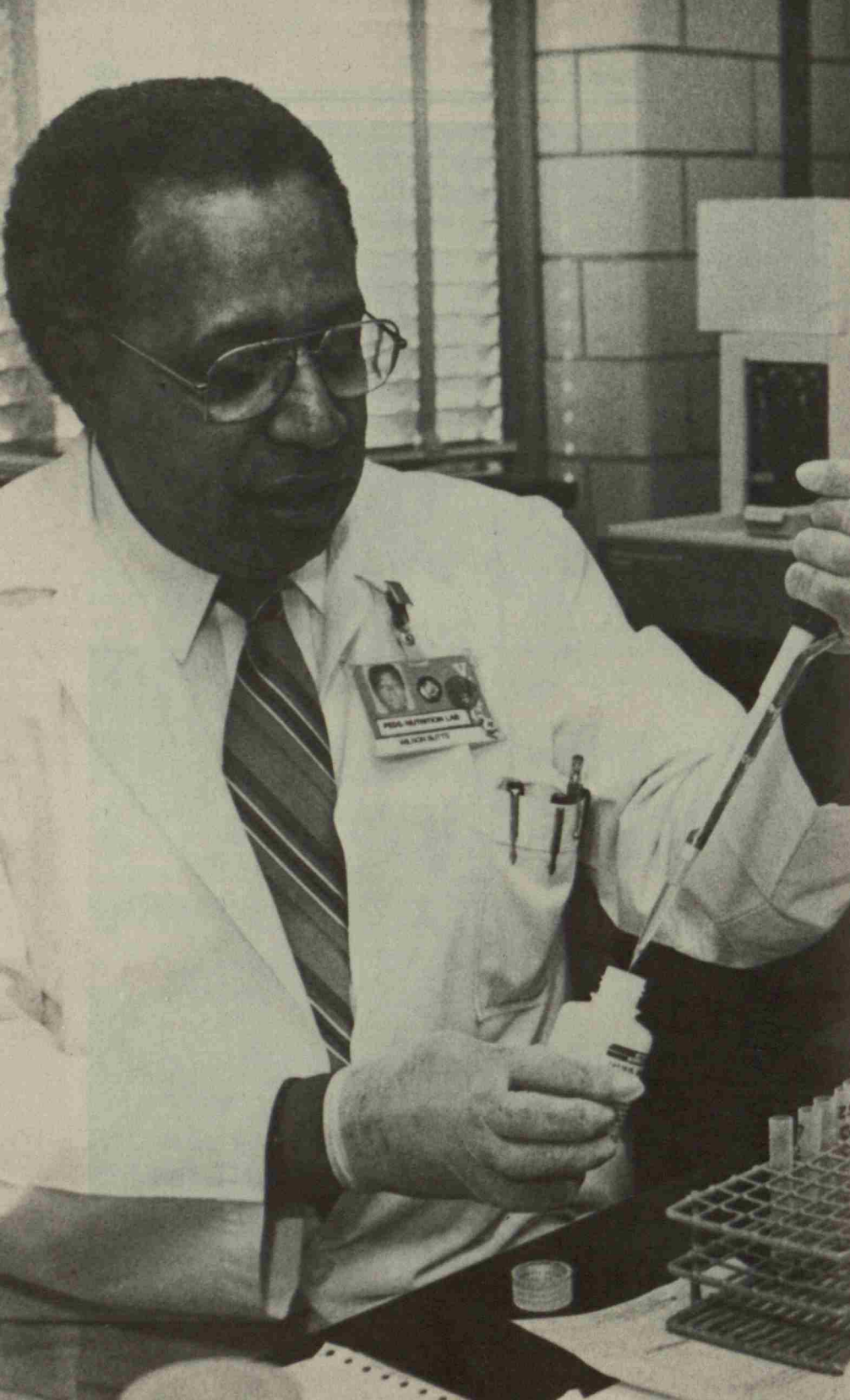
Principal support is derived from a Specialized Center of Research in Pulmonary Vascular Diseases grant from the National Heart, Lung and Blood Institute. Additional support comes from an NIH training grant, a private foundation training grant, and several individual awards made through the NIH to investigators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

Center for Reproductive Biology Research

Marie Claire Orgebin-Crist, 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.





Courses of Study



School of Medicine Departments

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

- SURGICAL SCIENCES

General Surgery
Dentistry
Emergency Medicine
Neurosurgery
Oral Surgery
Otolaryngology
Pediatric Surgery
Plastic Surgery
Thoracic and Cardiac Surgery
Urology

INTERDISCIPLINARY COURSEWORK

Anesthesiology

CHAIRMAN Bradley E. Smith

PROFESSORS M. Lawrence Berman, John Watson Downing; John J. Franks, Duncan A. Holaday, Jayakumar Reddy Kambam, Winston Clive-Victor Parris, B. V. Rama Sastry, Bradley E. Smith, Margaret Wood

ASSOCIATE PROFESSORS Jayant K. Deshpande, Paul H. King, Joanne L. Linn, Loren D. Nelson, Joseph Drew Tobias

ASSOCIATE CLINICAL PROFESSORS Geoffrey Berry, Walter Umberger Brown, Jr., Yilmaz Eryasa, Ronald J. Gordon, James M. Phythyon

ASSISTANT PROFESSORS Ildelfonso A. Alcantara, Patricia Lynn Bowers, Edward N. Brin, Gilberto Carrero, Kevin L. Donovan, John Frederick Kittrell Flanagan, Bennett Franklin Horton, Sr., Steve Alan Hyman, Benjamin W. Johnson, Jr., H. Vernetta Johnson, Wesley W. Kinney, Thomas Warren Lee, Thomas C. Lewis, Edwin J. Lilly, Janice M. Livengood, Sandra Vogt Lowe, Joseph William McCord, Jr., Stephanie Mouton, David W. Smith, Volker Ingo Adolf Striepe, Norton A. Stuart III, Geeta Wasudev


RESEARCH ASSISTANT PROFESSORS Jean-Louis Edouard Horn, Piotr K. Janicki

ASSISTANT CLINICAL PROFESSORS Michael W. Bertz, Charles G. Cannon, Jr., Pong M. Chang, Erol Genca, James W. Menzie, David Netterville, Howard Weil, William F. Yost

CLINICAL INSTRUCTORS John E. Erpenbach, James A. Ramsey

ASSISTANTS Stephen T. Blanks, Raymond F. Johnson

RESEARCH ASSOCIATE Darel G. Hess

 THE Department of Anesthesiology provides lectures and offers a two-and-a-half-week selective for third-year students on aspects of anesthesiology within the Surgery clerkship. Fourth-year elective courses are offered in the pharmacology of anesthesiology, as well as a clerkship that includes operating room experience in the conduction of anesthesia.

Biochemistry

CHAIRMAN Michael Roberts Waterman

DISTINGUISHED PROFESSORS Frank Chytil, Stanley Cohen

EMERITI Harry P. Broquist, John G. Coniglio, William J. Darby, Willard R. Faulkner, Wayland J. Hayes, Jr., Robert A. Neal, Oscar Touster, Benjamin J. Wilson

PROFESSORS Wayne F. Anderson, Graham F. Carpenter, G. Roger Chalkley, Leon W. Cunningham, F. Peter Guengerich, Tadashi Inagami, Lawrence J. Marnett, David E. Ong, John A. Phillips III, James V. Staros, James P. Tam, Conrad Wagner, Michael Roberts Waterman

VISITING PROFESSOR Takuji Sawaya

RESEARCH PROFESSORS Mesbaheddin Balaghi, Gary Boyd Thurman

ASSOCIATE PROFESSORS Robert J. Boucek, Jr., Peter Gettins, Carl G. Hellerqvist, Thomas N. Oeltmann, Neil Osheroff, Virginia L. Shepherd

RESEARCH ASSOCIATE PROFESSORS Jorge H. Capdevila, Benjamin J. Danzo, Donald W. Horne

ADJUNCT ASSOCIATE PROFESSOR Dixie W. Frederiksen

ASSISTANT PROFESSORS Marcia E. Newcomer, Laken G. Warnock


RESEARCH ASSISTANT PROFESSORS Robert C. Briggs, Robert J. Cook, David M. Duhl, Roy A. Fava, Norio Kagawa, Diane S. Keeney, Alexander D. Sorkin, Masaaki Tamura

ADJUNCT ASSISTANT PROFESSOR Ann M. Soderquist

RESEARCH INSTRUCTORS Jon T. Conary, Naoharu Iwai

ASSISTANTS Shigeyuki Chaki, Hiroshi Nakakubo, Heigorou Shirai, Kyoko Takahashi, Kyoko Takahashi, Yeu Fen Wang, Gerald E. York II, Makoto Yoshida

RESEARCH ASSOCIATES Philip C. Burcham, Robert Casillas, Ajai Kumar Chaudhary, Zissis C. Chronos, James T. Davis, Robert W. Donaldson, Bingqi Fan, Hiroaki Furuta, Elizabeth M. J. Gillam, Deng Fu Guo, Zuyu Guo, Takao Hamakubo, Riaz ul-Haq, Hiroshi Inui, Chuan Ji, Yoshikazu Kambayashi, Masano Katagiri, Hiroshi Kato, Bok Ryang Kim, Kyong-Son Min, Masato Mizukoshi, Munetaka Nokubo, Osamu Okazaki, Richard Steven Papas, Hareshkumar Patel, Kalyani Penta, Irina Anatolyevna Pikuleva, G. Ramachandra Reddy, Gala Ramesh Reddy, Punam Sandhu, Yasuo Seto, Udai S. Singh, Concepcio Solar, Makio Tani, Pratap Rao Venepally, Yoshiaki Yamano, Chul-Ho Yun

 THE Department of Biochemistry offers to first-year students basic information on the chemistry of 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 years 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. First year. Lectures and seminars on the chemistry and metabolism of carbohydrates, hormones, lipids, nucleoproteins, and on the chemistry and function of enzymes, vitamins, and other factors related to cellular metabolism and body processes. The application of recombinant DNA methodologies for the study of human disease is also discussed. FALL. Osheroff and staff.

5012. Advanced Biochemistry. A lecture series on selected topics in biochemistry for students who have had course work in basic biochemistry. FALL. Org and staff.

Cell Biology

CHAIRMAN Harold L. Moses

EMERITUS James W. Ward

PROFESSORS R. Benton Adkins, Jr., Alvin M. Burt III, Vivien A. Casagrande, Ford F. Ebner, John A. Freeman, Loren H. Hoffman, Brigid L. M. Hogan, Harold L. Moses, Gary Edward Olson, Marie-Claire Orgebin-Crist, Warren Jackson Pledger, William O. Whetsell, Jr.

ASSOCIATE PROFESSORS Robert J. Coffey, Jr., Thomas Oran Daniel, G. Rodman Davenport, Jeffrey T. Holt, Jon H. Kaas, Lynn M. Matrisian, James McKanna, Lillian B. Nanney, Jeanette J. Norden, J. Ann Richmond, William Evans Russell, Roland W. Stein, Daulat Ram P. Tulsiani, Linda Jo Van Eldik

ADJUNCT ASSOCIATE PROFESSOR Robert C. Bone


ASSISTANT PROFESSORS Mary Ann Thompson Arlidsen, Carlos L. Arteaga, Stephen J. Brandt, Raymond Nelson DuBois, Jr., Bruce W. Ennis, Susan R. Fox, Kathleen Louise Gould, Curt H. Hagedorn, Steven K. Hanks, Stephen R. Hann, Paula C. Hoos, Claude M. Nagamine, Linda Sealy, Christopher V. E. Wright

RESEARCH ASSISTANT PROFESSORS Catherine T. Anthony, Gail A. Cornwall, Roy A. Fava, Nancy Olashaw, Rebecca Lynette Shattuck

ADJUNCT ASSISTANT PROFESSOR Albert T. Spaw

INSTRUCTORS Robert E. Ivy, Li-Hsien Lin

RESEARCH ASSOCIATES Mohan K. Balasubramanian, Manfred Blessing, Mihail B. Calalb, Lina Dagnino, Vladimir Drozdoff, Mireille Gaire, Anna Marie Garcia, Douglas T. Hess, Jon A. Jackson, John Kelly Johnson, Carsten Jonat, Nobuyuki Kamata, Masuhiro Kawabata, Uhnoh Kim, Yin-Xiong Li, Karen M. Lyons, Yasuhisa Matsui, Ken Newell, Hiroshi Sasaki, Daniel J. Satterwhite

 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- and second-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

501.1. Cell and Tissue Biology. First year. Designed to give students a familiarity with the properties of cells, in particular their interactions with one another to compose the tissues and organs of the body. Emphasis is 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 activities of cells and tissues. SPRING. Davenport, Hoffman, and staff.

501.2. Gross Anatomy. First year. Devoted to a systematic dissection of the human body, supplemented by lectures and demonstrations. 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. Hoos and staff.

503. Neurobiology. Second year. Provides students with a solid understanding of the organization of the human central nervous system, integrating basic information from neuroanatomy, neurophysiology, and neurochemistry. Students are also introduced to the most up-to-date research being conducted in neurobiology, with special emphasis on research with potential clinical significance. Additional clinical material is provided by patient presentations and an introduction to neuropathology. FALL. Norden and staff.

Hearing and Speech Sciences

DIRECTOR OF THE DIVISION Fred H. Bess

EMERITUS Jay Sanders

PROFESSORS Fred H. Bess, Russell J. Love, Robert H. Ossoff

ADJUNCT PROFESSORS Michael E. Glasscock III, Harold R. Mitchell, Eugene C. Nelson

CLINICAL PROFESSOR C. Gary Jackson

ASSOCIATE PROFESSORS Jay W. Hall III, Howard S. Kirshner, Ralph N. Ohde, Judith A. Rassi, R. Edward Stone, Jr.

ADJUNCT ASSOCIATE PROFESSORS D. Wesley Grantham, Judith S. Gravel, Russell Henry Mills, H. Gustav Mueller

ASSISTANT PROFESSORS Daniel H. Ashmead, Stephen M. Camarata, Marleen T. Ochs, Wanda G. Webb

ADJUNCT ASSISTANT PROFESSORS Bertha Smith Clark, Anne Forrest Josey, Barbara F. Peek

ASSISTANT CLINICAL PROFESSOR John R. Ashford


INSTRUCTORS Gene W. Bratt, Susan A. Logan

ADJUNCT INSTRUCTOR Laura Knox

CLINICAL INSTRUCTORS Susan M. Amberg, Patricia F. Casey, Jennifer M. Herbert, Kerry M. Hessenthaler, Sara G. Hoffman, Trudy T. Holden, Nancy V. Kneff, Kathleen E. Mahn, Valeria Roberts Matlock, Susan J. May, Irene F. Membrino, Vicki S. Powers, Cheryl L. Rainey, Mary A. Schaffer, Marcy Ann Sipes, Anne Marie Tharpe, Andrea H. Williams, Paulette J. Willie, Lynn Rodney Wood

ASSISTANT Jeanne D. Dodd

RESEARCH ASSOCIATES Jill Ellen Chafetz, Walter Duenas Murphy

 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 John O. Lostetter

PROFESSORS John E. Chapman, Gerald S. Gotterer, A. Everette James, Jr.

ASSOCIATE PROFESSORS T. Mark Hodges, Norman B. Urmey

ADJUNCT ASSOCIATE PROFESSOR Dennis K. Wentz

ASSOCIATE CLINICAL PROFESSOR Alexander C. McLeod

ASSISTANT PROFESSORS Deborah C. German, Donald E. Hancock, John O. Lostetter, Dean F. Sittig

ADJUNCT ASSISTANT PROFESSOR Robert H. Crumby


ASSISTANT CLINICAL PROFESSOR Charles E. McKay

ASSOCIATE William R. Rochford

INSTRUCTORS Winfred L. Cox, Larry E. Deters, Gregory L. Dixon, Frankie Wallingsford Sarver, Kenneth B. Williamson

CLINICAL INSTRUCTORS David T. Dodd, Warren F. McPherson

ASSISTANT Philip N. 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, issues in health care at all levels, and the transition to medical practice and medical practice management. Special subject seminars are encouraged.

Medicine

CHAIRMAN John A. Oates

VICE-CHAIRMAN Allen B. Kaiser

EMERITI F. Tremaine Billings, Richard A. France, Thomas F. Frist, Robert A. Goodwin, Jr., Lloyd H. Ramsey, Samuel S. Riven, Addison B. Scoville, Jr., Harrison J. Shull, Clarence S. Thomas

PROFESSORS Fred Allison, Jr., Martin J. Blaser, Kenneth L. Brigham, Thomas G. Burish, Raymond F. Burk, Jorge H. Capdevila, Graham F. Carpenter, Daniel G. Colley, Oscar B. Crofford, Jr., Roger M. Des Prez, John M. Flexner, Gottlieb C. Friesinger II, Daryl K. Granner, Frank Anthony Greco, Raymond M. Hakim, Kenneth R. Hande, Thomas R. Harris, J. Harold Helderman, Harry R. Jacobson, Allen B. Kaiser, Lloyd E. King, Jr., Mark J. Koury, Sanford B. Krantz, Peter T. Loosen, Barbara O. Meyrick-Clarry, John H. Newman, John A. Oates, David N. Orth, Theodore Pincus, Thomas Quertermous, L. Jackson Roberts II, David Robertson, Rose M. Robertson, Roscoe R. Robinson, Dan M. Roden, Joseph C. Ross, Donald H. Rubin, William D. Salmon, Jr., William Schaffner, John S. Sergent, Raphael Smith,

- James R. Snapper, James D. Snell, Jr., W. Anderson Spickard, Jr., William W. Stead, William J. Stone, Paul E. Teschan, Alexander S. Townes, Alastair J. J. Wood, Richard M. Zaner
- CLINICAL PROFESSORS Robert H. Alford, W. Barton Campbell, Laurence A. Grossman, Herman J. Kaplan, Clifton Kirkpatrick Meador, Harry L. Page, Thomas Guv Pennington
- ASSOCIATE PROFESSORS George R. Avant, Kamal F. Badr, Gordon R. Bernard, Maurice C. Bondurant, Matthew D. Breyer, Benjamin F. Byrd III, Robert J. Coffey, Jr., Thomas Oran Daniel, J. Stephen Dummer, G. Dewey Dunn, Debra S. Echt, James T. Forbes, Mervyn B. Forman, Stanley E. Graber, David W. Gregory, Marie R. Griffin, John D. Hainsworth, Raymond C. Harris, Jr., Craig R. Heim, David H. Johnson, H. Keith Johnson, William J. Kovacs, John M. Leonard, James E. Loyd, Robert C. MacDonell, Jr., Mark A. Magnuson, Samuel R. Marney, Jr., James M. May, L. Clifford McKee, Geraldine G. Miller, John H. J. Nadeau, Thomas N. Oeltmann, James W. Pichert, James S. Powers, J. Ann Richmond, Jean E. Rinaldo, Martin P. Sandler, Stephen Schillig, Richard P. Schneider, James R. Sheller, Virginia L. Shepherd, Paul E. Slaton, Jr., Richard S. Stein, Stanford J. Stewart, Charles W. Stratton, George P. Stricklin, James Ward Thomas II, Steven N. Wolff, Robert J. Workman, Michael D. Zanoli
- RESEARCH ASSOCIATE PROFESSORS Jerry C. Collins, Kristina E. Hill, Christa A. Stoscheck
- ADJUNCT ASSOCIATE PROFESSORS John R. Chiple, Paul C. McNabb II, Bruce David White
- ASSOCIATE CLINICAL PROFESSORS Benjamin J. Alper, James Erwin Anderson, Jr., Mark S. Averbuch, Robert Seth Cooper, John H. Dixon, Jr., Roy O. Elam III, E. William Ewers, James P. Fields, Howard R. Foreman, Rand T. Frederiksen, Francis W. Gluck, Jr., Fred Goldner, Jr., Alan L. Graber, John Hooper Griscom, Thomas B. Haltom, James R. Hamilton, Marcus C. Houston, John S. Johnson, Alexander C. McLeod, James M. Perry, Jr., Harrison J. Shull, Jr., Paul R. Stumb, James N. Sullivan, Craig R. Sussman, Charles B. Thorne, Lawrence K. Wolfe
- ASSISTANT PROFESSORS Julie Lunsford Abbott, Lowell B. Anthony, Carlos L. Arteaga, Joseph Albert Awad, Neil L. Barg, Paul B. Bennett, Jr., Italo Biaggioni, Renata E. Bluhm, Joseph F. Bonfiglio, Stephen J. Brandt, Margaret M. Brennan, Julia Glynn Breyer, Richard Merrill Breyer, Nancy J. Brown, Brenda J. Butka, Martha Jean Butterfield, Peter J. Campbell, Michael Glenn Carlson, Alan D. Cherrington, John Lai C. Ch'ng, Brian W. Christman, John W. Christman, Frank Chytil, Timothy L. Cover, Hanson Buford Cowan, Stephen Neil Davis, Michael D. Decker, Jan Stallings DeLozier, Raymond Nelson DuBois, Jr., Darrel L. Ellis, Stuart G. Finder, Howard A. Fuchs, Alfred George, Deborah C. German, Barney Scott Graham, Barbara A. Greco, John P. Greer, David William Haas, Curt H. Hagedorn, Byron Haitas, Steven K. Hanks, David E. Hansen, Mary Alice Harbison, Roger A. Hodge, Ellen B. Hunter, Nuhad M. Ismail, Mark W. Jacokes, Joy D. Jester, Edward K. Kasper, Douglas S. Kernodle, Robert H. Latham, John T. Lee, Lewis B. Lefkowitz, Jr., Freda L. Levy, Christopher D. Lind, Michael E. May, George Akowua Mensah, Thomas R. Mitchell, Augustin Rogelio Mosqueda-Garcia, John J. Murray, Katherine T. Murray, Allen J. Natilan, Robert Lee Norris, Jr., Nancy J. Olsen, Mark Arden Pierce, Alvin C. Powers, Ann H. Price, Stephen Paul Raffanti, David S. Raiford, Deborah W. Robin, David G. Schlundt, Gerald Schulman, Donna L. Seger, William E. Serafin, Ghodrat A. Siami, Walter E. Smalley, Dirk Snyders, Thomas Stasko, Malcolm A. Steele, Simpson Bobo Tanner IV, Anne Taggart Thomas, George Edward Tiller, Stephen Leslie Tobias, Arthur P. Wheeler, James P. Wilson, Susan Wodicka, Seth W. Wright, Tiong-Keat Yeoh
- RESEARCH ASSISTANT PROFESSORS Jon T. Conary, Michael M. Dikov, Ronald E. Gates, Stanley B. Higgins, Stephen Thomas Koury, Thomas D. Noland, Richard E. Parker, Philip A. Patston, Zhiheng Pei, Guillermo I. Perez-Perez, Elizabeth A. Perket, Stephen T. Sawyer, Kihito Takahashi, Murali K. R. Tumuru
- ADJUNCT ASSISTANT PROFESSORS Philip E. Johnston, Albert C. Roach, Dale A. Siner

ASSISTANT CLINICAL PROFESSORS Edwin B. Anderson, Jr., John E. Anderson, Paul H. Barnett, Philip D. Bertram, Stanley J. Bodner, John Michael Bolds, James D. Bomboy, Jr., Thomas H. Callaway, Jeffrey A. Canter, William J. Card, James R. Cato, Orrie A. Couch, Jr., Thomas J. Davis, Bryce Dixon, Tracey Doering, Eric L. Dyer, David L. Edwards, Cheryl Ann Fassler, Stephen K. Felts, J. Vance Fentress, Richard W. Garman, Jr., John R. Gibson, Richard Lee Gibson, Antonio M. Grandá, Fred L. Haley, Herbert Harkleroad, William E. Harston, Jr., William B. Harwell, Jr., James B. Haynes, Jr., James H. Haynes, Stephen L. Hines, Joseph W. Huston, John W. Interlandi, Thomas A. Jantz, Henry S. Jennings III, J. Thomas John, Robert M. Johnson, Peter R. Kaplan, Dana L. Latour, Stanley M. Lee, Russell B. Leftwich, Ralph W. Massie, Wallace R. G. McGrew, Jr., Larry W. McNeil, John R. McRae, Cullen R. Merritt, Alvin H. Meyer, Jr., Paul R. Michael, Michael E. Miller, Robert F. Miller, Carl E. Mitchell, Douglas P. Mitchell, Gary Stephen Nace, Vito K. Rocco, R. Michael Rodriquez, Judson E. Rogers, Murray W. Smith, Dennis A. Stouder, Jerome S. Tannenbaum, John G. Thompson, Jr., Edmond Tipton, C. Gordon Vire, W. Carter Williams, Jr., Bruce L. Wolf, Taylor Wray, George Dewey Wright, Christina Ynares

INSTRUCTORS Mark J. Bliton, Angelo Edward Canonico, Ramoth Roseann Cox, David Robertson Coxe, Pamela Jane Fall, James R. Gossage, Jr., Steven Troy Gremillion, Stacey W. McKenzie, Peter E. Morris, Wendell E. Nicholson, John Hannon Proctor, Melissa Reynolds Rogers, Ronald I. Shorr, Sherman Scott Wiggins, Matthew William Wood, Ruth Ann Yates

RESEARCH INSTRUCTORS Rasul Abdolrasulnia, Chun-Hua Dai, Keyuan Jiang

ADJUNCT INSTRUCTORS Vinita Anand, Robert J. Berkompas, Patricia Renee Brown, Michael D. Callaway, Andre Lemont Churchwell, George West Crafton, Marshall H. Crenshaw, Thomas W. Faust, Christopher W. Fletcher, James A. Gaume, Lawrence D. German, Mark S. Goldfarb, Rob Reid Hood, Larry Burton Hudgins, Pran M. Kar, Melissa Langley, Robert Wallace McClure, Marvin Porter Meadors III, Harrell Odom II, Bjarki J. Olafsson, Timothy F. Persse, William Barney Smith

CLINICAL INSTRUCTORS Edward E. Anderson, Jack M. Batson, John Breinig, Jack W. Coggeshall, Alan G. Cohen, Alan C. Dopp, Deborah R. G. Doyle, John W. Duncan, Robert C. Dunkerly, Jr., Irwin B. Eskin, Jeffrey B. Eskin, Robert P. Graham, Jr., James P. Gregory, David P. Hall, A. Clyde Heflin, Jr., H. Douglas Holliday, Robert M. Hollister, Jeffrey L. Hymes, Michel E. Kuzur, Michael J. Magee, William R. McDaniel, Fernando Miranda, Daryl L. Nichols, Michael Niedermeyer, Bernard J. Pass, John G. Pearson, William H. Pettus, Robert S. Quinn, William B. Ralph, Jr., Howard E. Rosen, Marvin J. Rosenblum, Sol A. Rosenblum, Howard Lee Salyer, Dan S. Sanders III, Herbert J. Schulman, John Robert Schweikert, Lucien C. Simpson, W. David Strayhorn III, Stephen T. Ticaric, Aubrey Lee Tucker, Jr., F. Karl VanDevender, James W. Ward, Jr., Ann O. Wehr, Paul W. Wheeler, Eugene J. Winter

ASSISTANT Sandra N. Powers

RESEARCH ASSOCIATES Joye Lynn Barnes, Ping Cao, Smita Desai-Sharma, Alice Gung, Badr Ibrahim, Timothy A. Kelly, Hiroshi Morita, Nancy L. Rogers, Yi-Wei Tang, Makoto Ujihara, Noriko Ujihara

Dermatology

DIRECTOR OF THE DIVISION Lloyd E. King, Jr.

EMERITUS Robert N. Buchanan

PROFESSORS Graham F. Carpenter, Lloyd E. King, Jr.

ASSOCIATE PROFESSORS J. Ann Richmond, George P. Stricklin

RESEARCH ASSOCIATE PROFESSOR Christa A. Stoscheck

ASSOCIATE CLINICAL PROFESSORS James P. Fields, James R. Hamilton
ASSISTANT PROFESSORS Darrel L. Ellis, Thomas Stasko
RESEARCH ASSISTANT PROFESSOR Ronald E. Gates
ASSISTANT CLINICAL PROFESSORS William B. Harwell, Jr., Dana L. Latour, Alvin H. Meyer,
Jr., C. Gordon Vire
INSTRUCTOR Ruth Ann Yates
CLINICAL INSTRUCTORS William R. McDaniel, Bernard J. Pass, Howard Lee Salyer, Lucien
C. Simpson

✦ THE Department of Medicine offers four areas of required course work, two of them in the second year:

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 selective medical clerkship.

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

Required Courses

501.1. Laboratory Diagnosis. Second year. Introduces the student to the laboratory in clinical medicine, emphasizing its application to understanding basic pathophysiology. Areas covered include hematology, gastroenterology, nephrology, neurology, rheumatology, and clinical microbiology. In most of these areas, the student will spend some time gaining experience in the laboratory. SPRING. Stein and staff.

501.2 Physical Diagnosis. Second year. 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. Staff.

502. Clinical Clerkship. Third year. Students are assigned to the medical wards for ten-week periods. Time is divided between the Vanderbilt Hospital, St. Thomas Hospital, and the Veterans Administration Hospital. 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. *Ward work is supplemented by numerous teaching and subspecialty conferences held throughout the academic year.* Leonard, DesPrez, Sergeant, and Staff of the Department of Medicine

520. Ambulatory Clerkship. Fourth year. During a four-week unit each fourth-year student participates in a didactic program on issues related to care of patients in an ambulatory setting. The students also work with patients in one of three clinical settings: general medicine, general pediatrics, or the emergency service. Hickson and staff.

Microbiology and Immunology

CHAIRMAN Jacek Hawiger

PROFESSORS Martin J. Blaser, Daniel G. Colley, Sidney Harshman, John H. Hash, Jacek Hawiger, David T. Karzon, Alexander R. Lawton, Theodore Pincus, Donald H. Rubin, Henry Earl Ruley, James P. Tam, Clark Tibbetts

ASSOCIATE PROFESSORS James Ward Thomas II, Peter F. Wright


ASSISTANT PROFESSORS Terence S. Dermody, John P. Donahue, Barney Scott Graham, G. Neil Green, Patrick L. Green, Yao-Zhong Lin, Louise A. Rollins-Smith, Stanford J. Stewart

RESEARCH ASSISTANT PROFESSOR Sheila Downs Timmons

INSTRUCTOR Hong Fang

RESEARCH INSTRUCTOR Susan R. Cordle

RESEARCH ASSOCIATES Stephen C. Bosshardt, Chuan-Fa Liu, Masatoshi Nakazawa, Jun Shao, Jane Corty Spetzler

 THE Department of Microbiology and Immunology provides first-year students with basic understanding of micro-organisms in health and disease. Several electives are also offered.

Required Course

501. Microbiology and Immunology. First year. Lectures, laboratory exercises, and small group sessions on clinically important microbial topics. The course encompasses basic immunology, microbial genetics, and the etiologic agents of the important bacterial, mycotic, parasitic, and viral infectious diseases. Hawiger and staff.

Molecular Physiology and Biophysics

CHAIRMAN Daryl K. Granner

EMERITI Tetsuro Kono, H. C. Meng, Charles Rawlinson Park, Robert L. Post

PROFESSORS G. Roger Chalkley, Alan D. Cherrington, Jackie D. Corbin, John H. Exton, Fayeze Ghishan, Daryl K. Granner, David N. Orth, Jane H. Park, David M. Regen

ASSOCIATE PROFESSORS Albert H. Beth, Kenneth L. Brigham, Oscar B. Crofford, Jr., Mark A. Magnuson, Roland W. Stein, David H. Wasserman, P. Anthony Weil


RESEARCH ASSOCIATE PROFESSOR Sharron H. Francis

ASSISTANT PROFESSORS Joseph M. Beechem, Roger J. Colbran, Achilles A. Demetriou, David Michael Lovinger, Owen Patrick McGuinness, Linda Sealy, Michael M. Tamkun, William L. Taylor

INSTRUCTOR Richard R. Whitesell

RESEARCH INSTRUCTORS Charles E. Cobb, Richard M. O'Brien, Michael J. Pagliassotti, Gita Venkatakrishnan

RESEARCH ASSOCIATES Claire J. Allan, Jonathan L. Blank, Antonio Felipe Campo, Janet L. Colbran, Cynthia Cate Connolly, Mary Shimkus Faber, Steven W. Faber, Toshihiko Fujiwara, Paul Grimaldi, Kwon-Soo Ha, Eric J. Hustedt, Thomas L. Jetton, Sabina Kupersmidt, M. Pilar Lillo, Hiroshi Mitsui, Mary E. Courtney Moore, Hiroyuki Nakanishi, Nancy A. Nix, Edouard L. Noisin, Haruhiko Osawa, Marie C. Parsons, Mina Peshavaria, Matthew J. Pete, Cathleen Cutliff Pettepher, Samuel Pfaff, Gary Leslie William Glynn Robinson, Dieter Runge, Donald K. Scott, Raja Sekhar, Arun J. Sharma, Karen Shaw, Rafat Siddiqui, John Peter Svaren, Christo Dimitro Venkov, Tomoyuki Yamasaki, Yutaka Yano

 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 Courses

501. Molecular Physiology and Biophysics. First year. This course consists of lectures and laboratory work designed to cover the essentials in mammalian physiology SPRING. Corbin and staff.

Neurology

CHAIRMAN Gerald M. Fenichel

VICE-CHAIRMAN Howard S. Kirshner

PROFESSORS Wolf-Dietrich Dettbarn, Gerald M. Fenichel, Frank R. Freemon, H. Carl Haywood, Howard S. Kirshner, David Robertson, John Sloan Warner

CLINICAL PROFESSORS William M. Clark, Gary W. Duncan, Bertram E. Sproffin

ASSOCIATE PROFESSORS Richard S. Burns, Anthony W. Kilroy, Patrick Lavin, Ronald G. Wiley

VISITING ASSOCIATE PROFESSOR Stanislaw J. Czuczwar


ASSISTANT PROFESSORS Bassel W. Abou-Khalil, Thomas L. Davis, Robert Ray Holcomb, Mark Jennings, Michael J. McLean, Paul L. Moots, Robin Sue Soffer, Wanda G. Webb

RESEARCH ASSISTANT PROFESSOR Artur W. Wamil

ASSISTANT CLINICAL PROFESSORS Mary Ellen Clinton, Blaise Ferraraccio, Karl Edward Misulis, Barbara J. Olson, Ronald E. Wilson

INSTRUCTORS Dennis O. Bradburn, Toufic A. Fakhoury, Gregory Michael McNamara

CLINICAL INSTRUCTOR James Alan Fry

 THE Department of Neurology offers instruction in neurobiology to first-year students, seminars in clinical neurology to second-year students, and instruction in diseases of the nervous system to third-year students. 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, movement disorders, 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. Third year. All members of the class are alternately assigned to the neurology wards for two weeks. Students are given direct responsibility for the evaluation and care of patients under the supervision of house staff and faculty. This is intended to provide the students with an approach to patients with diseases of the nervous system. Kirshner and staff.

Obstetrics and Gynecology

CHAIRMAN Lonnie S. Burnett

PROFESSORS Frank H. Boehm, Lonnie S. Burnett, Benjamin J. Danzo, John Watson Downing, Stephen S. Entman, Arthur C. Fleischer, A. Everette James, Jr., Howard W. Jones III, Marie-Claire Orgebin-Crist

CLINICAL PROFESSORS James F. Daniell, Jr., Henry W. Foster, Joel T. Hargrove, Washington C. Hill, C. Gordon Peerman, Jr., Houston Sarratt

ASSOCIATE PROFESSORS Michael Peter Diamond, John W. Greene, Kevin G. Osteen, Daulat Ram P. Tulsiani

ASSOCIATE CLINICAL PROFESSORS Larry T. Arnold, Roger B. Burrus, Angus M. G. Crook, James H. Growdon, Jr., James W. Johnson, James B. Millis, Robert H. Tosh

ASSISTANT PROFESSORS Maria Cristina Bastias, Bruce Robert Beyer, Douglas H. Brown, Joseph P. Bruner, Peter S. Cartwright, Jeanne Anne Cullinan, Esther Eisenberg, Eugene F. Guerre, Jr., Philippe Jeanty, Don R. Krohn, Elizabeth Oldfield, Richard Lynn Rosemond, Charles B. Rush, Jaime M. Vasquez, Laura L. Williams

RESEARCH ASSISTANT PROFESSOR Marjorie D. Skudlarek

ASSISTANT CLINICAL PROFESSORS Benjamin H. Caldwell, Jr., George B. Crafton, B. Stephens Dudley, Marvin G. Gregory, George Alan Hill, Salvatore J. Lombardi, H. Newton Loworn, Jr., Roy W. Parker, John E. VanHooydonk

ASSOCIATES Elizabeth Colvin Huff, Lisa K. Mandeville, Mary Virginia Manley, Nanette H. Troiano

INSTRUCTORS Stephen L. Buckley, Cornelia Rose Graves, Kristina Kokubun McCain


VISITING INSTRUCTOR Natalia I. Krupenko

RESEARCH INSTRUCTORS Yoshihiko Araki, Barbara Danuta Wamil

CLINICAL INSTRUCTORS R. Terry Adkins, Harry Baer, Donald R. Barnett, Michael Robert Bishop, Mary Anne Blake, James M. Brakefield, Leslie Baker Breiten, Phillip L. Bressman, Roy P. Burch, Jr., Guillermo Cadena, Jill F. Chambers, Jackson Daniel Cothren, Richard John Davis, Robert T. Dodd, Joe Michael Edwards, Frederick L. Finke, Charles M. Gill, Bruce R. Goodman, Paul A. Green, Jr., Erich B. Groos, Larry D. Gurley, M. Bruce Hirsch, Charlie Joe Hobdy, Orrin Lester Jones, Jr., Deborah J. Kondis, Bryan Richard Kurtz, John L. Link II, Donald R. Lovelace, John W. Macey, Jr., Marcia A. Montgomery, Sam Houston Moran, V. Tupper Morehead, Betty K. S. Neff, H. Clay Newsome III, Philip A. Nicholas, Jennifer Lynne Oakley, Sharon Marie Piper, Richard E. Presley, Ron N. Rice, Sherrie A. Richards, Jorge Riestra, Jacqueline Lee Rodier, Robin Elizabeth Sandidge, Gilmore M. Sanes, Jr., Stephen M. Staggs, Jill Steier, Wilborn D. Strode, Anthony E. Trabue, Nancy Lynn Ware, Amy Gregory Weeks, Christine M. Whitworth, Carl W. Zimmerman

ASSISTANT Sharon Coleen Powers

RESEARCH ASSOCIATE Subir Kumar Nag Das

 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. Third year. One-sixth of the class is assigned for eight weeks. An introductory experience in inpatient and outpatient obstetrics and gynecology is obtained. Rush and staff.

Ophthalmology

CHAIRMAN Denis M. O'Day

PROFESSORS James H. Elliott, Stephen S. Feman, John A. Freeman, Denis M. O'Day

CLINICAL PROFESSORS John B. Bond, George W. Bounds, Jr., Ralph E. Wesley

ASSOCIATE PROFESSOR Patrick Lavin

ASSOCIATE CLINICAL PROFESSORS Roy C. Ezell, Wallace H. Faulk, Jr., Gary W. Jerkins, Reginald Lowe, Jr.


ASSISTANT PROFESSORS Karla Jensen Johns, David Alan Johnson, Carolyn M. Parrish, Roy Trent Wallace

ASSISTANT CLINICAL PROFESSORS John B. Bond III, Abraham Pacha Cheij, John E. Downing, L. Rowe Driver, Meredith A. Ezell, Walter W. Frey, Stephen E. Grinde, Robert R. Henderson, Charlie R. Smith

ASSOCIATE Thomas C. Leonard-Martin

INSTRUCTORS Anne R. Horan, Jamie Maria Monroe

CLINICAL INSTRUCTORS E. Dale Batchelor, James A. Bookman, Joseph E. Boone, Jr., M. Terry Burkhalter, James E. Burnes, Harvey P. Cole III, James F. Conrad, James W. Felch, Bruce E. Jones, Brent Alan Murphy, Howard R. Rosenblum, Joseph W. Scobey, Deborah D. Sherman, J. Nicholas Terhune, K. Shannon Tilley, Gates J. Wayburn, Jr., Roseanna Aileen Webb

 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 clinical exposure in ophthalmology. An elective course available in the second year consists of lectures on the basic and clinical aspects of ophthalmology. An elective fourth-year clerkship and clinic provide intensive clinical experience.

Required course

502. Ophthalmology Clinical Clerkship. Third year. Students may select ophthalmology as a two-and-a-half-week clinical rotation in the surgical subspecialty rotations. The student gains operating room experience, and a series of lectures is presented. Students also participate in general ophthalmology and ophthalmic subspecialty clinics. Johns and staff.

Orthopaedics and Rehabilitation

CHAIRMAN Dan M. Spengler

VICE-CHAIRMAN Neil Edward Green

PROFESSORS Neil Edward Green, Marion C. Harper, Kenneth D. Johnson, Dan M. Spengler

VISITING PROFESSOR Sten Holm

CLINICAL PROFESSORS S. Benjamin Fowler, A. Brant Lipscomb

ASSOCIATE PROFESSORS Thomas J. Limbird, Michael A. Milek

ASSISTANT PROFESSORS Joseph D. Chengler, Michael J. Christie, John Mems Dawson,

Mark P. McAndrew, Michael J. McNamara, Gregory A. Mencio, E. Paul Nance, Jr., Herbert S. Schwartz, Richard G. Shiavi, Kurt P. Spindler, Horace E. Watson

ADJUNCT ASSISTANT PROFESSOR Marek Szpalski

ADJOINT ASSISTANT PROFESSOR Tony Keller

ASSISTANT CLINICAL PROFESSORS John Wilson Thomas Byrd, Mark R. Christofersen,

Donald L. Gaines, Frank E. Jones, Paul D. Parsons

ASSOCIATES Carolyn S. Aubrey, Robert Allan Smodic


INSTRUCTORS James K. Aymond, Brian C. Burkart, Lisa T. Degnore, Eric Henry Dellinger,

Jeffrey Frank Haasbeek, Steven James Howell, James M. Pape, James N. Pappas, Robert Noel Walker, Philip R. Wolinsky

RESEARCH INSTRUCTORS Soo Yong Kang, Mengke Zhu

CLINICAL INSTRUCTORS John C. Brothers, Shannon S. Curtis, Michael Craig Ferrell, Gary D. Rubin

ASSISTANT Samuel Lewis Beckman

 THE Department of Orthopaedics and Rehabilitation offers an introduction to clinical orthopaedic surgery. Elective specialty clinics and an elective clerkship are offered in the fourth year. The department also offers an opportunity for students to do research in orthopaedic surgery.

Required Course

502. Orthopaedics. Third year. Students may elect a two and one-half week rotation in orthopaedic surgery with student participation in ward patient care, clinic assignments, operating room experience, and daily conferences. Watson and staff.

Pathology

CHAIRMAN Fred Gorstein

EMERITI Mary Edmond Phillips Gray, Virgil S. LeQuire, Martin G. Netsky

PROFESSORS Robert D. Collins, Jeffrey Mark Davidson, Armand Barry Glassman, Fred Gorstein, George F. Gray, Richard L. Hoover, Barbara O. Meyrick-Clarry, William M. Mitchell, Harold L. Moses, David L. Page, Fritz F. Parl, Mildred T. Stahlman, Larry L. Swift, William O. Whetsell, Jr., Stephen C. Woodward

ADJUNCT PROFESSORS Martin Charles Mihm, Jr., Harold C. Miller

CLINICAL PROFESSORS Robert G. Horn, Hugo C. Pribor, Clyde Thornsberry, Renu Virmani

ASSOCIATE PROFESSORS James B. Atkinson III, Merlin G. Butler, John B. Cousar, Jr., Anh H. Dao, Alan D. Glick, Susan A. Halter, Michael A. Haralson, Myron A. Holscher, Thomas L. McCurley III, Kevin G. Osteen, Charles W. Stratton, Charles H. Wallas, Robert J. Workman

VISITING ASSOCIATE PROFESSOR Maria Gabriella Giro

ASSOCIATE CLINICAL PROFESSORS Richard D. Buchanan, Richard Oldham, Ronald W. Oxenhandler, Bertram E. Sproffkin, Edwin Arthur Steane, John Brown Thomison

ASSISTANT PROFESSORS Mary L. Abram, Paul E. Bock, Geza S. Bodor, Robert C. Briggs, Hsien-Bin Chen, Hugh A. Davies, Dominique Delbeke, Agnes B. Fogo, Wayne F. Green, William C. Gruber, Charles W. Harlan, Jeffrey T. Holt, Roy Andrew Jensen, Joy D. Jester, Joyce E. Johnson, Mahlon D. Johnson, A. G. Kasselberg, Marsha C. Kinney, Wayne Jacob Lennington, William Riley Macon, David C. Montefiori, Joan Taylor Richerson, William Harry Rodgers, Lawrence A. Scheving, Herbert S. Schwartz, Gregory C. Sephel, D. Lewis Sly, Kyi T. Tham, Anne Taggart Thomas, Cindy L. Vnencak-Jones, Ellen P. Wright

VISITING ASSISTANT PROFESSOR Maria Caleffi

RESEARCH ASSISTANT PROFESSORS Caroline Broadley, Samuel J. Dimari, Philip A. Patston

ADJUNCT ASSISTANT PROFESSOR Ronald Bruce Wilson

ASSISTANT CLINICAL PROFESSORS Maurice M. Acree, Jr., Jere W. Baxter, Barrett D. Brantley, Harry G. Browne, Daniel D. Canale, Jr., Sara J. Clariday, Deborah O. Crowe, Ben Weldon Davis, Samuel Houston deMent, James Patrick Elrod, Rufus Jack Freeman, Julia C. Goodin, Thomas E. Hanes, Gretel C. Harlan, Jerry K. Humphreys, Claudia K. Jones, Edward C. McDonald, Philip G. Pollock, Harty Stewart Powell, Steven J. Schultenover, David J. Switter, Hugh E. Tobin, Robert W. Wahl, John E. Wright

SENIOR ASSOCIATES Herman Bengé, Martha K. Miers, Hilda B. Ratner, Susan Moore Steane, Patricia C. Tanley

ASSOCIATES Maralie Gaffron Exton, Mary Carole Smith
 INSTRUCTOR H. Gayle Jacobs
 RESEARCH INSTRUCTOR Mayme L. Blankenship Wood
 CLINICAL INSTRUCTORS Carla M. Davis, Larry M. Lewis
 RESEARCH ASSOCIATES Hang Jiang, Jintao Zhou, Jiying Zhou

✦ 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 laboratory experiences and research programs.

Electives include basic concepts of cancer, neuropathology, gynecologic pathology, clinical pathology, renal pathology, and hematopathology. Electives for third- and fourth-year students, provide experiences in autopsy pathology, surgical pathology, and pathology specialty areas.

Research fellowships are available to post-sophomore students.

Required Course

501. General and Special Pathology. Second year. General and special pathology presented in the form of lectures, demonstrations, discussions, and laboratory work. Gross and microscopic lesions characteristic of various diseases are studied and correlated. Small group sessions are included, using the problem-based learning method. Laboratory work includes an innovative computer-based instructional program. G. Gray, Stratton, and staff.

Pediatrics

CHAIRMAN Ian M. Burr

EMERITI Randolph Batson, Sarah H. Sell

PROFESSORS Robert J. Boucek, Jr., Ian M. Burr, Robert B. Cotton, Kathryn M. Edwards, Gerald M. Fenichel, Fayeze Ghishan, Thomas P. Graham, Jr., Richard M. Heller, Jr., Iekuni Ichikawa, David T. Karzon, Sandra Kirchner, Alexander R. Lawton, John N. Lukens, Jr., John A. Phillips III, Harris D. Riley, Jr., Mildred T. Stahlman, Hakan W. Sundell, Mark Lee Wolraich, Peter F. Wright

ADJUNCT PROFESSORS Festus O. Adebajo, Mary Ann South

CLINICAL PROFESSORS Eric Martin Chazen, William M. Doak, Harry L. Greene, William Brown Wadlington, Ethel Walker

ASSOCIATE PROFESSORS John A. Barnard, Merlin G. Butler, Jayant K. Deshpande, Neil Edward Green, John W. Greene, Thomas A. Hazinski, Marta Hernanz-Schulman, Gerald B. Hickson, James O. Hill, Richard L. Hoover, Robert L. Janco, Anthony W. Kilroy, Valentina Kon, Daniel P. Lindstrom, Rodney A. Lorenz, Robert C. MacDonell, Jr., William E. MacLean, Jr., Wallace W. Neblett III, John B. Pietsch, William Evans Russell, Jayant P. Shenai, Dennis Clifton Stokes, Joseph Drew Tobias, Lynn S. Walker, William F. Walsh

ADJOINT ASSOCIATE PROFESSOR David Muram

ASSOCIATE CLINICAL PROFESSORS Eugene L. Bishop, Jr., Norman M. Cassell, John P. Fields, William F. Fleet, Jr., Leonard J. Koenig, Stanley M. Lee, Joseph F. Lentz, William R. Long, Robert E. Mallard, Dan S. Sanders, Jr., Charles Gordon Rennick Sell, David D. Thombs, Earl E. Vastbinder, Arville V. Wheeler, G. Wallace Wood

ASSISTANT PROFESSORS Laurel V. Alsentzer, Steven I. Benn, Robert Maurice Brayden, Deborah Mobley Bryant, Preston W. Campbell, Ellen Wright Clayton, Mark R. Denison, Terence S. Dermody, Debra A. Dodd, John R. Edwards, Barbara Engelhardt, Frank A. Fish, Agnes B. Fogo, Jeremy Scott Garrett, James C. Gay, Frances P. Glascoe, John P. Greer, Regina A. Gruber, William C. Gruber, Edward L. Hoffman, George W. Holcomb III, Robert Ray Holcomb, Donna M. Sedlak Hummell, Mark Jennings, James A. Johns, David Alan Johnson, A. G. Kasselberg, Ann Kavanaugh-McHugh, Evon Batey Lee, Rachel Lenox Mace, Walter M. Morgan III, Jennifer L. Najjar, Elizabeth A. Perkett, Thedora Yvette Phea, Diane Pincus, David Brent Polk, Louise A. Rollins-Smith, Margaret G. Rush, Lawrence A. Scheving, Michael Henry Sherman, Sharon M. Stein, Wendy L. Stone, Marshall Lynn Summar, Ming Sun, George Edward Tiller, Cindy L. Vnencak-Jones, Mark J. Werner, James Alan Whitlock, Aida Yared

RESEARCH ASSISTANT PROFESSORS Jeffrey King Beckman, Toshio Homma, Andras Koor, Toshimasa Yoshioka

ADJUNCT ASSISTANT PROFESSOR Francis Joseph McLaughlin III

ASSISTANT CLINICAL PROFESSORS H. Victor Braren, Sam W. Carney, Jr., Gay Deitrich-MacLean, Ray L. Dubuisson, Ralph Greenbaum, Douglas C. Henry, Charles S. Hirshberg, Hossein Massoud, John R. Morgan, James S. Price, Jorge Rojas-Brassetti, Robert S. Sanders, Joseph Steranka, Dorothy Jean Turner, Thomas C. Whitworth, Thomas B. Zerfoss, Jr.

SENIOR ASSOCIATE Juliette M. Thompson

ASSOCIATES Susan C. Donlevy, Cheryl W. Major

INSTRUCTORS Anna Baumgaertel, Rita A. Fie, Jane N. Hannah, Patricia Garthon Hord, Reeta Misra, Niki L. Oquist, Maureen Shagena Sanger, Gary R. Schwartz, Aviva Wasserman, Doris Jean Wossum


RESEARCH INSTRUCTOR Nada M. Bulus

ADJUNCT INSTRUCTORS Barbara S. Culley, Olayinka Onadeko

CLINICAL INSTRUCTORS Nancy Graves Beveridge, Lindsay K. Bishop, Janet G. Blackwell, Robert C. Bone, Arthur Scott Brooks, Susan B. Campbell, Lewis A. Coffin, Richard H. Cowan, George T. Critz, Paul M. Douthitt, Mary Catherine Dundon, Eva M. Ewers, Lee Ann Freeman, Johnny E. Gore, Roland W. Gray, Richard W. Greene, Eddie D. Hamilton, Paul Jacob Heil, James P. Henderson, Kraig Humbaugh, Robert H. Hutcheson, Jr., John O. Jackson, Jr., Margreete Johnston, Jodi Ann Hitchcock Keeler, Barbara Kennedy, Mary E. Keown, Elizabeth Duke Krueger, Deidre E. Lanier, H. Brian Leeper, Russell B. Leftwich, Ruth Barron Long, D. Mark Mahler, George C. Martin, Susan G. McGrew, Raymond L. Meneely, Vern Meyer, Ronald V. Miller, Dina H. Mishu, Susan Lynn Morgan, David M. Moroney, Charles A. Moss III, Joe Persius Moss, Jr., Dewey G. Nemeec, John T. Netterville, Jr., Kenneth T. North, Barbara J. Olson, Waclawa Yvonne Pawlowski, Gabe A. Payne, Jr., Elizabeth P. Pierce, Karen Lowry Putnam, Richard E. Rainey, Anne M. Rasche, Patricia F. Robinson, Dan S. Sanders III, E. Conrad Shackelford, Jr., Michael R. Sharpe, William T. Slonecker, C. Norman Spencer, Barbara N. Stephens, C. A. Stilwell, David W. Storey, Victoria S. Strasnick, Steven M. Tate, Julia Thompson, Elizabeth Grimes Triggs, Parvin Vafai, Diane Marie Vosberg, Joan W. White, Bernard A. Wiggins, Melissa A. Will, Sorrell Louis Wolfson, Vernessa D. Wood, Kenneth N. Wyatt

ASSISTANTS Melinda P. Cohen, Vickie L. Hannig, Mary Fran Hazinski, Jean P. Pfothenauer, Teresa Ann Sharp, Janet Ulm

RESEARCH ASSOCIATES Joy D. Cogan, Simin Goral, M. R. S. Krishnamani, Salmo Raskin, Malgorzata Sladek

 THE Department of Pediatrics provides second-year students an introduction to pediatrics as part of an introduction to clinical medicine. Third-year students participate in a clinical experience on the pediatric wards and clinics and attend a series of clinical lectures and demonstrations.

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. There are also clinical selectives and electives in general pediatrics and specialties.

Required Courses

502. Clinical Clerkship. Third year. One-eighth of the 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 outpatient experience. Burr, Janco, and staff.

520. Ambulatory Clerkship. Fourth year. During a four-week unit each student participates in a didactic program on issues related to care of patients in an ambulatory setting. The students also work with patients in one of three clinical settings: general medicine, general pediatrics, or emergency service. Hickson and staff.

Pharmacology

CHAIRMAN Lee E. Limbird

EMERITUS Allan D. Bass

PROFESSORS Ian A. Blair, Alan R. Brash, John E. Chapman, Wolf-Dietrich Dettbarn, Michael H. Ebert, John H. Exton, Joel G. Hardman, Lee E. Limbird, John A. Oates, L. Jackson Roberts II, David Robertson, Dan M. Roden, Elaine Sanders-Bush, B. V. Rama Sastry, Fridolin Sulser, D. Martin Watterson, Jack N. Wells, Grant R. Wilkinson, Alastair J. J. Wood

RESEARCH PROFESSORS Steven E. Mayer, Sydney Spector


ASSOCIATE PROFESSORS Robert J. Barrett, M. Lawrence Berman, Richard S. Burns, Kenneth R. Hande, Erwin J. Landon, Peter R. Martin, Oakley S. Ray, Peter W. Reed, Linda Jo Van Eldik, Ronald G. Wiley, Margaret Wood

VISITING ASSOCIATE PROFESSOR Vladimir P. Shirinsky

RESEARCH ASSOCIATE PROFESSORS Thomas J. Lukas, Chandra Prakash

ASSISTANT PROFESSORS Paul B. Bennett, Jr., Italo Biaggioni, Nancy J. Brown, Daniel M. Buxbaum, Ronald B. Emeson, Colin D. Funk, Michael J. McLean, Augustin Rogelio

Mosqueda-Garcia, John J. Murray, Katherine T. Murray, William E. Serafin, Richard C. Shelton, Bih-Hwa Shieh, Michael M. Tamkun, Todd A. Verdoorn
RESEARCH INSTRUCTORS Wenchao Song, Ji Yue Zhang

 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. Second year. Lectures in which the reaction of the human organism to chemical substances is taken up in a systematic manner and typical reactions are demonstrated in clinical correlations and by animal experiments. In conferences students learn to evaluate critically the results of drug trials. SPRING. Limbird and staff.

Preventive Medicine

CHAIRMAN William Schaffner

EMERITUS Robert W. Quinn

PROFESSORS Lewis B. Lefkowitz, Jr., William Schaffner

ASSOCIATE PROFESSOR Eugene W. Fowinkle

ASSISTANT PROFESSOR Michael D. Decker

ASSISTANT CLINICAL PROFESSORS Keith G. Meador, Robert S. Sanders, Dorothy Jean Turner

CLINICAL INSTRUCTORS John S. Derryberry, Robert H. Hutcheson, Jr.

Biostatistics

DIRECTOR OF THE DIVISION William D. Dupont

PROFESSORS William D. Dupont, Charles F. Federspiel


ASSISTANT PROFESSORS Robert A. Parker, George W. Reed

Pharmacoepidemiology

DIRECTOR OF THE DIVISION Wayne A. Ray

PROFESSOR Wayne A. Ray

ASSOCIATE PROFESSOR Marie R. Griffin
 ASSISTANT PROFESSOR Joyce M. Piper
 INSTRUCTOR Ronald I. Shorr
 RESEARCH INSTRUCTOR Purushottam B. Thapa

 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; clinical trials and medical surveys; sampling methods; environmental/occupational health; and special projects in public health. 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- and fourth-year students as electives.

Required Course

503. Principles of Epidemiology, Biostatistics, and Preventive Medicine. A course of lectures and seminars providing second-year students with the preventive point of view in the practice of medicine, making them aware of the major health problems and the changing nature of these problems, and acquainting them with the organized forces working for the advancement of public health. Subjects considered include: epidemiology, etiology, modes of transmission, and methods of prevention and control of communicable diseases; the venereal disease problem; environmental and occupational diseases; water supplies and sewage disposal; and population problems. Clinical preventive medicine is emphasized in relation to cardiovascular diseases, diabetes, and cancer. The problems of geriatrics are presented. Stress is placed on principles in public health administration at international, national, state, and local levels and their relation to the practitioner of medicine. SPRING. Schaffner and staff.

Psychiatry

CHAIRMAN Michael H. Ebert

EMERITI Marc H. Hollender, Warren W. Webb, LaVergne Williams

PROFESSORS Virginia D. Abernethy, Thomas A. Ban, Leonard Bickman, Penelope H. Brooks, Pietro Castelnovo-Tedesco, Kenneth A. Dodge, Michael H. Ebert, Volney P. Gay, Howard S. Kirshner, Peter T. Loosen, Peter R. Martin, Barry Nurcombe, Oakley S. Ray, Howard B. Roback, Elaine Sanders-Bush, W. Anderson Spickard, Jr., Fridolin Sulser, William O. Whetsell, Jr.

RESEARCH PROFESSOR Sydney Spector

CLINICAL PROFESSORS David Barton, Charles E. Wells

ASSOCIATE PROFESSORS George C. Bolian, Richard S. Burns, Steven D. Hollon, Robert D. Hunt, Joseph D. LaBarbera, James L. Nash, Michael J. Tramontana

RESEARCH ASSOCIATE PROFESSOR Dennis E. Schmidt

ASSOCIATE CLINICAL PROFESSORS Robert O. Begtrup, William Bernet, Charles Corbin, Jr., J. Emmett Dozier, Jr., Joseph Fishbein, Robert Burton Fisher, Frederick T. Horton,

Ronald F. Kourany, Kent Kyger, Samuel O. Okpaku, William M. Petrie, Vernon H. Sharp, Charles B. Smith, Frank W. Stevens, C. Richard Treadway

ASSISTANT PROFESSORS William H. Anderson, Robert Gray Bobbitt, M. Candice Burger, Denise D. Davis, Jeri Eileen Fitzpatrick, Lawrence S. Gaines, Judy Garber, Thomas Dino Geraciotti, Jr., William A. Hewlett, Mark Kutcher, Richard A. Margolin, George M. Mathews, Michael J. McLean, Leslie C. Morey, Rudra Prakash, James C. Pryor, William M. Regan, Karen H. Rhea, Roy Quincy Sanders, Richard C. Shelton, Michael Henry Sherman, William J. Tichi, Larry W. Welch

RESEARCH ASSISTANT PROFESSOR David M. Duhl

ADJUNCT ASSISTANT PROFESSORS Stephen Crenshaw Humble, William Nolan

ASSISTANT CLINICAL PROFESSORS Judith B. Akin, Edward S. Arnold, Harvey Asher, Sarah B. Aylor, Ralph I. Barr, Anne P. Bartek, Henry B. Brackin, Jr., Susan H. Bryant, Thomas W. Campbell, Thomas F. Catron, Robert L. Chalfant, Jr., Terri L. Fehrman, Dickey Catherine Fuchs, John J. Griffin, Philip F. Guinsburg, James R. Hart, Robert A. Jack, Robert C. Jamieson, Harold W. Jordan, William D. Kenner, John Koomen, Sandra R. Leavell, Linda S. Lundin, Aileen H. McAlister, James R. McFerrin, James B. McGehee, Keith G. Meador, William A. Mitchell, Leonard Morgan, Margaret Norris, Paula S. Nunn, Steven R. Nyquist, J. Kirby Pate, Samuel J. L. Pieper, Jr., Gilbert Raulston, Judith J. Regan, Jack O. Rice, S. Steve Snow, Frank W. Stevens, Jr., Brian R. Swenson, Cynthia Turner-Graham, Elisabeth Vorbusch, Gloria J. Waterhouse, Jane R. Weinberg, W. Scott West, Jackson B. White IV, Brad Williams, Melbourne A. Williams, Nat T. Winston, David A. Yarian

ASSOCIATES Lee H. Fleisher, Bettie Ann Spector

INSTRUCTORS Gillian Blair, Carol Proops Milam, S. Paul Rossby, Samuel Riley Sells III

CLINICAL INSTRUCTORS Lynn P. Barton, Earl Q. Parrott, William F. Sheridan, Jr., Hans Vorbusch

ASSISTANTS Jeanne Brownlee, Dan Ramage, Mary Fern Richie, Linda Wirth

RESEARCH ASSOCIATES David D. Gillespie, Donald Hal Manier

✦ THE Department of Psychiatry presents a series of lectures on human behavior and the practice of medicine to first-year students and instructs second-year students in the diagnosis, etiology, and treatment of basic psychiatric disorders. 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; health and illness, doctors and patients; 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

504. Human Behavior and the Practice of Medicine. First year. This course provides a framework for the consideration of psychosocial factors in the practice of medicine, including modern neurobiological concepts. FALL. Staff.

501. Psychiatry. Second year. This course introduces the student to the concept of psychopathology with emphasis on etiology, diagnosis, treatment of the basic psychiatric disorders, and interviewing methods. SPRING. Ebert and staff.

502. Psychiatry Clinical Rotation. A six-week rotation in which students are exposed to a variety of psychiatric disorders. Patient care, ward rounds, components, and seminars comprise the rotation. Bolian and staff.

Note: Psychiatry and Neurology are given in an eight-week block. During this unit, students will participate in lectures and conferences given by both departments, and they will be assigned for two weeks to a neurology clinical setting and for six weeks to one or more clinical settings in Psychiatry.

Radiology and Radiological Sciences

INTERIM CHAIRMAN C. Leon Partain

EMERITUS Joseph McK. Ivie

PROFESSORS Donald R. Eisert, Arthur C. Fleischer, Armand Barry Glassman, Richard M. Heller, Jr., A. Everette James, Jr., Sandra Kirchner, C. Leon Partain, James A. Patton, Henry P. Pendergrass, Ronald R. Price, Charles E. Roos, Martin P. Sandler, Alan C. Winfield

RESEARCH PROFESSOR Mark Robert Willcott

ADJUNCT PROFESSOR F. David Rollo

CLINICAL PROFESSORS John H. Beveridge, W. Faxon Payne

ASSOCIATE PROFESSORS Frank E. Carroll, Jr., Michael L. Freeman, S. Julian Gibbs, Marta Hernanz-Schulman, Philippe Jeanty, Ronald G. Manning, Murray J. Mazer, Steven G.

Meranze, E. Paul Nance, Jr., David R. Pickens III, Thomas A. Powers, Max Israel Shaff
VISITING ASSOCIATE PROFESSOR Kurt P. Schellhas

ADJUNCT ASSOCIATE PROFESSOR Gerald Stanley Freedman

ASSOCIATE CLINICAL PROFESSORS Craig M. Coulam, Thomas B. Jones, Alan J. Kaufman, Robert Joseph Linn, Ronald E. Overfield

ASSISTANT PROFESSORS John Joseph Alarcon, Ronald Curtis Arildsen, Catherine Jordan Brandon, Jeffrey L. Creasy, Jeanne Anne Cullinan, Dominique Delbeke, Tomas De Paulis, J. Michael Fitzpatrick, M. Reza Habibiyan, Richard A. Margolin, Michael J. Murray, Andrew J. Padgug, William R. Riddle, Gregory D. Smith, Michael David Smith, Sharon M. Stein, Gerard Joseph Voorhees, John R. Votaw, Anthony S. Wattleworth, William S. Witt, John A. Worrell, Cynthia Catlett Youree

RESEARCH ASSISTANT PROFESSOR Elaine Sierra-Rivera

ADJUNCT ASSISTANT PROFESSORS R. Mitchell Bush, Susana Martinez Cruz

ASSISTANT CLINICAL PROFESSORS Ronald B. Addlestone, Robert C. Dawson III, Mark P. Freeman, Daniel C. Geddie, Alice A. Hinton, Adrian Lamballe, Jeffrey A. Landman, James R. Moyers, Christopher Ng, Glynis A. Sacks, Michael B. Seshul, John M. Tanner, Gregory R. Weaver

ASSOCIATES Jeffrey A. Clanton, Christine H. Lorenz

INSTRUCTOR Haakil Lee

CLINICAL INSTRUCTORS C. Richard Arendale, Jr., Richard A. Belden, Henry C. Howerton, Theodore C. Larson III, Patrick H. Moulton, Gary Thomas Podgorski, Daniel L. Starnes, Richard Stewart, David S. Taber

ASSISTANT George E. Holburn

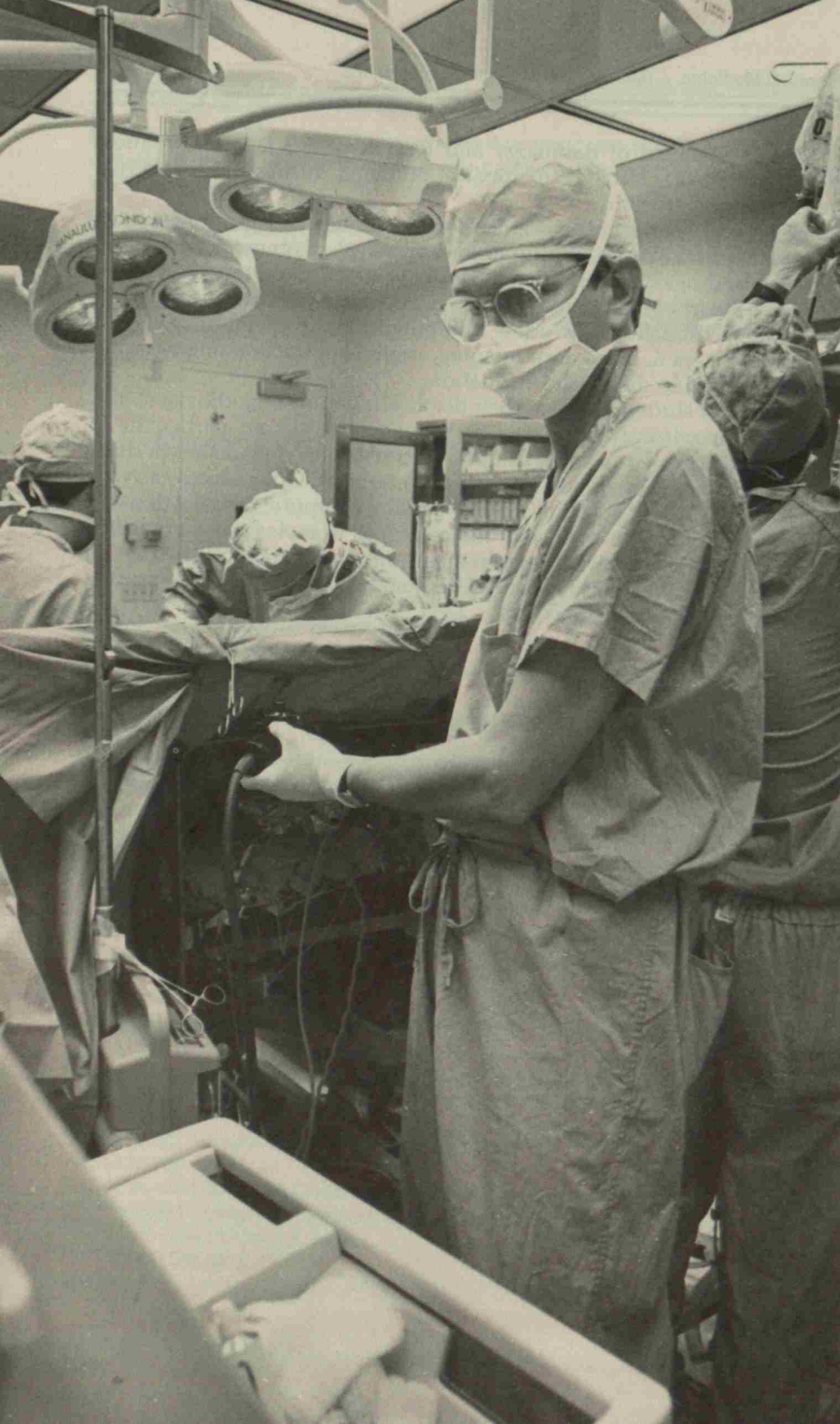
✦ THE Department of Radiology and Radiological Sciences introduces the discipline of radiology to medical students during their first-year course in gross anatomy.

The second-year course includes lectures and small group seminars correlating pathological findings and 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. Second year. A series of lectures and small group sessions to introduce the 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. FALL. Kaufman and staff.



Section of Surgical Sciences

THE Section of Surgical Sciences is composed of the departments of Surgery, Dentistry, Emergency Medicine, 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.

General Surgery

CHAIRMAN John L. Sawyers

DISTINGUISHED PROFESSOR John L. Sawyers

EMERITI Edmund W. Benz, Walter G. Gobbel, Jr., J. Lynwood Herrington, Jr., H. C. Meng, Douglas H. Riddell, Louis Rosenfeld, H. William Scott, Jr.

PROFESSORS R. Benton Adkins, Jr., Achilles A. Demetriou, William H. Edwards, C. Wright Pinson, Vernon H. Reynolds, Robert E. Richie, Lester F. Williams, Jr.

CLINICAL PROFESSORS Benjamin F. Byrd, Jr., J. Kenneth Jacobs

ASSOCIATE PROFESSORS Michael Peter Diamond, J. Stephen Dummer, Patrick W. Meacham, John A. Morris, Loren D. Nelson, Philip J. Noel, Jr., William A. Nylander, Jr., William O. Richards, Kenneth W. Sharp

ASSOCIATE CLINICAL PROFESSORS Herschel A. Graves, Jr., William D. Johnston, Fred T. Kimbrell, Jr., Malcolm R. Lewis, Joseph L. Mulherin, Jr.

ASSISTANT PROFESSORS Ildefonso A. Alcantara, William C. Chapman, Maria E. Frexes-Steed, Richard E. Goldstein, H. Keith Johnson, Richard Ramos Lopez, Jr., Murray J. Mazer,

Brian R. McMurray, Thomas C. Naslund, M. Kathleen Reilly, Edmund J. Rutherford, David H. Van Buren, John Kelly Wright, Jr.

RESEARCH ASSISTANT PROFESSORS Paul F. Flakoll, Albert D. Moscioni, Jacek Rozga
 ASSISTANT CLINICAL PROFESSORS Jeanne F. Ballinger, Stanley Bernard, William Hubert Coltharp, George E. Duncan, William H. Edwards, Jr., Parker Elrod, Steven J. Eskind, Carl N. Gessler, Robert W. Ikard, Raymond S. Martin, Bonnie M. Miller, Douglas O. Olsen, Jefferson C. Pennington, David R. Pickens, Jr., Robert N. Sadler, Harrison H. Shoulders, Jr.

ASSOCIATES Judy Jean Chapman, Carolyn S. Watts, Phillip E. Williams

INSTRUCTORS Virginia Anne Eddy, Karen S. Hunter

RESEARCH INSTRUCTOR Kareem Jabbour

CLINICAL INSTRUCTORS Terry R. Allen, Roger A. Bonau, Robert C. Bone, Kenneth L. Classen, J. Michael Crane, J. Lucian Davis, Laura L. Dunbar, Benjamin Fisher, Roy G. Hammonds, Robert A. Hardin, Ray Hargreaves, John E. Keyser III, Gregory Bryan Lanford, James P. Lester, William I. Lewis

INSTRUCTOR Atkinson Winans Longmire

CLINICAL INSTRUCTORS M. Charles McMurray, Joe M. Miller, Francis Michael Minch, Roy J. Renfro, Lansdon B. Robbins II, Richard B. Terry, John K. Wright

ASSISTANTS Frances M. Edwards, Mary Fran Hazinski

RESEARCH ASSOCIATE Koo-Young Jung

Dentistry

CHAIRMAN Harry Lewis Legan

EMERITUS Fred H. Hall

PROFESSOR Harry Lewis Legan

ASSOCIATE PROFESSOR Ervin C. Belcher

ASSISTANT PROFESSORS S. Julian Gibbs, Bruce T. Greenwood, Richard D. Roth, Raymond Edward Siatkowski, Jack Alexander Tyson

ASSISTANT CLINICAL PROFESSORS Bill Akin, Louis Bonvissuto, Herbert Allen Crockett, William A. Crosby, Jr., James L. Dickson, Arthur Joel Gluck, Matthias J. Gortham, Jr., Phillip E. Hutcheson, Jerome S. Klein, Robert C. Lineberger, Lee W. Parrish III, Terry A. Propper, Manuel Sir, James N. Smoot, Jr., James J. Vaughn, Jr.

CLINICAL INSTRUCTORS George A. Adams, Jr., Lawrence Neil Klein, Franklin William Taylor, David E. Tiner

Emergency Medicine

CHAIRMAN Corey Mitchell Slovis

PROFESSOR Corey Mitchell Slovis

ASSISTANT PROFESSORS Donald McLain Blanton, Jeffry P. McKinzie, John Hannon Proctor, Gary R. Schwartz, Donna L. Seger, Steven John White, Keith Wrenn, Seth W. Wright

INSTRUCTORS Richard S. Belcher, L. Anderson Walker III

VISITING INSTRUCTOR Lindsay Mathew Murray

Neurosurgery

CHAIRMAN George S. Allen
EMERITUS William F. Meacham
PROFESSOR George S. Allen
CLINICAL PROFESSOR Cully A. Cobb, Jr.
ASSOCIATE PROFESSOR Bennett Blumenkopf
ASSOCIATE CLINICAL PROFESSORS Michael E. Glasscock III, Ray W. Hester
ASSISTANT PROFESSORS J. Michael Fitzpatrick, Robert Lee Galloway, Jr., Robert J. Maciunas, Noel B. Tulipan
ASSISTANT CLINICAL PROFESSORS Arthur G. Bond III, Everette I. Howell, Jr., Charles D. Scheibert
CLINICAL INSTRUCTORS Vaughan A. Allen, Verne E. Allen, Rex E. H. Arendall II, Arthur Cushman, Carl Richard Hampf, James W. Hays, George Harrison Lien, Paul Raymond McCombs, Warren F. McPherson, Timothy P. Schoettle, Harold P. Smith

Oral Surgery

CHAIRMAN H. David Hall
PROFESSOR H. David Hall
VISITING ASSOCIATE PROFESSOR Kurt P. Schellhas
ASSOCIATE CLINICAL PROFESSOR Elmore Hill
ASSISTANT PROFESSORS Samuel Jay McKenna, James W. Nickerson, Jr., John Robert Werther
ASSISTANT CLINICAL PROFESSORS Jeffrey B. Carter, Stanley C. Roddy, Jr., Anthony P. Urbanek

Otolaryngology

CHAIRMAN Robert H. Ossoff
EMERITUS William G. Kennon, Jr.
PROFESSORS Fred H. Bess, Robert H. Ossoff
CLINICAL PROFESSORS Michael E. Glasscock III, C. Gary Jackson
ASSOCIATE PROFESSORS James A. Duncavage, Jay W. Hall III, R. Edward Stone, Jr.
ASSOCIATE CLINICAL PROFESSORS Hiranya Gowda, Paul M. Nemiroff
ASSISTANT PROFESSORS Brian Bernard Burkey, Randolph Robinson Cole, James L. Netterville, Lou Reinisch, William Russell Ries, Mitchell Keith Schwaber, David L. Zealear
VISITING ASSISTANT PROFESSORS Young Soo Rho, Tetsuya Tanabe
RESEARCH ASSISTANT PROFESSOR Caroline Broadley
ASSISTANT CLINICAL PROFESSORS Clyde V. Alley, Jr., Jerrall P. Crook, William L. Downey, James C. Garlington, Daniel R. Hightower, Thomas W. Holzen, Barry E. Linden, Warren R. Patterson

INSTRUCTORS Francisco J. Civantos, Jack A. Coleman, Jr., Mark S. Courey, John Wanamaker

CLINICAL INSTRUCTORS Ronald C. Cate, Jerrall Paul Crook, Jr., William G. Davis, Mark A. Deaton, Edwin Boyette Emerson, F. Brian Gibson, William Thomas Moore, Saleem I. Naviwala, Robert C. Owen, John D. Witherspoon

ASSISTANT Anthony G. Disimone

Pediatric Surgery

CHAIRMAN Wallace W. Neblett III

EMERITUS George W. Holcomb, Jr.

ASSOCIATE PROFESSORS Wallace W. Neblett III, John B. Pietsch

ASSISTANT PROFESSORS George W. Holcomb III, Walter M. Morgan III

Plastic Surgery

CHAIRMAN John B. Lynch

PROFESSOR John B. Lynch

CLINICAL PROFESSOR Greer Ricketson

ASSOCIATE PROFESSORS Lillian B. Nanney, R. Bruce Shack

ASSOCIATE CLINICAL PROFESSOR Reuben A. Bueno

ASSISTANT PROFESSORS Ronald M. Barton, Kevin F. Hagan, Kevin J. Kelly

ASSISTANT CLINICAL PROFESSORS Jack Fisher, James H. Fleming, Jr., Philip E. Fleming, Perry F. Harris, Charles W. MacMillan, James J. Madden, Jr., G. Patrick Maxwell, Thomas W. Orcutt, Lois Wagstrom

CLINICAL INSTRUCTOR Takis Patikas

Thoracic and Cardiac Surgery

CHAIRMAN Harvey W. Bender, Jr.

DISTINGUISHED PROFESSOR John L. Sawyers

PROFESSORS Harvey W. Bender, Jr., William H. Edwards

CLINICAL PROFESSOR William S. Stoney, Jr.

ASSOCIATE PROFESSOR Walter H. Merrill

ASSOCIATE CLINICAL PROFESSOR William C. Alford, Jr.

ASSISTANT PROFESSORS William H. Frist, James R. Stewart

ASSISTANT CLINICAL PROFESSORS Phillip P. Brown, George Burrus, David M. Glassford, Jr., Michael R. Petracek, Clarence S. Thomas, Jr.

CLINICAL INSTRUCTOR Robert A. Hardin

Urology

CHAIRMAN Joseph A. Smith, Jr.

EMERITUS Charles E. Haines, Jr.

PROFESSOR Joseph A. Smith, Jr.

ASSOCIATE PROFESSORS John W. Brock III, Frederick Kirchner, Jr., Michael O. Koch, William J. Stone, Paul E. Teschan

ASSOCIATE CLINICAL PROFESSORS H. Victor Braren, William B. Crenshaw, Robert H. Edwards, Robert E. McClellan, Phillip P. Porch, Jr., John M. Tudor, Bruce I. Turner

ASSISTANT CLINICAL PROFESSORS Robert B. Barnett, Oscar Carter, Charles W. Eckstein, Keith W. Hagan, David E. Hill, Albert P. Isenhour, Thomas E. Nesbitt, Robert A. Sewell, J. Douglas Trapp, Claude H. Workman III

INSTRUCTOR Douglas Franklin Milam

CLINICAL INSTRUCTORS Raoul Sioco Concepcion, Robert B. Faber, Mark Dudley Flora, John R. Furman, L. Dean Knoll, Whitson Lowe, David H. Morgan, John J. Warner

Required Courses

502. Clinical Clerkship. For ten weeks each student in the third-year class is assigned to the surgical divisions of the Vanderbilt University Hospital, St. Thomas 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 in two of the following services: neurosurgery, urology, ophthalmology, plastic, cardiac and thoracic surgery, orthopaedics, 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. Sharp and staff.

520. Ambulatory Clerkship. During a four-week unit each fourth-year student participates in a didactic program on issues related to care of patients in an ambulatory setting. The students also work with patients in one of three clinical settings: general medicine, general pediatrics, or emergency service. Hickson and staff.

Interdisciplinary Course Work

501. Introduction to Biomedical Research. Each first year student is assigned to a faculty preceptor and completes a project in basic biomedical research. This is intended to provide students with an effective working appreciation of basic laboratory techniques and an opportunity to make observations and assess the validity of their findings, applying the scientific method in realistic problem solving. During the fall semester, students will identify the preceptor and begin background preparation for the project. In the spring semester, two blocks of time are reserved for work on the project. Oeltmann and faculty of the participating departments.

520. Ambulatory Clerkship. During a four-week unit each fourth-year student participates in a didactic program on issues related to care of patients in an ambulatory setting. The students also work with patients in one of three clinical settings: general medicine, general pediatrics, or emergency service. Hickson and staff.



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BRETT RANDALL QUIGLEY (B.S., Stanford) Lakewood, Colo.
JEREL LEE RANEY (B.A., Hendrix) Harrison, Ark.
STEVEN EDWARD RODGERS (B.A., Washington and Lee) Little Rock, Ark.
KIM MARIE SCHLECHTER (B.S., Michigan) Grafton, Ohio
JULIE ANN SCHULTZ (B.E., Vanderbilt) Gardendale, Ala.
GEORGE BAILEY SHANNO (B.A., Pennsylvania) Washington Crossing, Pa.
PETER JOHN SHARIS (B.A., Harvard) Boxford, Mass.
JOHN DOUGLAS SHIELDS (B.A., North Carolina) Atlanta, Ga.
PETER EDWARD SILAS (B.A., Dartmouth) Bartlesville, Okla.
ROBERT TODD SNOWDEN (B.S., Vanderbilt) Pensacola, Fla.
MATTHEW JOSEPH SORRELL (B.A., Creighton) Sioux Falls, S.Dak.
JEFFREY LANCE SPERRING (B.S., Emory) Atlanta, Ga.
LESLIE SUE STARK (B.A., Georgetown) Albuquerque, N.M.
CHRISTINE MARIE STOFFEL (B.A., Harvard) Moline, Ill.
ERIK THOMAS SUNDELL (B.A., Vanderbilt) Nashville, Tenn.
WILLIAM DAVID THOMPSON (B.S., Duke) Jackson, Miss.
JOHN MATTHEW TURNBALL (B.A., Vanderbilt) Livingston, Tenn.
PHILIP SCOTT VALENT (B.S., U.S. Naval Academy) Slidell, La.
TERRI LYNN VITAL (B.S., Missouri) Martinsburg, Mo.
MICHAEL CULLEN WARD (B.A., Indiana) Rockville, Md.
KYLE JONES WELD (B.S., U.S. Air Force Academy) Fisher, Ark.
CATHERINE ANNE WILKINSON (B.A., Princeton) Jacksonville, Fla.

Second Year Class

NEAL DAVID ABDULLAH (B.A., Pennsylvania) Hagerstown, Md.
SALLY ELIZABETH AMMON (B.S., Indiana) Burlington, Ky.
CHERYL DENYSE ARCHBALD (B.A., Harvard) Gainesville, Fla.
HOSSEIN ARDEHALI (B.S., Utah), Fremont, Calif.
ROBERT LEWIS BAKER (B.S., South Carolina) Columbia, S.C.
STEPHANIE SUE BANKSON (B.A., Wittenberg) Elyria, Ohio
ALBERT LOUIS BEAN, JR. (B.S., Christian Brothers) Millington, Tenn.
KAMELA SUZANNE BEELER (B.S., Pacific Lutheran) Cosmopolis, Wash.
ROBERT BRYAN BENAFIELD, JR. (B.A., Hendrix) Conway, Ark.
BRADLEY JOHN BENSON (B.S., Illinois) Washington, Ill.
ERIC DAVID BERGER (B.A., Washington University) Atlanta, Ga.
THANE ANDREW BLINMAN (B.S., California, Los Angeles) Santa Clara, Calif.
MICHAEL HARVEY BONNER (B.S., Georgia) Alpharetta, Ga.
RUSSELL WAYNE BOYD (B.A., Washington University) Paris, Tenn.
JUDSON MICHAEL BRANDEIS (B.A., Brown) Scottsdale, Ariz.
TODD DAVID BRANDT (B.A., Amherst) Lakeland, Minn.
GREGORY JAMES CANNON (B.A., Harvard) Minden, La.
MURALI MOHAN CHAKINALA (B.A., Duke) Wichita Falls, Texas
BERNARD HYUNKI CHANG (B.A., Wake Forest) Beckley, W.Va.
GEORGE HENRY CLARKE (B.A., Virginia) Baltimore, Md.
AMY WINTERBOTHAM CONNORS (B.S., Florida) Ocala, Fla.
JAMES ANDREW CONRAD (B.A., Colorado College) Denver, Colo.
KEVIN LYNN CRUMPTON (B.S., Arkansas) Texarkana, Ark.
TAMARA MANOJI DASSANAYAKE (B.A., Bowdoin) Lynn, Mass.
DEVON LYNN DAVIS (B.A., Dartmouth) Glastonbury, Conn.
A. WILLARD EMCH, JR. (B.A., Vanderbilt) Toledo, Ohio
JEFFREY LEE GARR (B.S., Stanford) Bellevue, Wash.
SUNIL KOSHY GEEVARGHESE (B.A., Tennessee, Chattanooga) Chattanooga, Tenn.
WILLIAM FRANCIS GETMAN (B.S., Duke) Oneonta, N.Y.
DAVID MICHAEL GREESON (B.A., Rhodes) Ormond Beach, Fla.
LISA MICHELE HACKWORTH (B.S., University of the South) St. Louis, Mo.
DAVID WILLIAM HALL (B.S., Illinois) Mt. Carmel, Ill.
MATTHEW FREDERIC HALSEY (B.A., California, Berkeley) Goleta, Calif.
HENRY LYTLE HARRELL III (B.S., Davidson) Ocala, Fla.
JEFFREY THEODORE HARRIS (B.S., Davidson) Nashville, Tenn.
RICHARD JONES HATCHETT IV (B.A., Vanderbilt) Daphne, Ala.
SCOTT BRADLEY HEARTH (B.S., California, Davis) Sacramento, Calif.
COURTNEY LOUISE HOPKINS (B.S., South Carolina) Hartsville, S.C.
PETER MCLAIN HUNT (B.A., Princeton) Chattanooga, Tenn.
MARY HEATHER JOHNSON (B.A., Vanderbilt) Nashville, Tenn.
ILPO TANELI KAARIAINEN (B.S., Valparaiso) Vantaa, Finland
FARZAD M. KHAYAM-BASHI (B.A., California, Berkeley) San Francisco, Calif.
PATRICIA ELISE KRABBENDAM (B.S., Vanderbilt) Lookout Mountain, Ga.
SHANE PATRICK KUDELA (B.S., Tulane) Tifton, Ga.
KURT KARL LARK (B.S., Michigan) West Bloomfield, Mich.
LAURA ELIZABETH LEE (B.A., Vanderbilt) Fort Walton Beach, Fla.
DANIEL WEI LIN (B.S., Stanford) Prairie Village, Kans.
REBECCA MARIE LONG (B.S., Duke) Concord, N.C.
JONATHAN TOSHI LU (B.S., Brown) Foster City, Calif.

- GREGORY SCOTT MARTIN (B.S., Duke) Wichita, Kans.
SAMIR ANTOUN MELKI (B.S., American University, Beirut) Tripoli, Lebanon
LUKE JOSEPH MOIX (B.A., Hendrix) Conway, Ark.
SCOTT ALAN MOORE (B.S., Alabama) Huntsville, Ala.
CHETAN RAVINDRA MUKUNDAN (B.A., Vanderbilt) Port St. Lucie, Fla.
NICOLETTE MYERS (B.S., Michigan) Crofton, Md.
CHRISTOPHER BAYLIS NESTER (B.S., South Connecticut State; D.D.S., Connecticut)
Waterbury, Conn.
KEVIN DEAN NISWENDER (B.S., Colorado College) Windsor, Colo.
STEPHANIE ROSE PERRY (B.S., Alabama) Jackson, Miss.
MARK ALAN PILOT (B.S., Wheaton) Peshtigo, Wis.
DIANE MARIE PLANTZ (B.A., Toledo) Oregon, Ohio
JAMES HERMAN POGUE (B.S., Georgetown) Greenville, Ky.
WONDER PURYEAR (B.S., Alabama) Decatur, Ala.
THOMAS EDWARD QUINN, JR. (B.A., Mississippi) Cleveland, Tenn.
HEATHER MARGUERITE RIETZ (B.A., Vanderbilt) Owatonna, Minn.
SCOTT MCLAURIN RODGERS (B.S., Duke) Decatur, Ga.
ROBERT LOUIS ROSENFELD (B.A., Pennsylvania; M.A., Peabody) Nashville, Tenn.
MICHAEL JAMES ROSHON (B.S., Troy State) Bonifay, Fla.
KIM MARY RUSKA (B.A., Princeton) Dunkirk, N.Y.
MONA SADEK (B.S., Florida) Nicosia, Cyprus
LAURA LYNN SELLS (B.A., California, Santa Barbara) Thousand Oaks, Calif.
COLIN GRIFFITH SHERRILL (B.A., California, Berkeley) Danville, Calif.
STEVEN DAVID SHOTTS (B.S., Wright State) Cincinnati, Ohio
JENNIFER LYNN SIMPSON (B.A., Smith) Middletown, Ohio
JAMES EARLE SINEX (B.A., Wabash) New Albany, Ind.
TAJA ANASTASIA SKALKOS (B.S., Louisiana State) Slidell, La.
JOSEPH CHRISTOPHER SNIJEK (B.S., U.S. Military Academy) Morristown, Tenn.
ELIZABETH ANNE STEPHENS (B.A., Colorado College) Redondo Beach, Calif.
KATHLEEN ANNE STEWART (B.A., Harvard) New York City, N.Y.
BRYAN DOUGLAS STRICKLAND (B.S., Duke) Charleston, W.Va.
THOMAS ANTHONY TESAURO (B.S., Georgia Institute of Technology) Marietta, Ga.
MICHELL THURMOND (B.A., Vanderbilt) Augusta, Ga.
TROY ROBERT TORGERSON (B.S., Utah) Price, Utah
AMY KATHLEEN TWIFORD (B.S., Virginia Commonwealth) Richmond, Va.
ELIZABETH CHRISTINE TYLER (B.S., Duke) Washington, D.C.
DAVID JAMES VAN DE LINDT (B.S., California, Davis) Pollock Pines, Calif.
KEITH JASON VANDERGRIEND (B.S., Calvin) Bellingham, Wash.
JONATHAN LOUIS VITSKY (B.A., Pennsylvania) Jacksonville, Fla.
HARRISON FREDERICK WARNER (B.A., Virginia) Charlotte, N.C.
STEPHEN MARK WATSON (B.A., Vanderbilt) Nashville, Tenn.
JOHN WESLEY WEBB (B.A., Hendrix) Nashville, Ark.
KIMBERLY ANN WHITE (B.S., California, Davis) Alameda, Calif.
NELAR WINE (B.S., California, Los Angeles) Rosemead, Calif.
AMY LOUISE WOODWARD (B.A., Texas Christian) Lincoln, Nebr.
DARWIN BESHAN WOOTEN (B.S., Mississippi) Corinth, Miss.
MICHAEL JOSEPH YARBOROUGH (B.S., Tulane) Pass Christian, Miss.
PATRICK CARL YEAKEY (B.S., Michigan State) Grand Haven, Mich.
JULIA ANN ZIMMER (B.S., Vanderbilt) Chicago, Ill.

Third Year Class

- FELICE CARA ADLER (B.S., Duke) Dunwoody, Ga.
RASHEED IRSHAD AHMAD (B.S., Tennessee) Johnson City, Tenn.
TED LOUIS ANDERSON (B.S., M.S., Southern Mississippi; Ph.D., Vanderbilt) Ocean Springs, Miss.
ANGELINA GLADYS AUSBAN (B.A., Mills) Oakland, Calif.
ANDREW MARK BARNSTEIN (B.A., Johns Hopkins) Owings Mills, Md.
STEPHEN WILSON BENT (B.S., Duke) Short Hills, N.J.
MASON FOSTER BIAS (B.A., B.S., William and Mary) St. Louis, Mo.
JEFFREY FIELD BLEAKLEY (B.A., Colgate) Geneva, N.Y.
ELIZABETH DEE BOETTCHER (B.A., Bowdoin) Arden, N.C.
THOMAS JAMES BOEVE (B.A., Calvin) Holland, Mich.
ALEXANDER DAVID BOROWSKY (B.A., Pomona) Northridge, Calif.
BARBARA NICOLE BOYNTON (B.A., Duke) Baltimore, Md.
KIERAN ROBERT BRANCH (B.S., Tulane) Nashville, Tenn.
RHYS LIONEL BRANMAN (B.S., California, Irvine; D.D.S., California, San Francisco) Sacramento, Calif.
DAVID LAWRENCE BROWN (B.A., Wittenberg) Cape Coral, Fla.
SHANE MEREDITH CLINE (B.S., Purdue) Acton, Mass.
ELIZABETH WALKER COTTON (B.S., Vanderbilt) Nashville, Tenn.
JOHN JAY CRAWFORD (B.S., U. S. Military Academy) Florence, N.Y.
KATHLEEN ANN CREWS (B.S., Vanderbilt) Asheville, N.C.
DONNA JANE CROWE (B.S., Birmingham-Southern) Decatur, Ala.
TRACE WILLIAM CURRY (B.S., Cincinnati) Alexandria, Ky.
ANTHONY DAVID DAKE (B.S., Nebraska, Lincoln) Orleans, Nebr.
ANNICK MARLENE DEMARQUE (B.A., Yale) North Haven, Conn.
ROBERT LESTER DOBBINS (B.E., Vanderbilt) Covington, Ky.
JEFFREY LEWIS DONLEVY (D.D.S., Southern California) Pittsburgh, Pa.
MICHAEL COURTNEY DUMARS (B.S., California, Berkeley) Napa, Calif.
CAROLYN MARIE FLEMING (B.A., Wellesley) Wellesley, Mass.
DAVID SCOTT FORTUNE (B.A., Emory) Knoxville, Tenn.
CHERIE DEON FOSTER (B.A., Wellesley) Lafayette, Ind.
MARK DOUGLAS FOX (B.A., Georgetown; B.A., Oxford) Tulsa, Okla.
DAVID RICHARD FREEDY (B.S., Notre Dame) Pittsburgh, Pa.
ERIC WILLIAM GAGE (B.S., Calvin) Wethersfield, Conn.
TIMOTHY JOHN GENSLER (B.S., Vanderbilt) Pittsburgh, Pa.
MARK CHRISTIAN GRIEB (B.S., U.S. Military Academy) Nashville, Tenn.
MELVYN AUGUSTUS HARRINGTON, JR. (B.S., Johns Hopkins) St. Louis, Mo.
GREGORY STEPHEN HENDERSON (B.S., Tulane) New Orleans, La.
BARBARA LYNNE HIPP (B.S., Rochester) Delmar, N.Y.
AMY JOYCE HOURIGAN (B.S., Pennsylvania) Elbridge, N.Y.
WILLIAM DAVID HOVIS (B.S., Duke) Knoxville, Tenn.
DAVID RANDALL HUDSON (B.S., Mississippi) Nashville, Tenn.
CHRISTOPHER MICHAEL HUNT (B.A., Stanford) Sebastopol, Calif.
HANI ZAKI IBRAHIM (B.S., Northwestern) Safat, Kuwait
ELIZABETH ANN JACKSON (B.A., Cornell) Lohman, Mo.
ASTRID GENDA JAIN (B.S., Brown) Irvington, N.Y.
JAMES NORRIS JOHNSON (B.A., Vanderbilt) Bowling Green, Ky.
AMY FRANCIS KELLS (B.A., Vanderbilt) North Palm Beach, Fla.
ERIK JAMES KILGORE (B.A., Johns Hopkins) Winchester, Oreg.

REBA FAYE KING (B.S., M.S., Vanderbilt) Nashville, Tenn.
STEPHEN ANDREW LAWSON (B.S., Vanderbilt) San Antonio, Tex.
DEANNA ROSE LEE (B.S., Duke) Timonium, Md.
DANIEL JOSEPH LITWICKI (B.A., Missouri) St. Louis, Mo.
PAUL ALLEN LUCE (B.S., Vanderbilt) Tulsa, Okla.
DAWN MARIE MACAULEY (B.A., Williams) Westerly, R.I.
BARBARA JEANNE MANNEL (B.A., Virginia) Augusta, Ga.
ERIC STRATMAN MANSKE (B.S., Clemson) Simpsonville, S.C.
RICHARD REID MAXA (B.S., Notre Dame) Cheraw, S.C.
THOMAS SUDDARDS MCCALL (B.S., Stanford) Palo Alto, Calif.
TERRI LYNN MCCART (B.A., Princeton) Atlanta, Ga.
MARY CATHERINE MC ELLISTREM (B.S., Dayton) Lexington, Ky.
EDWIN CLYDE MCGEE, JR. (B.A., Washington and Lee) Florence, S.C.
LAURA ANN MCMILLAN (B.S., San Diego State) El Cajon, Calif.
ROBERT ALAN MERICLE (B.A., Oklahoma) Bartlesville, Okla.
ANDREW GIBBS MOORE (B.A., Brown) Rochester, Minn.
WYNNE ELLEN MORRISON (B.A., Vanderbilt) Rossville, Tenn.
ALVIN LESTER MOYER (B.A., Colgate) Boyertown, Pa.
BRIAN PAUL MULLANEY (B.S., University of the South) Oak Ridge, Tenn.
STEVEN ROLAND NORRIS (B.S., Duke) Cocoa Beach, Fla.
JAMES ALLEN O'LEARY (B.A., Notre Dame) Columbia, S.C.
JAMES WRIGHT O'MARA, JR. (B.A., Southern Methodist) Jackson, Miss.
RONALD WAYNE PELTON (B.A., Hendrix; Ph.D., Vanderbilt) Little Rock, Ark.
LAURA MARIE PETERSON (B.A., California, San Diego) Sacramento, Calif.
MICHAEL RICHARD ROBICHAUX, JR. (B.S., Nicholls State) Thibodaux, La.
ANDREW RUFFNER ROBINSON (B.A., Virginia) Signal Mountain, Tenn.
GEORGE GAYLORD ROBINSON II (B.A., Kansas) Westwood Hills, Kans.
GREGORY SCOTT SCHLESSINGER (B.A., California, San Diego) Los Angeles, Calif.
WILLIAM SCHNEIDER (B.A., Michigan) Pittsburgh, Pa.
JOHN ORLAND SCHORGE (B.S., Michigan) Frankenmuth, Mich.
STEPHEN BRIAN SIEGEL (B.A., Duke) Atlanta, Ga.
CHRISTOPHER PAUL SMELTZER (B.A., Baylor) Tallahassee, Fla.
MICHAEL KEVIN SMITH (B.A., Mississippi; Ph.D., Vanderbilt) Florence, Miss.
WALTER SMITHWICK IV (B.E., Vanderbilt) Jacksonville, Fla.
ROBERT WESLEY STEELE (B.A., North Carolina) Little Rock, Ark.
SARAH MARGARET STELZNER (B.A., Brown) Albuquerque, N.M.
BRADLEY JON STONEKING (B.A., South Florida) Seminole, Fla.
WILLIAM GORDON TANNER, JR. (B.A., Davidson) Duluth, Ga.
ERIC EDWARD TRENKMANN (B.A., M.S., Columbia) Norwood, N.J.
JOHN ANANDA VAN AALST (B.A., Dartmouth) Philadelphia, Pa.
JAY ARTHUR VAN GERPEN (B.A., Vanderbilt) Atlanta, Ga.
DAVID WAYNE VAN KOOTEN (B.A., Calvin) Denver, Colo.
PATRICK SEWELL VIDAVER (B.A., Virginia) Virginia Beach, Va.
DOMINIQUE SUZETTE WALTON (B.S., Birmingham-Southern) Huntsville, Ala.
ANDREW GOCKE WESTBROOK (B.A., Harvard) North Oaks, Minn.
IDA MICHELE WILLIAMS (B.S., Vanderbilt) Columbia, Tenn.
ANGELA K. WILSON (B.A., Hendrix) Blytheville, Ark.
ED YANG (A.B., Cornell) Syracuse, N.Y.
HODON KENDLE YATES (B.S., Freed-Hardeman) Oak Grove, Mo.
ERIC NEIL ZACHARIAS (B.S., Mississippi State) Starkville, Miss.

Fourth Year Class

- LAUREN BROOKE ADAMS (B.S., Davidson) Kingsport, Tenn.
WILLIAM ARTHUR ALTEMEIER IV (B.A., Vanderbilt) Nashville, Tenn.
EDWARD RIKER ARROWSMITH (B.A., Williams) Bethesda, Md.
PETER FRANCIS BERGLAR (B.S., Missouri, Rolla) Kirkwood, Mo.
HAROLD PURYEAR BLANKS III (B.S., Vanderbilt) Huntsville, Ala.
DAVID GERARD BOLAND (B.S., Pennsylvania State) Conyngham, Pa.
FRED KIRK BOWLES (B.A., Kenyon) Sterling Hts., Mich.
LINDA DIANE BRADY (B.A., Vanderbilt) Memphis, Tenn.
JOHN SCOTT BRODERICK (B.S., Furman) Greenville, S.C.
GRADY LEE BRYANT, JR. (B.S., Baylor) Nashville, Tenn.
SAMUEL BUNDZ (B.S., Perdue) Lincoln Park, N.J.
JOHN EUGENE BURNEY III (B.S., Georgia) Dunwoody, Ga.
BRIAN DEREK BUZZEO (B.S., Oglethorpe) Valdosta, Ga.
MICHELLE GERÉ CAMPBELL (B.S., Baylor) Natchez, Miss.
ELIZABETH CHACE THOMAS CARPENTER (B.S., Louisiana State) Baton Rouge, La.
KENNETH JOSEPH CARPENTER (M.S., Millsaps) Baton Rouge, La.
ELIZABETH LEIGH CATO (B.S., Cumberland) Jonesboro, Ark.
ROBERT BRYAN CHAMBLISS (B.A., Baylor) Hardinsburg, Ky.
SAM SUNGSOO CHANG (B.A., Princeton) Nashville, Tenn.
CHRISTIAN PAUL CHRISTENSEN (B.A., Hamilton) Oneonta, N.Y.
SARA KATHARINE DANN CINA (B.A., Dartmouth) Coral Gables, Fla.
STEPHEN JOSEPH CINA (B.A., Johns Hopkins) Oviedo, Fla.
JULIE ANN CIRILLO (B.A., Massachusetts, Amherst) Worcester, Mass.
DAVID JOHN CLARK (B.A., Carleton; Ph.D., Vanderbilt) Eugene, Oreg.
SAMUEL JAMES CLARK (B.A., Hendrix) Mountain Home, Ark.
CHARLES GARY COBB (B.S., Tufts) Ponte Vedra Beach, Fla.
ANTHONY FLOYD COLLINS (B.S., University of the South) Morristown, Tenn.
MARK ALLAN CONDON (B.A., Vanderbilt) Winter Haven, Fla.
ELAINE MARJORIE CONRADI (B.S., South Carolina) Mt. Pleasant, S.C.
FRANK ANTHONY CORNELLA (B.S., California, Irvine; M.S., D.D.S., California, Los Angeles) Huntington Beach, Calif.
JOHN WILLIAM COURSEY (B.S., U.S. Military Academy) Nashville, Tenn.
DAVEY RONALD DEAL, JR. (B.A., Hendrix) Macon, Ga.
PAUL MICHAEL DIMOND (B.S., Creighton) Hilton Head Island, S.C.
PHILIP ALAN DINAUER (B.A., Johns Hopkins) San Diego, Calif.
THOMAS JAMES ELLIS (B.S., Stanford) Bend, Oreg.
JONATHAN THOMAS FANBURG (B.A., Bowdoin) Lexington, Mass.
SANJAY KUMAR GANDHI (B.A., Emory) Dunwoody, Ga.
GAIL LAURIE GANSER (B.A., Kansas) Leawood, Kans.
JESSICA EMMA SARAH GERMOND (B.S., Duke) Bethesda, Md.
SCOTT ROBERT GIBBS (B.A., Vanderbilt) West Pittston, Pa.
STACEY MARIE ANDERSON GILDERSLEEVE (B.S., Vanderbilt) Erie, Pa.
LINDA JEAN GLATTE (B.S., New Hampshire) Rocky River, Ohio
THOMAS BRENT GRAHAM (B.S., Rhodes) Nashville, Tenn.
MICHAEL TERRANCE HAVIG (B.A., Princeton) Naples, Fla.
WALLY HOSN (B.A., Pennsylvania) Dubai, United Arab Emirates
WILLIAM CURTIS HOWE (B.S., M.S., Stanford) Knoxville, Tenn.
GEORGE BAKER HUBBARD III (B.S., Vanderbilt) Columbus, Ga.
MARC WILSON HUNGERFORD (B.S., Rochester) Cockeysville, Md.

- VERNON SEVIER HURST (B.A., Birmingham Southern) Decatur, Ala.
JAMES ERNEST HURTIG (B.S., Kansas) Fort Scott, Kans.
ELIZABETH MATILDA JONES (B.S., Georgetown) Saint Louis, Mo.
ROBERT STEVEN KAHN (B.A., Princeton) Metuchen, N.J.
TIMOTHY COOPER KING (B.A., Washington) Tupelo, Miss.
LAWRENCE AARON KLINSKY (B.S., Illinois) Highland Park, Ill.
MICHAEL DAVID LADD (B.S., Duke) Knoxville, Tenn.
LYNN NOEL LAMEIER (B.A., Tennessee) Brentwood, Tenn.
JERRY GREGORY LARRABEE (B.A., Williams) Waterbury, Vt.
TODD DUANE LARSON (B.A., Stanford) Everett, Wash.
JIM WAYNE LATIMER (B.S., Georgia Institute of Technology) McDonough, Ga.
SERENA WINGLIN LAU (B.S., East Tennessee State) Knoxville, Tenn.
KENNETH VINCENT LEONE (B.S., Duke) Westwood, N.J.
JULIET MARIE LIPOSKY (B.S., Vanderbilt) Morristown, Tenn.
LEE ANNA MANDL LOES (B.S., South Dakota) Colton, S.D.
MARK BROOKS LOGAN (B.S., Murray State) Henderson, Ky.
GEORGE BRANDON LYNCH (B.A., Dartmouth) Pulaski, Tenn.
LEE ALLEN MADELINE (B.S., Michigan) Attica, Mich.
AHAD MAHOOTCHI (B.S., Rhodes) McKensie, Tenn.
PHILIP MICHAEL MCGUIRE (B.S., Notre Dame) Mount Prospect, Ill.
RUSSELL LOWELL MCLAUGHLIN (B.S., Purdue) Cape Girardeau, Mo.
CHARLES FISHER MORGAN (B.S., Vanderbilt) Augusta, Ga.
SCOTT ALAN MURKIN (B.A., Illinois Wesleyan) Witt, Ill.
MELINDA JANE LENGEL O'LEARY (B.A., Duke) Honesdale, Pa.
HOLLY LOUISE OLSON (B.S., U.S. Military Academy) Brecksville, Ohio
ALLEGRA PATTEN (B.A., Vassar) Seabrook, Tex.
WILLIAM MARTIN REED (B.A., Williams) Shawnee Mission, Kans.
MATTHEW CORNELIUS RHEINBOLDT (B.S., Pittsburg) Pittsburg, Pa.
ALBERT LYNN RIDGEWAY (B.A., Birmingham-Southern) Decatur, Ala.
WILLIAM EDWARD ROBINSON (B.A., Texas Christian; Ph.D., Vanderbilt) Overland Park, Kans.
STEVEN ERIC ROSER (B.A., Pacific Luthern) Walla Walla, Wash.
DONALD AVRAM SAROFF (B.S., Maryland, College Park) Rockville, Md.
MARCUS FRANCESCO SCIADINI (B.S., Florida) Gainesville, Fla.
FRANK HAL SCOTT (B.A., Tennessee) Greenville, Tenn.
SUSAN TALBOTT SILVEIRA (B.S., Stanford) Monte Sereno, Calif.
BARTON EUGENE SMITH (B.S., Warner Pacific) Beaverton, Ore.
CHRISTINE NAOMI SUYDAM (B.S., Southern California) Costa Mesa, Calif.
PAUL MATHEW SWANSON (B.A., Johns Hopkins) Cranford, N.J.
PAUL KEVIN TRAUTNER (B.S., Notre Dame) Cheyenne, Wyo.
ALAN PHILIP TUTTLE II (B.S., Johns Hopkins) Washington Township, N.J.
JOHN JAY WARNER (B.S., Abilene Christian) Ransom Canyon, Tex.
DEREK SCOTT WATSON (B.S., Miami) Clearwater, Fla.
LAURA FELKER WEBB (B.S., Davidson) Auburn, Ala.
LAWRENCE WEIL (B.A., Johns Hopkins) Great Neck, N.Y.
MELL BURRESS WELBORN III (B.S., Duke) Evansville, Ind.
TODD RANDALL WILCOX (B.S., Duke) Littleton, Colo.
LOUIS JOSEPH WOJCIK (B.A., Fordham) Bronxville, N.Y.
BRADLEY WYATT WORD (B.S., Pittsburg State) Pittsburg, Kans.

Fellows

- YOUNG A. AKAI Medicine (Nephrology)
 JONATHAN ALEXANDER Medicine (Pulmonary)
 ROBERT A. ALLEN Medicine (Nephrology)
 JAMES D. AMLICKE Medicine (Cardiology)
 MARK E. ANGEL Medicine (Cardiology)
- SMRITI BARDHAN Biochemistry
 BRYAN N. BECKER Medicine (Nephrology)
 FRANK JOHN BELAS, JR. Pharmacology
 PHYLLIS BISHOP Pediatrics (Gastroenterology)
 TIMOTHY BLACKWELL Medicine (Pulmonary)
 RAYMOND F. BLUTH Pathology
 JOHN S. BOSWELL Medicine (Gastroenterology)
 MARK BRANCH Medicine (Pulmonary)
- XIN BU Medicine
 NADA BULUS Surgery
 JAMES B. BUTLER Radiology
 RONALD DEAN BUTLER Medicine (Oncology)
- BETSY CALDWELL Pathology
 MARIA CALEFFI Pathology
 YOSEPH CARACO Pharmacology
 CANDACE D. CARTER Medicine (Hematology)
 MIN SHEN CHANG Pharmacology
 WUI KHOENG CHONG Radiology
 YI CHU Medicine (Cardiology)
 BENJAMIN S. CITRIN Medicine (Cardiology)
 MELISSA P. CLARK Medicine (Pulmonary)
 KEVIN A. COCKELL Medicine (Gastroenterology)
 JOY D. COGAN Pediatrics (Genetics)
 MARK COLLINGE Pharmacology
 FERNANDO A. COSTA Pharmacology
 LISA T. CRAFT Pediatrics (Child Development)
- THOMAS A. DALTON Medicine (Gastroenterology)
 DONALD L. DECOY Medicine (Pulmonary)
 PETER J. DEMPSEY Medicine (Gastroenterology)
 MARY B. DENNEY Medicine (Internal)
 WILLIAM D. DENNEY Medicine (Cardiology)
 MICHAEL DUNN Medicine (Infectious Diseases)
 RYSZARD DWORSKI Medicine (Pulmonary)
 LYNN EBAUGH Medicine (Nephrology)
 CHARLES E. EBERHART Medicine (Gastroenterology)
- DEAN A. EDWARDS Medicine (Gastroenterology)
 YASUHIRO ENDO Pediatrics
 ANDREW C. ERTL Pharmacology
- STEPHEN A. FAHRIG Medicine (Cardiology)
 PAMELA J. FALL Medicine (Nephrology)
 DANNY B. FISCHER Medicine (Nephrology)
 JEANNE M. FOOSE Pediatrics (Cardiology)
 SHUJI FUJIMOTO Medicine (Infectious Diseases)
 MASAFUMI FUKAGAWA Cell Biology
- KIRBY D. GABRYS Medicine (Nephrology)
 DANIEL GAITAN Medicine (Endocrinology)
 ANNA MARIE GARCIA Biochemistry
 MERRILL GARRETT Medicine (Oncology)
 TODD GARY Medicine (Cardiology)
- JOSEPH GIGANTE Pediatrics (General)
 STACEY A. GOODMAN Medicine (Hematology)
 PETER GORYCKI Biochemistry
 SEAN P. GROARK Medicine (Cardiology)
 DINESH K. GUPTA Medicine (Cardiology)
- TAKAHIKO HADA Pharmacology
 ABDUL-LATIF HAMDAN Otolaryngology
 ISABELLE HAMON Pediatrics (Neonatology)
 WILLIAM B. HARLEY II Medicine (Infectious Diseases)
- SARAH E. HASSELL Pediatrics (Neonatology)
 STEPHEN HENNIGAN Medicine (Infectious Diseases)
- CASILDA I. HERMO Pediatrics (Cardiology)
 S. HERNANDEZ-SOTOMAYOR Biochemistry
 GEOFFREY HICKS Microbiology
 CATHERINE R. HOFF Pediatrics (Neonatology)
 EDEL P. HOLDEN Medicine (Pulmonary)
 TATSUYA HONDA Pediatrics (Gastroenterology)
 DARRYL HOOD Biochemistry
 JEFFREY D. HORD Pediatrics (Hematology)
 JEAN-LOUIS HORN Anesthesiology
 DEBRA A. HORSTMAN Biochemistry
 TRACY J. HORTON Pediatrics (Gastroenterology)
 JOSEPH A. HORVATH Medicine (Infectious Diseases)
- FENG-YIN HSIEH Pharmacology
 W. GRIFFITH HUMPHREYS Biochemistry
 SHAN HUANG Neurology
 YOUNG SIL HWANG Medicine (Pulmonary)
- VESNA JANCIC Medicine (Dermatology)
 ROBERT L. JOBE Medicine (Cardiology)
 DARRELL JOHNSON Medicine (Oncology)
 GWENITH JONES Biochemistry
- YOSHIIHIKO KAKINUMA Pediatrics (Nephrology)
 ASHA R. KALLIANPUR Medicine (Hematology)
 ARMADO L. KARARA Medicine (Nephrology)
 HADEER N. KARMO Pediatrics (Neonatology)
 TATSUKO KATO Medicine (Gastroenterology)
 TETSUO KATOH Medicine (Nephrology)
 MASATOSHI KAWANA Medicine (Cardiology)
 STEVE KEELER Medicine (Rheumatology)
 LINDA KELLEY Medicine (Hematology)
 DAVID KEMP Medicine (Nephrology)
 TODD KENNEDY Biochemistry
 BASSAM K. KHARMA Medicine (Cardiology)
 MARK KINIRONS Pharmacology
 SHIGERU KIYAMA Pediatrics (Nephrology)
 RICARDO D. KOHN Neurology
 TOMONOBU KOIZUMI Medicine (Pulmonary)
 YORDANKA KOURTEVA Pathology
 MARTIN KRAUSE Pediatrics (Neonatology)
 YURI KRIVORUK Pharmacology
 WOLFGANG KUCHINKE Pharmacology
- RUTH LAMAR Medicine (Oncology)
 LESLIE A. LARSEN Medicine (Pulmonary)
 HAAKIL LEE Radiology

- JAMES T. LEE Medicine (Cardiology)
 MARTIN E. LEE Anesthesiology
 LI LIYING Medicine (Dermatology)
 HAROLD D. LOVE Cell Biology
 WEIXUAN LU Medicine (Pulmonary)
- KEIKO MAKITA Medicine (Nephrology)
 NAOMASA MAKITA Medicine (Nephrology)
 MURPHY MARTIN Medicine (Nephrology)
 LETHA MATHEWS Anesthesiology
 ROBERT W. MCCAIN Medicine (Pulmonary)
 DANIEL MCCAMMON Medicine (Endocrinology)
 MARK MCDONOUGH Psychology (Child & Adolescent)
 KATHERINE MCGOWAN Medicine (Infectious Diseases)
 BARBARA E. MENZIES Medicine (Infectious Diseases)
 C. JASON MILLER Pediatrics (Neonatology)
 JULIUS A. MINGLE Pediatrics (Infectious Diseases)
 BAN MISHU Medicine (Infectious Diseases)
 HOLLY MITCHELL Medicine (Rheumatology)
 JOHN A. MITCHELL Medicine (Pulmonary)
 LAWRENCE S. MOFFATT, JR. Medicine (Nephrology)
 KLAUS E. MORIKE Pharmacology
 JASON D. MORROW Pharmacology
 SUSAN A. MURPHY Medicine (Nephrology)
 KOICHIRO MUTA Medicine (Hematology)
- ELIGIA Z. NAVARRO Orthodontics
 RICHARD A. NELSON Pharmacology
 KATHY NEUZIL Medicine (Infectious Diseases)
 DAVID NIERSTE Medicine (Cardiology)
 JANICE M. NIGRO Cell Biology
 FUMIO NIIMURA Pediatrics (Nephrology)
 HE NU Pharmacology
- SHARON O'BRYNE Pharmacology
 YOSHIHARU OHYAMA Pharmacology
 FRANCIS P. O'MALLEY Pathology
 JOHN OSBORNE Pharmacology
 DIARMAID O'SHEA Pharmacology
- DAVID PAUL Medicine (Oncology)
 RICHARD M. PEEK Medicine (Gastroenterology)
 LECH K. PEITRASZ Medicine (Cardiology)
 ERIK M. PERSMARK Biochemistry
 MARK T. PETERS Medicine (Pulmonary)
 JAMES T. PICKERING Orthodontics
 JONATHAN D. PLITMAN Medicine (Pulmonary)
 DAVID W. PUETT Medicine (Rheumatology)
- ELENA S. QUERTERMOUS Medicine (Cardiology)
- MURRAY C. RELF Radiology
 R. BROOKS ROBEY Medicine (Nephrology)
 RANDY SMITH ROCK Pharmacology
 KARL M. ROGERS Medicine (Oncology)
 SUSAN ROSEFF Pathology
- ALLEN SACKS Pediatrics (Gastroenterology)
 YASUNORI SAKAIRI Medicine (Nephrology)
 RAUL G. SANTOS Medicine (Nephrology)
 RENATO SCALETZSKY Urology
 ROSA A. SERRA Cell Biology
 STEPHAN SHARP Medicine (Endocrinology)
 LUDAMILA SHUVALOVA Pharmacology
 GURKEERAT SINGH Pharmacology
 JOSEPH SAN D. SISON Pediatrics (Neonatology)
 MARTHA SMITH Medicine (Cardiology)
 ROBERT SNITZER Medicine (Cardiology)
 ERIC B. SPRINGMAN Pharmacology
 RAYMOND F. STAINBACK Medicine (Cardiology)
 CHARLES M. STEIN Pharmacology
 STEFAN STRACK Pharmacology
 SANYA SUKPANICKNANT Hematopathology
 CYNTHIA M. SZELC Pediatrics (Infectious Diseases)
- HURUMI TAKAHASHI Pharmacology
 MICHIO TAKEDA Pediatrics (Nephrology)
 SATORU TANAKA Pharmacology
 MARIA T. TANTENGCO Pediatrics (Cardiology)
 SALIK TAUFIQ Pediatrics (Gastroenterology)
 JOHN S. THABES Medicine (Pulmonary)
 RICARDA THIER Biochemistry
 ANTHONY LEE THOMAS Medicine (Gastroenterology)
 DANA S. THOMPSON Medicine (Oncology)
 ANTHONY R. TOGRYE Orthodontics
 BILL H. TORRES Medicine (Gastroenterology)
- SUSAN VISELLI Pathology
 JOAO VITOLA Medicine (Cardiology)
 RAMA REDDY VOLADRI Medicine (Infectious Diseases)
- THOMAS M. WAITS Medicine (Oncology)
 ELOESA S. WALKER Pediatrics (Cardiology)
 EN ZE WANG Medicine (Infectious Diseases)
 HUIMIN WANG Orthopaedics
 ZIFA WANG Medicine (Cardiology)
 JEFFREY C. WEBBER Medicine (Cardiology)
 TAMARA J. WHEELER Pediatrics
 JERRY W. WHITE Pediatrics (Child Development)
 AMITTHA WICKREMA Medicine (Hematology)
 CAROLE WILSON Cell Biology
 JOHNNY C. WONG Medicine (Pulmonary)
 WILSON WONG Medicine (Cardiology)
 ROBERT C. WOODS Medicine (Cardiology)
- QING XU Psychiatry
- LIYING YANG Pharmacology
 TAO YANG Pharmacology
 TAKASHI YASUDA Medicine (Nephrology)
 WADE A. YOUNG Medicine (Oncology)
 HIROAKI YOSHIDA Pediatrics (Nephrology)
- XIAO MING ZHAO VU Transplant Center
 DARRYL C. ZELDIN Medicine (Pulmonary)
 MARK A. ZENKER Medicine (Cardiology)

Class of 1992 Residency Assignments

Lauren Brooke Adams Vanderbilt University Affiliated Hospitals (Medicine)	Kingsport, Tenn.
William Arthur Altemeier IV University of Washington Affiliated Hospitals, Seattle (Medicine)	Nashville, Tenn.
Edward Riker Arrowsmith Vanderbilt University Affiliated Hospitals (Medicine)	Bethesda, Md.
Peter Francis Berglar Keesler Air Force Base Medical Center, Biloxi, Miss. (Pediatrics)	Kirkwood, Mo.
Harold Puryear Blanks III Vanderbilt University Affiliated Hospitals (Medicine)	Huntsville, Ala.
David Gerard Boland Vanderbilt University Affiliated Hospitals (Medicine)	Conyngham, Pa.
Fred Kirk Bowles University of Tennessee College of Medicine, Chattanooga (Transitional)	Sterling Heights, Mich.
Linda Diane Brady Greenville Hospital System (University of South Carolina) (Pediatrics)	Memphis, Tenn.
John Scott Broderick Greenville Hospital System (University of South Carolina) (Orthopaedic Surgery)	Greenville, S.C.
Grady Lee Bryant, Jr. Vanderbilt University Affiliated Hospitals (Surgery, Otolaryngology)	Nashville, Tenn.
Samuel Bundz Stony Brook Teaching Hospitals, N.Y. (Surgery)	Lincoln Park, N.J.
John Eugene Burney III University of Texas Southwestern Medical School, Dallas (Medicine)	Dunwoody, Ga.
Brian Derek Buzzeo University of Wisconsin Hospital and Clinics, Madison (Urology)	Valdosta, Ga.
Michelle Geré Campbell Vanderbilt University Affiliated Hospitals (Surgery)	Natchez, Miss.
Chace Thomas Carpenter Vanderbilt University Affiliated Hospitals (Medicine)	Baton Rouge, La.
Kenneth Joseph Carpenter Vanderbilt University Affiliated Hospitals (Medicine)	Baton Rouge, La.
Elizabeth Leigh Cato Baylor College of Medicine, Houston, Texas (Medicine)	Jonesboro, Ark.
Robert Bryan Chambliss Cambridge Hospital (Harvard Medical School), Mass. (Transitional, Psychiatry)	Hardinsburg, Ky.
Sam Sungsoo Chang Vanderbilt University Affiliated Hospitals (Surgery, Urology)	Nashville, Tenn.
Christian Paul Christensen Duke University Medical Center, Durham, N.C. (Orthopaedic Surgery)	Oneonta, N.Y.
Sara Katharine Dann Cina Medical University of South Carolina, Charleston (Psychiatry)	Coral Gables, Fla.
Stephen Joseph Cina Medical University of South Carolina, Charleston (Pathology)	Oviedo, Fla.
Julie Ann Cirillo Timberlawn Psychiatric Hospital, Dallas, Texas (Psychiatry)	Worcester, Mass.

- David John Clark Eugene, Oreg.
University of Washington Affiliated Hospitals, Seattle (Anesthesiology)
Vanderbilt University Affiliated Hospitals (Medicine-PGY 1)
- Samuel James Clark Mountain Home, Ark.
University of California, San Diego Medical Center (Medicine)
- Charles Gary Cobb Ponte Vedra Beach, Fla.
University of Texas Southwestern Medical School, Dallas (Urology)
- Anthony Floyd Collins Morristown, Tenn.
University of Alabama Hospital, Birmingham (Medicine, Neurology)
- Mark Allan Condon Winter Haven, Fla.
University Hospital (University of Mississippi), Jackson (Urology)
- Elaine Marjorie Conradi Mount Pleasant, S.C.
Vanderbilt University Affiliated Hospitals (Obstetrics/Gynecology)
- Frank Anthony Cornella Huntington Beach, Calif.
Vanderbilt University Affiliated Hospitals (Surgery, Oral/Maxillofacial)
- John William Coursey Nashville, Tenn.
Madigan Army Medical Center, Tacoma, Wash. (Transitional)
- Paul Michael Dimond Hilton Head Island, S.C.
Rhode Island Hospital (Brown University), Providence (Orthopaedic Surgery)
- Philip Alan Dinauer San Diego, Calif.
Walter Reed Army Medical Center, Washington, D.C. (Transitional)
- Thomas James Ellis Bend, Oreg.
Scott and White Memorial Hospital (Texas A & M College of Medicine), Temple (Orthopaedic Surgery)
- Jonathan Thomas Fanburg Lexington, Mass.
University of Colorado School of Medicine, Denver (Pediatrics)
- Sanjay Kumar Gandhi Dunwoody, Ga.
Vanderbilt University Affiliated Hospitals (Medicine)
- Gail Laurie Ganser Leawood, Kans.
Bascom Palmer Eye Institute (University of Miami), Fla. (Ophthalmology)
Vanderbilt University Affiliated Hospitals (Medicine-PGY 1)
- Jessica Emma Sarah Germond Bethesda, Md.
Vanderbilt University Affiliated Hospitals (Pediatrics)
- Scott Robert Gibbs West Pittston, Pa.
University of Texas Southwestern Medical School, Dallas (Surgery, Otolaryngology)
- Stacey Anderson Gildersleeve Erie, Pa.
University of Virginia, Charlottesville (Medicine)
- Linda Jean Glatte Rocky River, Ohio
McGaw Medical Center of Northwestern University, Chicago, Ill.
(Physical Medicine and Rehabilitation)
Mercy Hospital and Medical Center (University of California, San Diego)
(Transitional-PGY 1)
- Thomas Brent Graham Nashville, Tenn.
Childrens Hospital of Philadelphia (University of Pennsylvania) (Pediatrics)
- Michael Terrance Havig Naples, Fla.
Emory University School of Medicine, Atlanta, Ga. (Orthopaedic Surgery)
- Wally Hosn Dubai, United Arab Emirates
Cleveland Clinic Foundation (Case Western Reserve University), Ohio (Surgery)

William Curtis Howe	Knoxville, Tenn.
University of Kentucky Medical Center, Lexington (Surgery)	
George Baker Hubbard III	Columbus, Ga.
Vanderbilt University Affiliated Hospitals (Surgery)	
Marc Wilson Hungerford	Cockeysville, Md.
Vanderbilt University Affiliated Hospitals (Surgery)	
Vernon Sevier Hurst	Decatur, Ala.
University of Tennessee College of Medicine, Memphis (Radiology, Diagnostic)	
James Ernest Hurtig	Fort Scott, Kans.
University of Arizona, Tucson (Medicine)	
Elizabeth Matilda Jones	Saint Louis, Mo.
University of Chicago Hospitals, Ill. (Medicine/Pediatrics)	
Robert Steven Kahn	Metuchen, N.J.
The Children's Hospital (Harvard Medical School), Boston, Mass. (Pediatrics)	
Timothy Cooper King	Tupelo, Miss.
Baptist Hospital (The University of Tennessee), Nashville (Medicine)	
Lawrence Aaron Klinsky	Highland Park, Ill.
Childrens Memorial Hospital (Northwestern University), Chicago, Ill. (Pediatrics)	
Michael David Ladd	Knoxville, Tenn.
Vanderbilt University Affiliated Hospitals (Pediatrics)	
Lynn Noel Lameier	Brentwood, Tenn.
University of Kentucky Medical Center, Lexington (Obstetrics/Gynecology)	
Jerry Gregory Larrabee	Waterbury, Vt.
Emory University School of Medicine, Atlanta, Ga. (Pediatrics)	
Todd Duane Larson	Everett, Wash.
Santa Barbara Cottage Hospital (University of Southern California) (Medicine)	
Jim Wayne Latimer	McDonough, Ga.
McLennan County Family Practice Program (University of Texas, Southwestern), Waco (Family Practice)	
Serena Winglin Lau	Knoxville, Tenn.
Medical University of South Carolina, Charleston (Anesthesiology)	
Kenneth Vincent Leone	Westwood, N.J.
University of Virginia, Charlottesville (Medicine, Neurology)	
Juliet Marie Liposky	Morristown, Tenn.
Massachusetts General Hospital (Harvard Medical School), Boston (Anesthesiology)	
Cambridge Hospital (Harvard Medical School), Mass. (Transitional-PGY 1)	
Lee Anna Mandl Loes	Colton, S. Dak.
Baptist Hospital (University of Tennessee), Nashville (Medicine)	
Mark Brooks Logan	Henderson, Ky.
Saint Louis University School of Medicine, Mo. (Otolaryngology)	
George Brandon Lynch	Pulaski, Tenn.
Vanderbilt University Affiliated Hospitals (Surgery)	
Lee Allen Madeline	Attica, Mich.
Bowman Gray/North Carolina Baptist Hospital, Winston-Salem (Radiology, Diagnostic)	
Ahad Mahootchi	McKenzie, Tenn.
Vanderbilt University Affiliated Hospitals (Medicine, Ophthalmology)	

- Philip Michael McGuire Mount Prospect, Ill.
Alton Ochsner Medical Foundation (Louisiana State University), New Orleans (Radiology, Diagnostic)
- Russell Lowell McLaughlin Cape Girardeau, Mo.
University of Texas Medical Branch, Galveston (Anesthesiology)
- Charles Fisher Morgan Augusta, Ga.
Saint Louis University School of Medicine, Mo. (Ophthalmology)
Evanston Hospital (Northwestern University), Ill. (Medicine-PGY 1)
- Scott Alan Murkin Witt, Ill.
Duke-FAHEC Family Medicine Residency Program, Fayetteville, N.C. (Family Practice)
- Melinda Jane Lengel O'Leary Honesdale, Pa.
Vanderbilt University Affiliated Hospitals (Pediatrics)
- Holly Louise Olson Brecksville, Ohio
Tripler Army Medical Center, Honolulu, Hawaii (Obstetrics/Gynecology)
- Allegra Patten Seabrook, Texas
Vanderbilt University Affiliated Hospitals (Medicine, Neurology)
- William Martin Reed Shawnee Mission, Kans.
University of Minnesota Hospital & Clinic, Minneapolis (Radiology, Diagnostic)
- Matthew Cornelius Rheinboldt Pittsburg, Pa.
Louisiana State University School of Medicine, New Orleans (Medicine)
- Albert Lynn Ridgeway Decatur, Ala.
Vanderbilt University Affiliated Hospitals (Medicine)
- William Edward Robinson, Jr. Overland Park, Kans.
University of California, Irvine Medical Center (Pathology, Assistant Professor)
- Steven Eric Roser Walla Walla, Wash.
University of Arkansas for Medical Sciences, Little Rock (Orthopaedic Surgery)
- Donald Avram Saroff Rockville, Md.
University of Chicago Hospitals, Ill. (Orthopaedic Surgery)
- Marcus Francesco Sciadini Gainesville, Fla.
Vanderbilt University Affiliated Hospitals (Surgery)
- Frank Hal Scott Greenville, Tenn.
Vanderbilt University Affiliated Hospitals (Ophthalmology)
Baptist Hospital (The University of Tennessee), Nashville (Medicine-PGY 1)
- Susan Talbott Silveira Monte Sereno, Calif.
University of Virginia, Charlottesville (Radiology, Diagnostic)
Tucson Hospital Medical Education Program (University of Arizona) (Medicine-PGY 1)
- Barton Eugene Smith Beaverton, Oreg.
Anderson Memorial Hospital (University of South Carolina) (Family Practice)
- Christine Naomi Suydam Costa Mesa, Calif.
University of Washington Affiliated Hospitals, Seattle (Psychiatry)
- Paul Mathew Swanson Cranford, N.J.
Vanderbilt University Affiliated Hospitals (Medicine)
- Paul Kevin Trautner Cheyenne, Wyo.
The University of Virginia School of Law, Charlottesville
- Alan Philip Tuttle II Washington Township, N.J.
Henry Ford Hospital (University of Michigan), Detroit (Emergency Medicine)

John Jay Warner	Ransom Canyon, Texas
University of Texas Southwestern Medical School, Dallas (Medicine)	
Derek Scott Watson	Clearwater, Fla.
Saint Joseph Hospital (University of Colorado), Denver (Surgery)	
Laura Felker Webb	Auburn, Ala.
Vanderbilt University Affiliated Hospitals (Pathology)	
Lawrence Weil	Great Neck, N.Y.
University of Florida Medical Center-Shands Hospital, Gainesville (Anesthesiology)	
Spartanburg Regional Medical Center (University of South Carolina) (Transitional-PGY 1)	
Mell Burress Welborn III	Evansville, Ind.
University of Florida Medical Center-Shands Hospital, Gainesville (Surgery)	
Todd Randall Wilcox	Littleton, Colo.
University of Utah Affiliated Hospitals, Salt Lake City (Orthopaedic Surgery)	
Louis Joseph Wojcik	Bronxville, N.Y.
Brown University, Providence, R.I. (Urology)	
Rhode Island Hospital (Brown University), Providence (Surgery-PGY 1)	
Bradley Wyatt Word	Memphis, Tenn.
Vanderbilt University Affiliated Hospitals (Medicine)	



Merlin G. Butler, Associate Professor of Pediatrics; Associate Professor of Pathology

SCHOOL FOR NURSING

EST. 1925



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School of Nursing



COLLEEN CONWAY-WELCH, Ph.D., C.N.M., Dean
LINDA NORMAN, M.S., R.N., Interim Associate Dean
MARJORIE COLLINS, M.S., R.N., Assistant Dean for Veterans Administration Clinical Affairs
JUDY L. SPINELLA, M.S., R.N., Assistant Dean for Clinical Practice
BARBARA CHRISTMAN ADAIR, M.S.N., R.N., Department Chair for Physiological and
Psychosocial Nursing
BONNIE HOLADAY, D.N.S., R.N., Department Chair for Family and Health Systems Nursing
CATHLEEN K. BRANNEN, M.B.A., Director of Finance and Administration
AMY HARSHMAN-GREEN, M.P.A., Director of Marketing
PATRICIA L. PEERMAN, M.S., R.N.C.S., Director of Student Affairs
SALLIE WAMSLEY, Registrar

Center for Nursing Research

KENNETH A. WALLSTON, Ph.D., Interim Director
DIANA D. BRANSFIELD, Ph.D., R.N., Assistant Director; Director of Nursing Research at the
Veterans Administration Medical Center
NANCY WELLS, D.N.Sc., R.N., Assistant Director; Director of Nursing Research at the
Vanderbilt University Medical Center

Faculty Council

MARY LOUISE DONALDSON, Chair
BONNIE HOLADAY
MERRIE JEAN KAAS
LEONARD C. LINDSAY
JANIE CAPPS MACEY
KATHARYN A. MAY
BONITA A. PILON
ANNETTE KIRCHNER SASTRY

Standing Committees

Charges of committees are summarized. For more detailed descriptions of committee charges, see School of Nursing Bylaws, Article V.

Curriculum

(New members to be appointed in September 1992)

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

Jana L. Pressler, Chair. Barbara Fox Grimes, Leonard C. Lindsay, Deborah Narrigan, Linda K. Nelson, Annette Kirchner Sastry. Student Members: Nicole Rawlins Herndon, Emma Lee Ann Meffert, Hannah Hollingsworth Watts.

Nominating

(New members to be appointed in September 1992)

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.

Barbara Fox Grimes, Chair. Leanne C. Busby, Bonnie Holaday, Katharyn A. May.

Student Admissions and Academic Affairs

(New members to be appointed in September 1992)

The Student Admissions and Academic Affairs Committee has responsibility for reviewing and acting upon applications for admission to the School of Nursing; selecting traineeship, honor scholarship, and other appropriate scholarship recipients; reviewing student progress and considering and acting on student petitions for waiver or policy; and recommending to the Faculty Assembly conferral of degrees designating appropriate honors.

Joan E. King, Chair. Carolyn J. Bess, Jane B. Daddario, Lynda L. LaMontagne, Leonard C. Lindsay, 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.

Barbara Christman Adair, Colleen Conway-Welch, Barbara Fox Grimes, Elizabeth Kerr Hay, Bonnie Holaday, Joyce K. Laben, Lynda L. LaMontagne, Larry E. Lancaster, Katharyn A. May.





Nursing Education at Vanderbilt

 VANDERBILT University School of Nursing has a national reputation for excellence in nursing education and attracts students from across the nation and from several foreign countries.

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 Vanderbilt University Medical Center in 1985. This relationship allows 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.

The School of Nursing and Vanderbilt University Medical Center Nursing Services have developed a collaborative, interactive model of nursing practice, education, and research, focusing on quality patient care delivery. This collaborative model accommodates a rapidly and continually changing practice environment. Elements of the model are designed to foster innovation and interdisciplinary activity in an environment that promotes health and job satisfaction.

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 (NLN), under which the program is currently accredited.

Philosophy of the School

The School of Nursing is committed to freedom of inquiry into the natural, social, and human orders of existence, and to stating the conclusions of that inquiry. The School of Nursing fosters excellence in both scholarship and service; a liberal education must concern the whole person. The curriculum requires both liberal arts and professional courses.

The central concepts of our profession are person, environment, health, and nursing. These four concepts interact and serve as the basis for the practice of nursing.

Each *person* is unique, with intrinsic worth and dignity. Human beings are whole persons, with interacting and interdependent physical structures, minds, and spirits.

The *environment* consists of all conditions, circumstances, and influences that exist outside one's social system's boundary. An intimate relationship exists between the constantly changing environment and the person. The environment in which we live determines, to a degree, life-

style and state of health. Development of the individual occurs throughout life within a pluralistic and culturally diverse society.

Health is a dynamic state of being in which the developmental and behavioral potential of an individual is realized to the fullest extent possible. Individuals have the right to pursue that level of health perceived by them to be optimal, 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 of which they are a part.

Nursing is a professional discipline that seeks to understand phenomena and predict circumstances that affect the health of individuals, families, groups, and communities. The discipline of nursing encompasses science, ethics, politics, and the heritage of nursing. The central focus of the discipline is the diagnosis and treatment of individuals, families, and groups as they respond to actual or potential health problems. The practice of nursing is an art and a science, used to help individuals improve their health potential.

The profession of nursing builds on a liberal education, and a university provides the best possible environment for this kind of education. A liberal education includes fine arts and humanities as well as social, biological, and physical sciences. The synthesis of knowledge from these disciplines, as well as from nursing, will enhance the ability of nurses to understand self, relationships with others, the nature of communities, other cultures, the physical world, current issues, and human values.

The study of diverse disciplines contributes to the ability to think analytically, reason logically, and communicate effectively. Students are expected to continue growing in intellectual and communication skills, using their liberal education to deepen their understanding of nursing and health. University-wide interdisciplinary activities are actively sought for the intellectual exchange and stimulation they provide.

The purpose of graduate education in nursing is to prepare students for advanced practice roles including clinical specialist, nurse practitioner, and nurse administrator. At the master's level, graduate study provides the opportunity for in-depth theoretical knowledge, the basis for advanced clinical practice. Students acquire research skills and a deeper knowledge of their nursing specialty.

Graduate education provides students the knowledge and skills for planning and initiating change in a health care system. For potential members of interdisciplinary health care management teams, the focus is on advanced patient care skills that will provide leadership and will influence nursing organizations within a variety of health care settings. It is acknowledged that preparation for the nurse educator role requires education beyond the master's degree.

The first-professional degree in nursing at Vanderbilt is specialty-related and offered on the graduate level. The increase in knowledge and scope of nursing responsibilities, as well as changes in roles, functions,

and practice settings, require a post-baccalaureate nursing education that is built on a rich undergraduate liberal education base and a baccalaureate in nursing or its equivalent.

The nursing program at Vanderbilt constitutes an arena for excellence in nursing practice, as well as a forum for discussion and analysis of issues that affect health care, consumers, the nursing profession, and society. The program is based on a variety of cognitive styles, life experiences, and professional backgrounds, and its flexibility allows all students to achieve the same goals through different options.

Code for Nurses

The school adheres to the American Nurses Association's Code for Nurses. The Code for Nurses is based on belief about the nature of individuals, nursing, health, and society. Recipients and providers of nursing services are viewed as individuals and groups who possess basic rights and responsibilities and whose values and circumstances command respect at all times. Nursing encompasses the promotion and restoration of health, the prevention of illness, and the alleviation of suffering. The statements of the code and their interpretation provide guidance for conduct and relationships in carrying out nursing responsibilities consistent with the ethical obligations of the profession and quality in nursing care. The nurse provides services with respect for human dignity and the uniqueness of the client, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

Organizing Framework

Course sequencing in the Bridge program (an M.S.N. program with multiple entry options) is designed to move students from (a) basic to advanced knowledge and skill levels, (b) less to more complex practice situations, and (c) Bridge to specialist role preparation. Course objectives include content in the three learning domains: cognitive, affective, and psychomotor, appropriately progressed in each taxonomy.

The curriculum design has three components: prerequisite liberal education requirements, Bridge nursing courses, and specialist nursing courses. The prerequisite liberal education requirements assist the student in acquiring basic knowledge and understanding of human beings, culture, environment, and health through the study of the arts, humanities, and social, biological, and physical sciences. This basic knowledge is applied to the study of nursing in the nursing components of the curriculum.

The Bridge component of the curriculum consists of clinical and non-clinical courses that contain nursing practice and discipline content at beginning levels. Clinical experiences focus on less complex situations that reflect an understanding of the nursing process and the nursing

paradigm in health promotion and maintenance, illness care, and rehabilitation. The theoretical basis for practice is presented in the classroom and provides the scientific knowledge base needed to diagnose and treat human responses to actual or potential health problems. Non-clinical courses focus on the discipline of nursing in the areas of ethics, economics, politics, legal issues, and the heritage of nursing. The sequencing of the Bridge nursing courses is somewhat more flexible for R.N. students than for other students because of prior exposure to all clinical areas except Community Health.

The specialist component of the curriculum is divided into three segments: research/theory, specialty courses, and electives. Research/theory courses focus on research methods, scientific inquiry, and examination of conceptual models and theories in the development of nursing science. Specialty courses focus on advanced knowledge and skills in a given specialty area to equip graduates to function in complex situations and advanced practice roles, including those of clinical nurse specialist, nurse practitioner, and nurse administrator. Electives provide the opportunity to select course work that complements the students' career goals.

Program Goals

The goals of the M.S.N. program are to prepare


1. Students for advanced practice roles including clinical specialists, nurse practitioners, and nurse administrators who have expertise and advanced knowledge in a specialty area and who can function in complex situations either independently or collaboratively with health care team members;
2. Seekers of new knowledge by means of critical thinking, creative reasoning, and scientific investigation in relation to nursing practice and nursing science;
3. Disseminators of nursing knowledge and research to consumers and professionals;
4. Leaders capable of determining effective strategies that stimulate change within the profession and that lead to a more effective management of the health care delivery system;
5. Decision-makers who utilize advanced knowledge and consider ethical principles in serving the needs of individuals and society; and
6. Students who possess the foundation for doctoral education.

All students are expected to meet the above program goals whether they enter the M.S.N. program with a B.S.N. or through the three-semester Bridge component. Students who enter through the Bridge program, however, must also meet transitional goals upon completion of the three semesters of Bridge nursing courses. The Bridge transitional goals are to prepare

1. Students who apply knowledge of the structure and function of human systems to health promotion, maintenance, illness care, and rehabilitation through the use of the nursing process and who can function independently and collaboratively with health care team members in providing health care to multicultural populations in diverse environments;
2. Students who use problem solving skills in the scientific investigation, diagnosis and treatment of human responses to actual and potential health problems;
3. Students who communicate effectively in a variety of practice situations;
4. Students who provide leadership in nursing practice and participate in the change process within the profession based on an understanding of nursing's heritage;
5. Students who are accountable for decisions made about independent nursing actions and demonstrate awareness of the economic, political, legal and ethical issues related to practice; and
6. Students who possess a sound academic foundation for master's level specialist education.



Admission

 DIRECT admission to the Master of Science in Nursing (M.S.N.) program requires graduation from an NLN-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 is possible via a generalist nursing Bridge program. Qualified students without a B.S.N. enter the Master of Science in Nursing Bridge program, a M.S.N. program with multiple entry options.

Admission to the M.S.N. Program with a B.S.N.

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 have taken either the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT) 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, Box 6000, Princeton, New Jersey 08541-6000, or by calling (609) 771-7670.

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 Twenty-first Avenue South, Nashville, Tennessee 37212 or from the Psychological Corporation, 555 Academic Court, San Antonio, Texas 78204-0958 (telephone [512] 270-0524 or 270-0410).

Graduate Management Admission Tests (GMAT) are required of all students applying for the joint degree program (M.S.N./M.B.A.). The GMAT score may be submitted instead of a GRE or MAT score for M.S.N./M.B.A. applicants. Information on the GMAT may be obtained by writing GMAT, Educational Testing Service, Box 6103, Princeton, New Jersey 08541-6103, or by calling (609) 771-7330.

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

4. *R.N. License.* Current licensure in Tennessee is required at the time of registration except for students who have taken the licensing examination but have not received the results. Individuals admitted pending examination results are subject to immediate withdrawal from graduate (300-level) clinical courses if the examination is not passed. Once the license is obtained the individual may enroll in courses with a clinical practice component.

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

6. *Personal Interview.* An interview is required. An interview in person is desirable, but a telephone interview can be arranged.

7. *Prerequisite Courses.* 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. An introductory course in statistics that includes descriptive and inferential statistical techniques is required for admission.

8. *Health History.* Students are required to submit documentation of a negative tuberculin skin test or chest X-ray, Hepatitis B vaccine, MMR vaccine, tetanus/diphtheria vaccine, varicella titer, and/or other appropriate immunizations to the Student Health Service before initial registration.

9. *M.S.N./M.B.A. Program.* Students applying for the joint degree M.S.N./M.B.A. program must apply and be admitted both to the School of Nursing and to the Owen Graduate School of Management. Application packets for Owen may be obtained by writing to the Office of Admissions and Student Services, Owen Graduate School of Management, Admissions Office, 401 Twenty-first Avenue South, Nashville, Tennessee 37203.

Applicants may submit transcripts to the School of Nursing. Copies will be forwarded to the Owen Graduate School of Management.

Admission to the M.S.N. Program via the Bridge

The School of Nursing offers several options for entry into the M.S.N. program for applicants who do not hold a B.S.N. degree. Qualified applicants are eligible for admission in the following categories:

1. Entry with a non-nursing liberal education baccalaureate degree from an accredited college or university or through a formalized senior-in-absentia program. Such applicants must complete prerequisites in human anatomy, human physiology, microbiology/bacteriology, and sta-

tistics. In addition, students must have taken a course in either nutrition or lifespan development. Students enter the Bridge program where they complete 46–47 hours of generalist courses. They then complete 39 hours in courses for a nursing specialty.

2. Entry with an associate degree in nursing or a diploma from an NLN-accredited nursing school with 72 semester or 110 quarter hours of transferable credit (see Prerequisite Courses below).

Registered Nurse students entering the Bridge program may obtain advanced placement or credit by examination for many of these courses. After completing or obtaining credit by examination for the 46–47 hours of Bridge courses required in the Bridge curriculum, they complete 39 hours in a nursing specialty.

3. Entry with 72 semester or 110 quarter hours of prerequisite courses (see below). Students enter into the Bridge program. After completing 46–47 hours of Bridge courses, they complete 39 hours in a nursing specialty.

Prerequisite Courses

English (6 hours). English composition, literature, or Vanderbilt courses designated with a “W” meet this requirement.

Humanities (6 hours). Humanities courses are those concerned with human thought, including literature, classics, drama, fine arts, history, philosophy, and religion. Technical or skill courses such as applied music or studio art are not acceptable as humanities courses.

Statistics (3 hours). An introductory course in statistics that includes descriptive and inferential statistical techniques is required. Math 127–128, Math 180, Math 233, or Psychology 2101P are the courses offered at Vanderbilt that fulfill this requirement.

Social Sciences (9 hours). Social Sciences include psychology, sociology, anthropology, political science, and economics.

Natural Sciences (11 hours). Natural Science courses in human anatomy (Nursing 160), physiology (Nursing 170), and microbiology (Molecular Biology 102a or 190) are required. Chemistry 101a–101b or Chemistry 102a–102b is strongly recommended but not required for admission.

Lifespan Development or Nutrition (2–3 hours). Either lifespan development or nutrition is a prerequisite course. If a student takes both courses, the total number of prerequisite hours is 74–75 instead of 72. Students entering without either lifespan development or nutrition will complete the remaining course during the first semester of study. Vanderbilt students may take Psychology 221, Developmental Psychology; Human Resources 1000, 1001, or 1002, Applied Human Development; Psychology 1610, Human Growth and Development; or Psychology 2690, Special Top-

ics: Lifespan Development for the lifespan development requirement. Nursing 231, Introduction to Nutritional Health, fulfills the requirement for nutrition.

Electives. 34–35 hours

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. Students entering with a baccalaureate degree in a field other than nursing must have as prerequisite courses: human anatomy and physiology; microbiology/bacteriology; statistics; and either lifespan development or nutrition.

Admission Criteria

Admission to the Bridge 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 have taken either the Graduate Record Examination, the Miller Analogies Test, or the Graduate Management Admission Test, as appropriate, within five years of the application date. See Admission to the M.S.N. Program with a B.S.N. for recommended scores and additional details.
3. *Official Transcripts.* Applicants must submit one transcript from each post-secondary institution attended.
4. *Current Licensure.* Registered Nurse students must be licensed to practice in Tennessee. Individuals admitted pending examination results are not eligible for credit by examination until licensure is obtained.
5. *Letters of Recommendation.* Three letters of reference are required.
6. *Personal Interview.* An interview is required. An interview in person is desirable, but a telephone interview can be arranged.
7. *Health History.* Students are required to submit documentation of a negative tuberculin skin test or chest X-ray, Hepatitis B vaccine, MMR vaccine, tetanus/diphtheria vaccine, varicella titer, and/or other appropriate immunizations to the Student Health Service before initial registration.

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

Admission Criteria for Nursing Administration

Admission criteria for the Nursing Administration specialty or joint degree M.S.N./M.B.A. program are the same as the general admission criteria, with the following additional requirement: a minimum of two

years of full-time experience as a Registered Nurse in an organized nursing setting is 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 nursing position in a clinical setting.

Application Procedure

Application forms for the M.S.N. and the Bridge programs may be secured from the Admissions Office 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, for the spring semester by 15 October, and by 15 April for the summer semester. 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; accepted applicants who do not enroll during that time must reapply for admission. Students may apply for and be approved for one deferral of admission, not to exceed one year. After one year the student must reapply for admission.

Transfer Credit

Students admitted to the Bridge program can receive transfer credit for N204, Dimensions of Professional Nursing; N231, Introduction to Nutritional Health; and N236, Principles of Growth and Development throughout the Lifespan, if the course presented for transfer covers equivalent content and the grade earned was at least a C. Students must have completed either a lifespan development course or a nutrition course in their prerequisite coursework. Registered Nurse students receive credit for N200, Basic Nursing Skills, based on transfer credit from their associate degree or diploma nursing program. If transfer credit is granted for 200, 204, 231, or 236, the hours count toward the 46–47 hours of Bridge component and cannot be counted toward the 72 hours of prerequisites required for admission.

Transfer credit is considered for post-baccalaureate courses taken elsewhere within five years of admission upon request on the application form. The specialty director approves transfer credit for specialty courses and/or elective courses. The Associate Dean approves transfer credit for research/theory courses. If courses are approved, a total of 6 semester hours may be transferred. No credit is awarded toward the degree for courses designated as prerequisite for admission.

Advanced Placement and Credit by Examination

Vanderbilt University School of Nursing recognizes the contributions of all health professionals. Students entering the Bridge who hold degrees in other health professions are encouraged to explore possibilities for Advanced Placement examinations, transferring credit, and/or eligibility for credit by examination for their academic work. The Student Admissions and Academic Affairs Committee in consultation with course coordinators will consider each request on its individual merit.

Registered Nurse students in the Bridge program are required to take at least 38 hours of the Bridge component and all 39 hours of the specialist nursing component in residence. They may, however, earn credit by examination for up to 8 hours of the Bridge component and up to 15 hours in advanced placement for Bridge clinical courses. Credit by examination may be obtained for the following Bridge courses: 203, 204, 231, and 237. Advanced placement may be obtained for the didactic portions of 220, 230, 240, 250, and 270.

Tests for credit by examination vary according to the course being challenged. The tests include successful completion of objective tests prepared by the instructor and, in some courses, submission of a required paper. The 2-credit-hour Health Assessment course (203) also involves demonstration of a health assessment.

Study packets that include a course syllabus and bibliography are available to students accepted in the Bridge program. Packets may be obtained from the faculty member coordinating credit by examination for that particular course. Full tuition is charged for credit hours earned by examination.

Students who make a *D* or an *F* grade in an attempt to earn credit by examination must take the course. When the course is successfully completed, the *D* or *F* will be designated *RC* (repeat course) and will not count in hours earned or in the grade point average.

Schedules for credit by examination tests are published one semester in advance in the School of Nursing course schedule book. Students pre-register for the courses they intend to take the following semester.

Advanced placement tests for clinical courses (220, 230, 240, 250, and 270) involve NLN Achievement Tests for baccalaureate students. In addition, the student must take one credit hour of clinical work for 250. Students should register for the clinical portion of 250 with the registrar, Sallie Wamsley, 106 Godchaux Hall. The clinical portions of 220, 230, 240, and 270 are not required of R.N. students. Students who receive advanced placement for these courses then take elective courses that will enhance their educational goals in place of those hours.

To arrange to take NLN advanced placement tests, please contact the registrar, 106 Godchaux Hall. Students who do not earn passing scores must take the courses. A nominal fee, paid by certified check or money order, is required for the administration and scoring of advanced placement tests.

Registered Nurse students in the specialist component who are certified through a professional nursing organization in the area of specialty practice may obtain credit by examination for selected specialty courses. The credit by examination procedure will verify acceptable knowledge and skill attainment received through national certification at the specialist level. Credit by examination will be limited to a maximum of two specialty courses. Verification of the certification must be sent directly to the School of Nursing by the certifying agency before the student is eligible to register for credit by examination. Full tuition is charged for courses in which credit by examination is earned.

Other courses in the specialist component may be available for credit by examination as determined by the Curriculum Committee or upon petition to the Student Admissions and Academic Affairs Committee. Students may consult their faculty advisers for further information.

International Students

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

Admission. 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 6151, Princeton, New Jersey 08541-6151, U.S.A.

Entering students for whom English is a second language should enroll in an intensive English language program before beginning academic studies. In some cases the program may be required. For information about Vanderbilt's English language program, write to the Center for Orientation Programs in English (COPE), Box 510 Peabody Station, Nashville, Tennessee 37203, U.S.A. COPE's telephone number is (615) 322-2753.

Before Vanderbilt can issue a certificate of eligibility for a visa, 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 educational students. Foreign students should not expect to meet the cost of their education by working while enrolled at Vanderbilt.

Health and Accident Insurance. International students, whether attending the University full time or part time, and their dependents residing in the United States are required to purchase through the University international student health and accident insurance, unless in the judgment of the University adequate coverage is provided from some other source. Information concerning the limits, exclusions, and benefits of this insurance can be obtained from the Office of International Services.

Prior to admission, foreign applicants who are nurses must have taken the Commission on Graduates of Foreign Nursing Schools (COGNFS) examination and the Tennessee licensing examination. Information on the COGNFS may be obtained by writing the commission at 3624 Market Street, Philadelphia, Pennsylvania 19104, U.S.A., or by calling (215) 349-8767. The COGNFS exam is given in April and October in thirty-five different countries and five U.S. cities, though not in Nashville. Information on the Tennessee licensing exam may be obtained from the Tennessee Board of Nursing, 283 Plus Park Boulevard, Nashville, Tennessee 37219-5407, U.S.A.

Student Classification

The following classifications apply to M.S.N. and Bridge students.

Regular Student. Enrolled full time or part time in the School of Nursing, having met admission requirements.

A full-time student in the program normally will enroll for 12 to 18 credit hours a semester. Students registered for thesis or master's project (0-3 hours) are also defined as full time. Part-time students carry a minimum of 6 but 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 three years of first enrollment. Students in the Bridge program must complete all degree requirements within five years of first enrollment.

Special Student. Enrolled in one or more non-clinical Bridge or 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 Bridge or graduate program.

To be considered as a special student, an applicant must submit a completed application form with transcripts and the non-refundable application fee at least two weeks before registration. Acceptance into a course is dependent upon availability of space and facilities after full-time and part-time students have been registered.

Registration as a special student requires approval by the Associate Dean. All University and School of Nursing regulations, including the Honor System, apply to special students. Special students who desire to change to regular student status should make application for admission to a specialty following regular procedures.



Assistant Professor Jane B. Daddario



The M.S.N. Program

THE Master of Science in Nursing, the first-professional degree in nursing at Vanderbilt, is specialty-related and offered at the graduate level. The increase in knowledge required of nurses and the scope of their responsibilities, as well as changes in roles, functions, and practice settings, require a post-baccalaureate nursing education built on a rich undergraduate liberal education and a baccalaureate nursing degree or its equivalent.

Due to the present diversity in nursing programs, educational opportunities must be made available to facilitate progression to the M.S.N. as the first-professional degree. Vanderbilt School of Nursing offers several options for entry into a master's degree program designed to accommodate a variety of cognitive styles, life experiences, and professional backgrounds.

In addition to educating students, the M.S.N. program 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 role models 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.

Advanced Practice

Adult Acute/Critical Care Nursing

This specialty prepares students for advanced practice roles by providing a broad foundation in concepts of acute/critical care nursing and clinical expertise in a specific area of concentration. Potential areas include critical care (medical, surgical, and/or cardiovascular), trauma, burn, renal, organ transplantation, or any general acute care setting. Additional areas of concentration may be planned, 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/critical care nursing.

Adult Acute/Critical Care Nurse Practitioner

The acute/critical care specialty has developed a new option for R.N. students who have a minimum of two years in critical care to combine adult nurse practitioner skills with advanced practice in acute/critical care. The course of study for this option integrates the nurse practitioner courses with the didactic acute/critical care courses. Enrollment in this option will be limited by availability of preceptors.

Adult Chronic Care Nursing

This specialty prepares students for advanced practice roles by providing a broad base of concepts in chronic care nursing and clinical expertise in primary, secondary, or tertiary care. Students in this specialty take didactic and practicum courses that lay the foundation for individualized, in-depth study of chronic care nursing in such subspecialties as oncology, hospice, HIV/AIDS, stroke, diabetes, and neuromuscular, renal, and pulmonary disorders.

Adult Psychiatric–Mental Health Nursing

Students study individuals, groups, and families in which adults are experiencing moderate to severe psychiatric–mental health problems. Clinical placements are provided in both community and institutional settings. Opportunities exist for experiences with particular target populations, such as substance abuse, forensic services, adult survivors, chronic mental illness, and sexual health concerns.

Child and Adolescent Nursing

This specialty provides a broad theoretical and research foundation in advanced concepts of child and adolescent nursing. Graduates in the specialty are able to assist children and adolescents and their families in recovering from and/or adapting to illnesses or disabilities. Graduates are prepared to provide comprehensive physical and psychosocial care in a variety of settings.

Child and Adolescent Psychiatric–Mental Health Nursing

Students study children and adolescents and their families who are experiencing moderate to severe psychiatric–mental health problems under varying environmental and cultural conditions. Clinical placements are provided in community and institutional settings. Opportunities exist for experiences with particular target populations: those with eating disorders, substance abuse, attention deficits, conduct disorders, learning disabilities, mood and anxiety disorders, and high-risk families.

Family Nurse Practitioner

This specialty prepares graduates to deliver comprehensive primary care to individuals, from infancy through adulthood. Emphasis is on acquisition of the knowledge and skills necessary for a family-centered approach to health promotion and intervention in illness. 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. Graduates are eligible to sit for the American Nurses Association (ANA) Family Nurse Practitioner certification exam.

Gerontological Nurse Practitioner

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. Graduates are eligible to take the Gerontological Nurse Practitioner exam.

Geropsychiatric–Mental Health Nursing

Students selecting the geropsychiatric–mental health nursing specialty focus on individuals who are experiencing acute psychosocial and developmental problems associated with health and sociocultural factors such as physical illness and major loss. Other populations include those with declining cognitive function and those with chronic mental illness.

The elderly client is viewed within the context of the family and significant others, and nursing care derives from a multidisciplinary approach. Clinical placements are provided in numerous settings, including the home, inpatient and long-term care facilities, and day care agencies.

Neonatal/Infancy Nursing

This specialty focuses on the nursing needs of neonates and infants through thirty-six months of age. Recognizing that neonatal/infant development is ongoing and cannot be separated from care, the nursing process is addressed using a developmental approach. Within this specialty, two areas of study are available: Neonatal/Infancy Nursing and Neonatal Critical Care. This specialty emphasizes the use of theory and research findings from nursing and health-related fields to guide innovative nursing practice and models of health care delivery. Students are prepared to

assume entry-level advanced practice roles and to contribute to the advancement of the nursing profession and discipline. Clinical experiences provided include care of healthy neonates and infants as well as care of those with short- and long-term health disruptions. Sites for clinical experiences are located in primary, secondary, and tertiary sectors of the health care system.

Only those applicants having a minimum of one year of Level III NICU Registered Nurse experience and AHA/APA Neonatal Resuscitation Certification will be eligible for admission to the Neonatal Critical Care option. All graduates will be eligible to take certification examinations given by the American Nurses' Association (ANA) and NAACOG, a division of the American College of Obstetricians and Gynecologists.

Nursing Administration

This specialty is offered in collaboration with Peabody College and the Owen Graduate School of Management. It prepares graduates for the advanced practice role of nursing administration. The specialty is designed to prepare the graduate 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.

Perinatal Nursing

Students electing this speciality acquire knowledge and skills to provide expert, advanced nursing care to childbearing women and their families. This specialty offers two study options. The first, Perinatal Nursing, provides a broad theoretical and clinical foundation, from pregnancy as a state of health through pregnancy complicated by illness. Graduates will be prepared to assume entry level advanced practice positions. The second option, Critical Care Obstetrical Nursing, is open to a limited number of students who have practiced as registered nurses in a tertiary obstetrical care setting for a minimum of three years. Students learn to apply principles of critical care nursing to women experiencing pregnancy complicated by acute, life-threatening illness or trauma. Students may select clinical learning experiences and sites to meet their individual learning goals.

Joint Program

M.S.N./M.B.A.

A joint program leading to the M.S.N./M.B.A. degrees is offered through the Administration Specialty at the School of Nursing and the Owen Graduate School of Management.

The M.S.N./M.B.A. joint-degree program is uniquely designed to prepare nurse administrators for top level management in various health care settings. In addition to advanced practice in nursing administration, opportunities are provided for advanced practice in financial management, operations management, marketing, accounting, economics, organization studies, management, and policy. Admission is required to the School of Nursing and the Owen Graduate School of Management. Other admission requirements are two years of nursing experience as a registered nurse and successful completion of the GMAT.

Students are required to attend full time and will take approximately 70 hours of required coursework in five semesters including one summer of full-time study. A non-credit math review course taken at Owen may be required of students in the summer preceding fall enrollment. Nursing and management practice are required in selected courses. Special requirements for admission to the joint degree program are listed under admission criteria for Nursing Administration. Specific curriculum information is available in the Office of Admissions, 101 Godchaux Hall, or by calling (615) 322-3800.

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. All degree requirements must be completed within three 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 specialty 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 entering through the Bridge program, the M.S.N. degree is granted on the basis of 85–86 credit hours. In the generalist nursing or Bridge component, students must earn at least a *C* in each course. To progress from the generalist to the specialist component, students must (a) complete 46–47 semester hours of the generalist nursing component with the minimum grade of *C* in each course and (b) earn a cumulative grade average of *B*. Students entering the Bridge program must complete all M.S.N. degree requirements within five 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.

Certification

Students interested in becoming certified in a specialty should consult their specialty directors for details. Certification is offered through several professional nursing organizations, including the American Nurses' Association. The ANA offers specialty certification for M.S.N.-prepared nurses in the following areas: medical-surgical nursing, gerontological nursing, nursing administration, family nurse practitioner, adult nurse practitioner, pediatric nurse practitioner, perinatal nursing, gerontological nurse practitioner, adult psychiatric nursing, and child and adolescent psychiatric nursing. The Oncology Nursing Society offers certification in the practice of oncology nursing.



The Curriculum



The Bridge Program

The Bridge program has three component parts:

General Education Courses. 72 semester hours, all of which the applicant must have completed before entering the program. (Details of the 72 prerequisite hours are listed under Admission to the M.S.N. Program via the Bridge, page 212.)

Bridge Courses. 46–47 hours.

Specialist Nursing Courses. 39 hours.

Bridge Curriculum Overview

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

Sample Bridge Curriculum for Non-Registered Nurse Students

FALL SEMESTER	HOURS
200 Basic Nursing Skills	3
201 Conceptual Foundations of Nursing	4
203 Health Assessment	2
220 Health Promotion of the Adult I	4
231♦ Introduction to Nutritional Health	2
or	
Psy 2690♦ Special Topics (Lifespan Development)	3
	<hr/> 15–16
SPRING SEMESTER	
204♦ Dimensions of Professional Nursing	2
230 Health Promotion during the Childbearing Experience	4
237 Drug Therapy	2
240 Health Promotion of the Child	4
250 Psychiatric and Mental Health Nursing	4
	<hr/> 16

SUMMER SEMESTER

254	Law, Ethics, and Politics in Nursing	3
260	Community Health Nursing	4
270	Health Promotion of the Adult II	5
286	Introduction to Nursing Leadership and Management	3
		<hr/> 15

♦ Transfer credit accepted.

Sample Bridge Curriculum for Registered Nurse Students

FALL SEMESTER		HOURS
200♦	Basic Nursing Skills (automatic credit) [3]	
202a	Transition to Professional Practice I	3
203•	Health Assessment	2
220†	Health Promotion of the Adult I (or elective)	3
231♦♦	Introduction to Nutritional Health	2
or		
Psy 2690♦	Special Topics (Lifespan Development)	3
260	Community Health Nursing	4
		<hr/> 14–15

SPRING SEMESTER

202b	Transition to Professional Practice II	3
204♦♦	Dimensions of Professional Nursing	2
230†	Health Promotion during the Childbearing Experience (or elective)	3
237•	Drug Therapy	2
240†	Health Promotion of the Child (or elective)	3
254	Law, Ethics, and Politics in Nursing	3
		<hr/> 16

SUMMER SEMESTER

250†	Psychiatric and Mental Health Nursing (or elective)	3
250	Psychiatric and Mental Health Nursing, Clinical	1
270†	Health Promotion of the Adult II (or elective)	3
286	Introduction to Nursing Leadership and Management	3
	Elective	3
		<hr/> 13

• Credit by examination (CBE); must formally register for course (exams prepared by instructor)

♦ Transfer credit accepted

† Advanced placement (AP) credit available by taking NLN exams; then take electives in lieu of course

After successful completion of the Bridge 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) of full-time study. This component of the Bridge program follows the same curriculum plan as the direct entry M.S.N. program—39 hours of credit including foundation, research, and specialty courses. Please

refer to the Specialist Nursing Curriculum below for sample curriculum plans in the various specialties.

Bridge: Part-Time Studies

Part-time students should meet with their faculty advisers regularly to update their program of studies. Part-time Bridge students have five years from first enrollment to complete all M.S.N. degree requirements.

The following is a suggested program of part-time studies for the Bridge component. Students must check the schedule, however, for availability of courses each semester.

Sample Bridge Curriculum for Registered Nurse Students—Two Year Program

YEAR ONE		Fall	Spring	Summer
200♦	Basic Nursing Skills (automatic credit) [3]			
202ab	Transition to Professional Practice I and II	3	3	—
203•	Health Assessment	2	—	—
220†	Health Promotion of the Adult I (or elective)	—	3	—
237•	Drug Therapy	—	2	—
250†	Psychiatric and Mental Health Nursing (or elective)	—	—	3
250	Psychiatric and Mental Health Nursing, Clinical	—	—	1
270†	Health Promotion of the Adult II (or elective)	—	—	3
286	Introduction to Nursing Leadership and Management	3	—	—
		8	8	7
YEAR TWO				
204♦♦	Dimensions of Professional Nursing	—	2	—
230†	Health Promotion during the Childbearing Experience (or elective)	—	3	—
231♦♦	Introduction to Nutritional Health	2	—	—
or				
Psy 2690♦	Special Topics (Growth and Development)	3	—	—
240†	Health Promotion of the Child (or elective)	3	—	—
254	Law, Ethics, and Politics in Nursing	—	3	—
260	Community Health Nursing	4	—	—
	Elective	—	—	3
	Graduate Course	—	—	3
		9-10	8	6

• Credit by examination (CBE); must formally register for course (exams prepared by instructor)

♦ Transfer credit accepted.

† Advanced placement (AP) credit may be earned by taking NLN exam; take elective in lieu of course.

Sample Bridge Curriculum for Registered Nurse Students—Three Year Program

YEAR ONE		Fall	Spring	Summer
200♦	Basic Nursing Skills (automatic credit) [3]			
202ab	Transition to Professional Practice I and II	3	3	—
203•	Health Assessment	2	—	—
237•	Drug Therapy	2	—	—
250†	Psychiatric and Mental Health Nursing (or elective)	—	—	3
250	Psychiatric and Mental Health Nursing, Clinical	—	—	1
254	Law, Ethics, and Politics in Nursing	—	3	—
		<u>7</u>	<u>6</u>	<u>4</u>

YEAR TWO

220†	Health Promotion of the Adult I (or elective)	—	3	—
231♦♦	Introduction to Nutritional Health	2	—	—
or				
Psy 2690♦	Special Topics (Growth and Development)	3	—	—
240†	Health Promotion of the Child (or elective)	—	3	—
270†	Health Promotion of the Adult II (or elective)	—	—	3
286	Introduction to Nursing Leadership and Management	3	—	—
	Graduate Elective	—	—	3
		<u>5-6</u>	<u>6</u>	<u>6</u>

YEAR THREE

204♦♦	Dimensions of Professional Nursing	—	2	—
230†	Health Promotion during the Childbearing Experience (or elective)	3	—	—
260	Community Health Nursing	4	—	—
	Elective	—	3	—
	Graduate course	—	—	6
		<u>7</u>	<u>5</u>	<u>6</u>

• Credit by examination (CBE); must formally register for course (exam prepared by instructor)

♦ Transfer credit accepted.

† Advanced placement (AP) credit may be earned by taking NLN exam; take elective in lieu of course.

Sample Bridge Curriculum for Non-Registered Nurse Students—Two Year Program

YEAR ONE		Fall	Spring	Summer
200	Basic Nursing Skills	3	—	—
201	Conceptual Foundations of Nursing	4	—	—
203	Health Assessment	2	—	—
204	Dimensions of Professional Nursing	—	2	—
220	Health Promotion of the Adult I	—	4	—
237	Drug Therapy	—	2	—
250	Psychiatric and Mental Health Nursing	—	—	4
270	Health Promotion of the Adult II	—	—	3
		<u>9</u>	<u>8</u>	<u>7</u>

YEAR TWO		Fall	Spring	Summer
230	Health Promotion during the Childbearing Experience	4	-	-
231♦	Introduction to Nutritional Health	2	-	-
or				
Psy 2690♦	Special Topics (Growth and Development)	3	-	-
240	Health Promotion of the Child	4	-	-
254	Law, Ethics, and Politics in Nursing	-	3	-
260	Community Health Nursing	-	4	-
270	Health Promotion of the Adult II (Clinical)	-	2	-
286*	Introduction to Nursing Leadership and Management	-	-	3
	Graduate Elective	-	-	3-6
		10-11	9	6-9

♦ Transfer credit accepted.

* Students with transfer credit in both Nutrition and Lifespan Development may take Nursing 286 in fall of year two.

Specialist Nursing Curriculum Overview

Research/Theory Courses (9 semester hours)

These courses encompass content that is essential for all master's degree students and allow students across specialties to share experiences.

The Models/Theories in Nursing course (N308) provides a basis for nursing theory analysis and application to practice. Further application occurs in the specialty offerings subsequent to the foundation course.

The research courses include 6 hours of research methods and scientific inquiry (Nursing 375 and 376).

Specialty Courses (21 semester hours minimum)

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

Electives (9 semester hours)

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

semester hours must be taken within the School of Nursing. Elective hours may be designated by selection of subspecialty for certification.

Specialist Nursing Curriculum

Research/Theory Courses

308	Models/Theories in Nursing	3
375	Research Methods	3
376	Inquiry in Nursing	3
		9

Elective Courses

	Nursing*	6
	Other	3
		9

Subspecialty electives for certification† 1-9

* Except Nursing Administration, which has 5 hours of Nursing electives only. See Nursing Administration specialist courses for other electives.

† Some specialties require additional electives.

Specialty Courses

Adult (Acute/Critical Care) Nursing

304a	Advanced Health Assessment across the Lifespan	2
304b	Advanced Health Assessment Applications	1
306	Physiologic Foundations of Nursing	3
340	Theoretical Foundations of Adult Health	3
342	Adult Health Practicum I	3
343	Adult Health Practicum II	3
345a	Theoretical Foundations of Acute/Critical Care Nursing I	3
345b	Theoretical Foundations of Acute/Critical Care Nursing II	3
		21

Adult (Acute/Critical Care) Nurse Practitioner

304a	Advanced Health Assessment across the Lifespan	2
304b	Advanced Health Assessment Applications	1
305	Theoretical Foundations of Family Nursing	2
306	Physiologic Foundations of Nursing	3
307	Clinical Pharmacology for Primary Care	2
340	Theoretical Foundations of Adult Health	3
345a	Theoretical Foundations of Acute/Critical Care Nursing I	3
345b	Theoretical Foundations of Acute/Critical Care Nursing II	3
361	Theoretical Foundations of Adult Primary Care Nursing	3
363	Practicum in Primary Health Care of the Adult	3
364	Family Nurse Practitioner Preceptorship	4
		29

Adult (Chronic Care) Nursing

304a	Advanced Health Assessment across the Lifespan	2
304b	Advanced Health Assessment Applications	1
306	Physiologic Foundations of Nursing	3
340	Theoretical Foundations of Adult Health	3
342	Adult Health Practicum I	3
343	Adult Health Practicum II	3
344a	Theoretical Foundations of Chronic Care Nursing I	3
344b	Theoretical Foundations of Chronic Care Nursing II	3
		21

Child-Adolescent Nursing

304a	Advanced Health Assessment across the Lifespan	2
304b	Advanced Health Assessment Applications	1
305	Theoretical Foundations of Family Nursing	2
306	Physiologic Foundations of Nursing	3
311	Theoretical Foundations of Child and Adolescent Nursing I	2
312	Theoretical Foundations of Child and Adolescent Nursing II	4
313	Practicum in Child and Adolescent Nursing I	3
314	Practicum in Child and Adolescent Nursing II	4
		21

Critical Care Obstetrical Nursing

304a	Advanced Health Assessment across the Lifespan	2
306	Physiologic Foundations of Nursing	3
330a	Theoretical Foundations of Critical Care Obstetrical Nursing I	3
331a	Practicum in Critical Care Obstetrical Nursing I	2
332a	Theoretical Foundations of Critical Care Obstetrical Nursing II	3
333	Practicum in Perinatal Nursing II	4
334	Preceptorship in Perinatal Nursing	4
		21

Family Nurse Practitioner

304a	Advanced Health Assessment across the Lifespan	2
304b	Advanced Health Assessment Applications	1
305	Theoretical Foundations of Family Nursing	2
306	Physiologic Foundations of Nursing	3
307	Clinical Pharmacology for Primary Care	2
360	Theoretical Foundations of Child and Adolescent Primary Care Nursing	2
361	Theoretical Foundations of Adult Primary Care Nursing	3
362	Practicum in Primary Health Care of the Child and Adolescent	2
363	Practicum in Primary Health Care of the Adult	3
364	Family Nurse Practitioner Preceptorship	4
		24

Gerontological Nurse Practitioner

304a	Advanced Health Assessment across the Lifespan	2
306	Physiologic Foundations of Nursing	3
307	Clinical Pharmacology for Primary Care	2
320	Theoretical Foundations in Health Care Management of the Aged	3
321	Psychosocial Aspects of Aging	2

322	Practicum in Aged Health Care I	2
323	Practicum in Aged Health Care II	3
324	Gerontological Nurse Practitioner Preceptorship	4
361	Theoretical Foundations in Adult Primary Care Nursing	3
		24

Neonatal Critical Care Nursing

304c	Advanced Neonatal/Infancy Health Assessment	3
310	Developmental Physiology	3
316	Theoretical Foundations of Neonatal/Infancy Nursing I	3
317a	Theoretical Foundations of Neonatal Critical Care Nursing	3
318a	Neonatal Critical Care Practicum	6
319	Neonatal/Infancy Preceptorship	3
		21

Neonatal/Infancy Nursing

304c	Advanced Neonatal/Infancy Health Assessment	3
310	Developmental Physiology	3
316	Theoretical Foundations of Neonatal/Infancy Nursing I	3
317b	Theoretical Foundations of Neonatal/Infancy Nursing II	3
318b	Neonatal/Infancy Practicum	6
319	Neonatal/Infancy Preceptorship	3
		21

Nursing Administration

380	Theoretical Foundations of Nursing Administration I	3
381	Theoretical Foundations of Nursing Administration II	3
385	Health Care Financial Management	3
387	Health Law, Policy, and Labor Relations	3
388	Administrative Residency	4
	Owen Graduate School of Management/Peabody College courses	9
		25

Perinatal Nursing

304a	Advanced Health Assessment across the Lifespan	2
306	Physiologic Foundations of Nursing	3
330b	Theoretical Foundations of Perinatal Nursing I	3
331b	Practicum in Perinatal Nursing I	2
332b	Theoretical Foundations of Perinatal Nursing II	3
333	Practicum in Perinatal Nursing II	4
334	Preceptorship in Perinatal Nursing	4
		21

Psychiatric–Mental Health (Adult) Nursing

350	Theoretical Foundations of Psychiatric–Mental Health Nursing I	2
351b	Practicum in Adult Psychiatric–Mental Health Nursing I	2
352	Biobehavioral Aspects of Psychiatric Disorders	3
353b	Theoretical Foundations of Adult Psychiatric–Mental Health Nursing	2
354	Theoretical Foundations of Psychiatric–Mental Health Nursing II	3
356b	Practicum in Adult Psychiatric–Mental Health Nursing II	3

357	Theoretical Foundations of Psychiatric–Mental Health Nursing Delivery Systems	3
358b	Practicum in Adult Psychiatric–Mental Health Nursing III	3
		<u>21</u>

Psychiatric–Mental Health (Child/Adolescent) Nursing

350	Theoretical Foundations of Psychiatric–Mental Health Nursing I	2
351a	Practicum in Child/Adolescent Psychiatric–Mental Health Nursing I	2
352	Biobehavioral Aspects of Psychiatric Disorders	3
353a	Theoretical Foundations of Child/Adolescent Psychiatric–Mental Health Nursing	2
354	Theoretical Foundations of Psychiatric–Mental Health Nursing II	3
356a	Practicum in Child/Adolescent Psychiatric–Mental Health Nursing II	3
357	Theoretical Foundations of Psychiatric–Mental Health Nursing Delivery Systems	3
358a	Practicum in Child/Adolescent Psychiatric–Mental Health Nursing III	3
		<u>21</u>

Psychiatric–Mental Health (Geropsychiatric) Nursing

350	Theoretical Foundations of Psychiatric–Mental Health Nursing I	2
351c	Practicum in Geropsychiatric–Mental Health Nursing I	2
352	Biobehavioral Aspects of Psychiatric Disorders	3
353c	Theoretical Foundations of Geropsychiatric–Mental Health Nursing	2
354	Theoretical Foundations of Psychiatric–Mental Health Nursing II	3
356c	Practicum in Geropsychiatric–Mental Health Nursing II	3
357	Theoretical Foundations of Psychiatric–Mental Health Nursing Delivery Systems	3
358c	Practicum in Geropsychiatric–Mental Health Nursing III	3
		<u>21</u>



Pre-Nursing Studies

FRESHMAN students interested in nursing at Vanderbilt apply for admission to either the College of Arts and Science or Peabody College and indicate that pre-nursing is their intended program of studies. In addition to their faculty advisers in the College of Arts and Science or Peabody College, pre-nursing students will be assigned advisers in the School of Nursing to assist them in planning their program of studies.

Qualified students are admitted to the Master of Science in Nursing Bridge program upon completion of 72 prerequisite hours or after earning a baccalaureate degree at Vanderbilt. Students are encouraged to write or call the Office of Admissions, 102 Godchaux Hall, (615) 322-3800 for further details of the program.

Pre-Nursing Studies in the College of Arts and Science

Pre-nursing students in the College of Arts and Science may either (a) complete the three-year bachelor's program offered by the College and apply for admission to the School of Nursing upon completion of the degree or (b) complete 72 hours of prerequisite courses and apply for admission to the School of Nursing for either their junior or their senior year. Under either option, students must satisfy admission requirements for the M.S.N. program. Upon admission to the School of Nursing, the student will complete six semesters (two calendar years) of full-time study to earn the M.S.N.

A sample curriculum plan for a major in psychology and completion of pre-nursing courses is outlined below, but students are not limited in their choice of major. They must, however, plan their program of studies carefully with their advisers in both the College of Arts and Science and the School of Nursing.

**Sample Curriculum (Arts and Science), Three-Year B.S. Program*
with Major in Psychology and Completion of Pre-Nursing Courses**

FRESHMAN YEAR		Fall	Spring	May/ Summer
Chem 101a–101b or Chem 102a–102b	Introductory Chemistry or General Chemistry	4	4	–
Math 127–128	Probability and Statistical Inference or substitute requirement (see adviser)	4	4	–
	Foreign Language	3	3	–
Psych 101	General Psychology	5	5	–
English 100W	Composition	–	3	–
	May Session elective	3	–	–
	"W" Course	–	–	3
	CPL requirements or electives	–	–	3
		15	15	12
SOPHOMORE YEAR				
MBio 102a or 190	Molecular Biology	3–4	–	–
	History and Culture	3	6	–
	Science and the World	–	3	–
	"W" Course	3	–	–
	Social Science	–	3	–
Nurs 160	Anatomy	4	–	–
Nurs 170	Physiology	–	4	–
	Humanities	3	–	6
	Psych or elective	–	–	3
	May Session course	–	–	3
		16–17	16	12
JUNIOR YEAR**				
Psych 221	Psychology courses	12	9	–
	Developmental Psychology	–	3	–
	Electives	6	3–4	–
		18	15–16	–
			Total	120

* By use of advanced placement and/or credit by examination, students may receive credit for as much as one academic year.

** Students apply for admission to the School of Nursing during their junior year.

Sample Curriculum for Completion of M.S.N.

SENIOR YEAR		Fall	Spring	May/ Summer
200	Basic Nursing Skills	3	-	-
201	Conceptual Foundation of Nursing	4	-	-
203	Health Assessment	2	-	-
220	Health Promotion of the Adult I	4	-	-
231	Introduction to Nutritional Health	2	-	-
204	Dimensions of Professional Nursing	-	2	-
230	Health Promotion during the Childbearing Experience	-	4	-
237	Drug Therapy	-	2	-
240	Health Promotion of the Child	-	4	-
250	Psychiatric and Mental Health Nursing	-	4	-
254	Law, Ethics, and Politics in Nursing	-	-	3
260	Community Health Nursing	-	-	4
270	Health Promotion of the Adult II	-	-	5
286	Introduction to Nursing Leadership and Management	-	-	3
		15	16	15
FIFTH YEAR				
308	Models/Theories in Nursing	3	-	-
375-376	Research Methods and Inquiry in Nursing	3	3	-
	Specialty Nursing Courses	7	7	7
	Electives	-	3	6
		13	13	13

Pre-nursing students in the College may also elect to complete 72 hours of prerequisite courses and apply for admission to the School of Nursing in either their junior or senior year. Students choosing this option will continue to the M.S.N. degree, bypassing a baccalaureate degree. With the M.S.N., however, students are qualified for all professional nursing careers and eligible to take the National Counsel on Licensure Examination (NCLEX) to become a Registered Nurse.

A sample curriculum plan is outlined below for students who enter the School of Nursing in the fall of their junior year. At this time, all students must enter in the fall semester; spring entry is not offered.

Sample Curriculum (Arts and Science) with Entry in Fall of Junior Year*

FRESHMAN YEAR		Fall	Spring	May/ Summer
Chem 101a–101b	Introductory Chemistry <i>or</i>	4	4	–
Chem 102a–102b	General Chemistry	4	4	–
Math 127–128	Probability and Statistical Inference <i>or substitute requirement (see adviser)</i>	3	3	–
	Foreign Language	5	5	–
Psych 101	General Psychology	–	3	–
English 100W	Composition	3	–	–
	Social Science	–	–	3
	"W" Course	–	–	3
		15	15	6
SOPHOMORE YEAR*				
MBio 102a or 190	Molecular Biology	3–4	–	–
	History and Culture	3	6	–
	"W" Course	3	–	–
160	Anatomy	4	–	–
170	Physiology	–	4	–
Psych 221	Developmental Psychology	–	3	–
	Humanities	–	3	6
	Electives	–	0–1	–
		13–14	16–17	6
			Total	72

* Students apply for admission to the School of Nursing during the spring semester of their sophomore year.

Sample Curriculum for Completion of M.S.N.

JUNIOR YEAR		Fall	Spring	May/ Summer
200	Basic Nursing Skills	3	–	–
201	Conceptual Foundation of Nursing	4	–	–
203	Health Assessment	2	–	–
220	Health Promotion of the Adult I	4	–	–
231	Introduction to Nutritional Health	2	–	–
204	Dimensions of Professional Nursing	–	2	–
230	Health Promotion during the Childbearing Experience	–	4	–
237	Drug Therapy	–	2	–
240	Health Promotion of the Child	–	4	–
250	Psychiatric and Mental Health Nursing	–	4	–
254	Law, Ethics, and Politics in Nursing	–	–	3
260	Community Health Nursing	–	–	4
270	Health Promotion of the Adult II	–	–	5
286	Introduction to Nursing Leadership and Management	–	–	3
		15	16	15

SENIOR YEAR		Fall	Spring	May/ Summer
308	Models/Theories in Nursing	3	—	—
375-376	Research Methods and Inquiry in Nursing	3	3	—
	Specialty Nursing Courses	7	7	7
	Electives	—	3	6
		13	13	13

Pre-Nursing Studies at Peabody College

Pre-nursing students at Peabody College may either (a) complete a major in human development and earn both a B.S. and an M.S.N. through a senior-in-absentia program or (b) complete 72 hours of prerequisite courses and apply for admission to the School of Nursing for either their junior or their senior year. Students choosing either option must satisfy admission requirements for the M.S.N. program. Upon admission to the School of Nursing, the student is required to complete six semesters (two calendar years) of full-time study to earn the M.S.N.

Students interested in the senior-in-absentia program should refer to the section on Senior-in-Absentia in this catalog as well as to the Major in Human Development in the *Undergraduate Catalog*. Under this option, students complete their first three years of study. They apply for admission to the School of Nursing during the spring of their junior year and, upon admission, take generalist nursing courses their senior year, formally transferring to the School of Nursing in the spring semester, after completing 105 hours as Peabody students. Upon successful completion of the fall and spring semester nursing course work, students are awarded the B.S. in human development. They then continue for an additional four semesters (summer, fall, spring, and summer) to earn the Master of Science in Nursing.

A sample curriculum plan for this option is outlined below:

Sample Curriculum for Human Development Major and M.S.N.

FRESHMAN YEAR		Semester hours	
		FALL	SPRING
HR 1000	Applied Human Development	4	—
HR 1100	Small Group Behavior	—	3
Chem 101a-101b	Introductory Chemistry	4	4
Math 127-128	Probability and Statistical Inference	3	3
Psych 101	General Psychology	—	3
	Liberal Education Core Requirements	4	3
		15	16

SOPHOMORE YEAR		Fall	Spring
HR 1200	Human Service Organizations	3	—
HR 1300	Organizational Development in Human Service Systems	—	3
160–170	Anatomy–Physiology	4	4
MBio 102a or 190	Molecular Biology	3–4	—
	Liberal Education Core Requirements	—	9
		13–14	16

JUNIOR YEAR*

HR 2100	Public Policy in Human Services	3	—
HR 2201	Systematic Inquiry in Human Development I	—	3
231	Introduction to Nutritional Health	2	—
	Liberal Education Core Requirements	9	6
	Electives	1–2	3
HD 2960	Senior Thesis	—	3
		15–16	15

* Students apply for admission to the School of Nursing during their junior year.

SENIOR YEAR		Fall	Spring	May/ Summer
200†	Basic Nursing Skills	3	—	—
201†	Conceptual Foundation of Nursing	4	—	—
203†	Health Assessment	2	—	—
220**	Health Promotion of the Adult I	4	—	—
204†	Dimensions of Professional Nursing	—	2	—
230**	Health Promotion during the Childbearing Experience	—	4	—
237†	Drug Therapy	—	2	—
240**	Health Promotion of the Child	—	4	—
250**	Psychiatric and Mental Health Nursing	—	4	—
254	Law, Ethics, and Politics in Nursing	—	—	3
260	Community Health Nursing	—	—	4
270	Health Promotion of the Adult II	—	—	5
286	Introduction to Nursing Leadership and Management	—	—	3
		13	16	15

† Acceptable as related area course work for undergraduate Human Development program.

** Acceptable as undergraduate Human Development practicum/internship requirement.

The B.S. in Human Development is conferred by Peabody College at the end of the spring semester.

FIFTH YEAR

308	Models/Theories in Nursing	3	—	—
375–376	Research Methods and Inquiry in Nursing	3	3	—
	Specialty Nursing Courses	7	7	7
	Electives	—	3	6
		13	13	13

The M.S.N. is conferred by the School of Nursing at the end of the fifth year.

Pre-nursing students at Peabody who elect to complete 72 hours of prerequisite courses and enter the School of Nursing in either their junior or their senior year will continue to the M.S.N. degree, bypassing the baccalaureate degree. With the M.S.N., however, students are qualified for all professional nursing careers and eligible to apply to the National Council on Licensure Examination (NCLEX) to become a Registered Nurse.

A sample curriculum plan is outlined below for students who enter the School of Nursing in the fall of their junior year. At this time, all students must enter in the fall semester; spring entry is not offered.

Sample Curriculum (Peabody) with Entry in Fall of Junior Year*

FRESHMAN YEAR		Fall	Spring	May/ Summer
HR 1000	Applied Human Development	4	—	—
HR 1100	Small Group Behavior	—	3	—
Chem 101a–101b	Introductory Chemistry	4	4	—
Math 127–128	Probability and Statistical Inference	3	3	—
Psych 101	General Psychology	—	3	—
	English	3	3	—
	Physical Education	1	—	—
	Humanities or Elective	—	—	3
		15	16	3
SOPHOMORE YEAR*				
HR 1200	Human Service Organizations	3	—	—
HR 1300	Organizational Development in Human Service Systems	—	3	—
160–170	Anatomy–Physiology	4	4	—
MBio 102a or 190	Molecular Biology	3–4	—	—
	Social Science	—	3	—
	Humanities or Electives	—	6	7–8
	Physical Education	1	—	—
		14–15	16	7–8
			Total	72

* Students apply for admission to the School of Nursing during the spring semester of their sophomore year.

Sample Curriculum for Completion of M.S.N.

JUNIOR YEAR		Fall	Spring	May/ Summer
200	Basic Nursing Skills	3	—	—
201	Conceptual Foundation of Nursing	4	—	—
203	Health Assessment	2	—	—
220	Health Promotion of the Adult I	4	—	—
231	Introduction to Nutritional Health	2	—	—
204	Dimensions of Professional Nursing	—	2	—
230	Health Promotion during the Childbearing Experience	—	4	—
237	Drug Therapy	—	2	—
240	Health Promotion of the Child	—	4	—
250	Psychiatric and Mental Health Nursing	—	4	—
254	Law, Ethics, and Politics in Nursing	—	—	3
260	Community Health Nursing	—	—	4
270	Health Promotion of the Adult II	—	—	5
286	Introduction to Nursing Leadership and Management	—	—	3
		15	16	15
SENIOR YEAR				
308	Models/Theories in Nursing	3	—	—
375-376	Research Methods and Inquiry in Nursing	3	3	—
	Specialty Nursing Courses	7	7	7
	Electives	—	3	6
		13	13	13

Senior-in-Absentia Programs

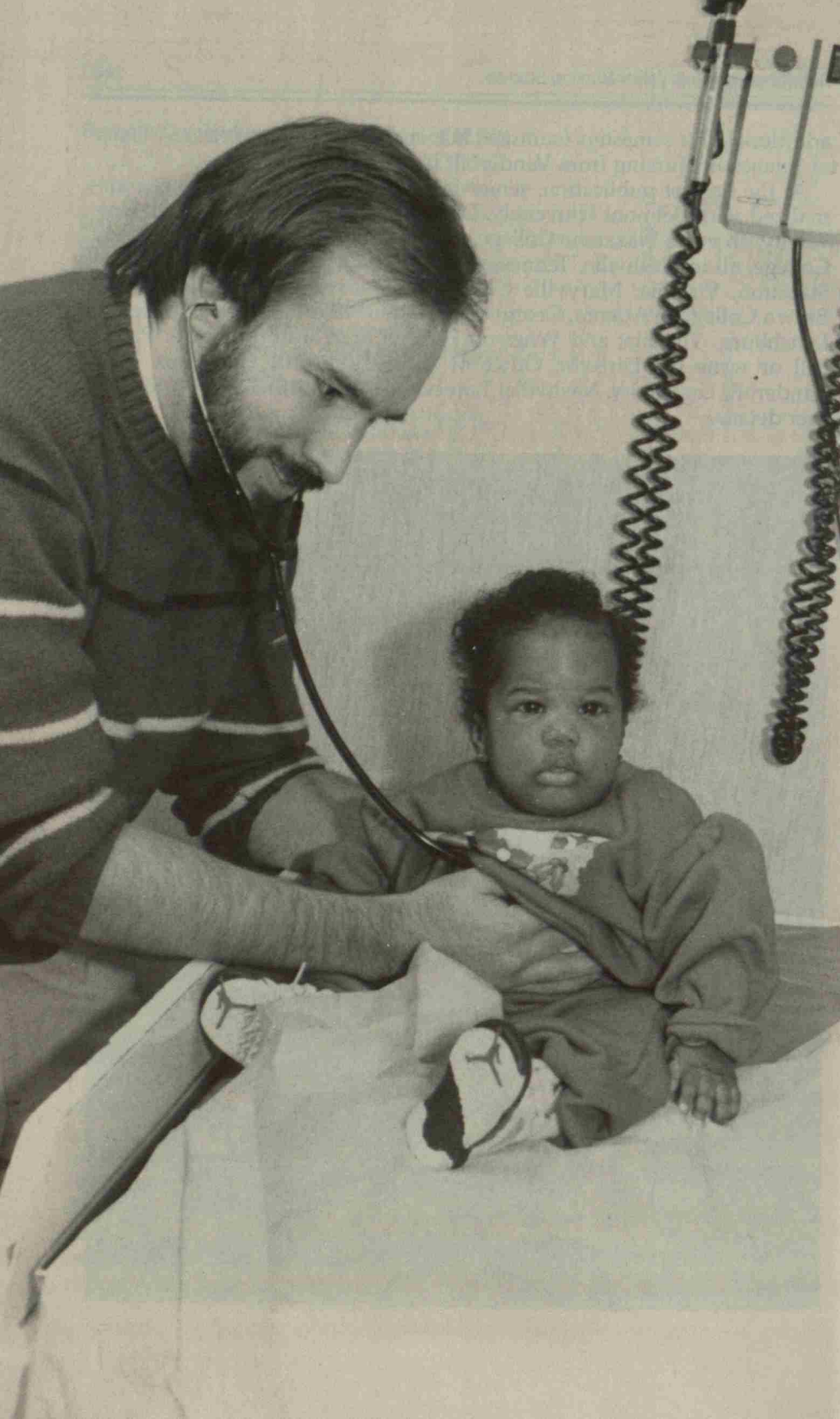
The School of Nursing has formalized arrangements with several liberal arts colleges to allow students to combine a baccalaureate degree in liberal arts and a Master of Science in Nursing degree. Students who complete this five-year program of study will have had the experience of dividing their academic career between a liberal arts college and the health sciences center of a major university. This unique combination of study on two differently-oriented campuses provides the student with an excellent nursing education, strongly complemented by study in the humanities, natural sciences, and social sciences.

While specific details vary in each senior-in-absentia program, these programs generally require students to spend three years at their liberal arts college, completing general curriculum requirements for the baccalaureate degree and satisfying the prerequisite courses for admission to the School of Nursing. Students apply for admission to the School of Nursing in the spring semester of their junior year. If accepted, the student enrolls at Vanderbilt in the fall semester of the senior year. After successfully completing the fall and spring semesters of generalist nursing courses at Vanderbilt, the student is awarded a baccalaureate degree from his or her undergraduate school. The student then continues for an

additional four semesters (summer, fall, spring, summer) to earn a Master of Science in Nursing from Vanderbilt University.

At the time of publication, senior-in-absentia programs have been formalized with Belmont University, David Lipscomb University, Fisk University, Trevecca Nazarene College, and Vanderbilt University's Peabody College, all in Nashville, Tennessee; as well as Mary Baldwin College in Staunton, Virginia; Maryville College in Maryville, Tennessee; Morris Brown College in Atlanta, Georgia; Randolph-Macon Woman's College in Lynchburg, Virginia; and Wheaton College in Wheaton, Illinois. Please call or write the Director, Office of Admissions, 101 Godchaux Hall, Vanderbilt University, Nashville, Tennessee 37240, (615) 322-3800, for further details.





Study beyond the Master's Degree

THE purpose of the post-master's studies program is to provide, for nurses who already hold a master's degree in nursing, an educational route to specialization in an area other than that obtained in their master's program. The program is designed to strengthen or broaden the clinical, teaching, or administrative capabilities of master's-prepared nurses who are planning a role expansion or role change.

Admission Requirements

1. A master's degree in nursing from an NLN-accredited program.
2. Completed application and official transcript documenting conferral of master's degree in nursing.
3. Current Tennessee nursing license (not required for nursing education program).
4. Requirements regarding letters of reference, nursing experience, interview, and prerequisite courses vary according to the area of specialization. Call the Director, Office of Admissions, (615) 322-3800, for further details.

Nursing Education

The purpose of this 12-credit advanced level program is to provide the opportunity to study those educational concepts and principles applicable to the nurse faculty role in higher education. The three objectives of the program are to prepare the learner to (a) participate effectively in the curriculum-building process, (b) design a course of study based on learning principles, and (c) analyze the nurse faculty role in higher education.

Two of the four courses will be offered each summer. The four-course curriculum includes N301, Curriculum Development in Nursing; N302, Instructional Design; a selected relevant course in another school of the University; and N370, Independent Study on a selected nursing education project. Upon completion of the 12 credit hours students will receive a transcript of courses taken; those with a grade of *B* or better in each course will receive a certificate of completion. Note: not available in summer 1993.

Advanced Practice Roles

Post-master's study programs are available in all specialties. Please refer to the advanced practice specialties curriculum for sample curriculum plans. For further information, call the Office of Admissions at (615) 322-3800.



Courses of Study



Explanation of Symbols

100-level courses satisfy prerequisites for admission.

200-level courses are generalist nursing courses for the Bridge program.

300-level courses are specialist nursing courses.

Second digit in 300-level course number indicates:

- 0—general offerings: required or elective
- 1—required or elective for Child-Adolescent and Neonatal/Infancy
- 2—required or elective for Gerontological Nurse Practitioner
- 3—required or elective for Perinatal
- 4—required or elective for Adult Health
- 5—required or elective for Psychiatric–Mental Health
- 6—required or elective for Family Nurse Practitioner
- 7—general offerings: required or elective
- 8—required or elective for Nursing Administration
- 9—general offerings: required or elective

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

Pre-Nursing Courses

160. Human Anatomy. An introduction to the structure of the human organism, with a regional approach in laboratory and a gross functional systematic approach in lecture. Emphasis is on gross structure with introduction to cellular and tissue composition of organs and clinical relevance. Three lectures and one three-hour laboratory period each week. Prerequisite: sophomore standing. FALL. [4] Alvin M. Burt III (School of Medicine).

170. Human Physiology. An introduction to the function of human organ systems with emphasis on the correlation of function with cellular and tissue composition of major organs. Four lectures each week. Prerequisite: sophomore standing. SPRING. [4] Burt.

231. Introduction to Nutritional Health. Introduces the student to the role of nutrition in health and illness across the lifespan. FALL. [2] Grimes.

236. Principles of Growth and Development throughout the Lifespan. 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. (Other courses

that fulfill this requirement are Psychology 221, Human Resources 1000, Psychology 1610, and Psychology 2690.) FALL. [3] Staff.

Generalist Nursing Courses and Electives

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. FALL. [3] Sweeney and staff.

201. Conceptual Foundations of Nursing. Introduces the nursing paradigm and lays the foundation for in-depth study of its components. Examines core theoretical frameworks, including systems, communication, learning, developmental, and change theories. Explores common biopsychosocial responses to alterations in health. Nursing research is introduced as a process for identifying nursing problems and testing interventions. Explores ways in which feelings affect responses to alterations in health and the nurse-client relationship. Limited to non-R.N. students. FALL. [4] Staff.

202a. Transition to Professional Practice I. Focuses on identification of the unique strengths and perceptions of each R.N. student and development of an individualized plan for learning. Assists R.N. students in the assimilation of the conceptual basis for professional nursing by introducing its distinguishing characteristics. Examines core theoretical frameworks, including systems, communication, learning, developmental, and change theories. Explores common biopsychosocial responses to alterations in health. Nursing research is introduced as a process for identifying nursing problems and testing interventions related to client responses. Limited to R.N.s. FALL. [3] Staff.

202b. Transition to Professional Practice II. Continues facilitation of the R.N. student's transition from a technical to a professional role. The focus is on the use of conceptual frameworks foundational to professional nursing. Common biopsychosocial concepts are examined from a clinical perspective. The student applies theoretical concepts in nursing across the lifespan. Limited to R.N.s. SPRING. [3] Staff.

203. Health Assessment. Basic communication and psychomotor health assessment skills are practiced in the laboratory setting. Prerequisite to all generalist clinical nursing courses. FALL. [2] Sastry and staff.

204. Dimensions of Professional Nursing. Explores the evolution of nursing as a health care profession and discipline. Focuses on modern nursing in America from 1960 to the present. Identifies the sociocultural, economic, and political/legislative factors and issues that helped or hindered nursing's progress. Compares the history of Vanderbilt University School of Nursing to the evolution of American nursing education. SPRING. [2] Norman.

220. Health Promotion of the Adult I. A seven-week module focusing on the nurse's role in health promotion and maintenance, illness care, and rehabilitation of adult patients with common major health problems. The use of current nursing research and theory in solving clinical practice problems is emphasized. Corequisite or prerequisite: 200 and 201. Prerequisite: 203. FALL, SPRING. [4] Bess and staff.

230. Health Promotion during the Childbearing Experience. A seven-week module focusing on the nurse's role in health promotion during the childbearing experience. The focus

is on developing the ability to apply the nursing process to women, infants, and their families in the context of family-centered maternity care. The use of current nursing research and theory in solving clinical practice problems is emphasized. Corequisite or prerequisite: 200 and 201. Prerequisite: 203. FALL, SPRING. [4] Macey and staff.

231. Introduction to Nutritional Health. Introduces the student to the role of nutrition in health and illness across the lifespan. FALL. [2] Grimes.

236. Principles of Growth and Development throughout the Lifespan. 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. (Other courses that fulfill this requirement are Psychology 221, Human Resources 1000, Psychology 1610, and Psychology 2690.) FALL. [3] Staff.

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. FALL, SPRING. [2] 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. The use of current nursing research and theory in solving clinical practice problems is emphasized. Corequisite or prerequisite: 200, 201, and 236. Prerequisite: 203. FALL, SPRING. [4] Staff.

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. FALL, SPRING. [Variable credit]

250. Psychiatric and Mental Health Nursing. Focuses on psychiatric and mental health needs of clients and families across the lifespan. 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. The use of current nursing research and theory in solving clinical practice problems is emphasized. Prerequisite or corequisite: 220, 230, and 240. SPRING, SUMMER. [4] Staff.

251. Independent Study: Non-Clinical. A program of independent study with active participation in either research or written reviews of special topics under direction of a faculty sponsor. A contract is made between the student and the sponsor, with copies for the student, the sponsor, the department chair, and the student's record. FALL, SPRING, SUMMER. [Variable credit: 1-6 hours each semester]. Staff.

254. Law, Ethics, and Politics in Nursing. Provides the student with an opportunity to study the legal, ethical, and political aspects of nursing. The case study method and classroom discussion and debate are used extensively to integrate concepts and apply them to actual nursing practice. SPRING, SUMMER. [3] Laben.

260. Community Health Nursing. An introduction to the scope and practice of community health nursing. Emphasizes community health nursing as an integral part of organized efforts to promote and maintain the health of individuals, families, and groups at risk for illness, disability, or premature death. The epidemiological process and the nursing process serve as the organizing framework for interventions in the community. Social, cultural, economic, environmental, and ethical issues related to community health nursing are explored. Prerequisites or corequisites for non-R.N. students: 220, 230, 231, 236, 237, 240, and 250. Prerequisites or corequisites for R.N. students: 220, 230, 231, 236, 237, and 240. FALL, SPRING, SUMMER. [4] Lindsay and staff.

261. Independent Study: Clinical. A program of study in a selected area under direction of a faculty sponsor. A contract is made between the student and the sponsor, with copies for the student, the sponsor, the department chair, and the student's record. FALL, SPRING, SUMMER. [Variable credit: 1-6 hours each semester]. Staff.

270a. Health Promotion of the Adult II. Focuses on the nurse's role in health promotion and maintenance, illness care, and rehabilitation of adult patients with complex health problems. The use of current nursing research and theory in solving clinical practice problems is emphasized. Non-R.N. students complete a clinical practicum experience, 270b, in addition to the didactic component. Prerequisite: 220, 231, 237, and 240. SUMMER. [3] Grimes and staff.

270b. Adult Health II Practicum. Three-week module providing experience in the practice of nursing with adult patients and families. The focus is threefold: to increase the student's technical nursing skills; to develop management skills for a group of patients; and to function as a member of a health team in the delivery of health care. Prerequisite: 250 and 270a. SUMMER. [2] Grimes.

284ab. Organizational Leadership for Nurse Managers. Designed for experienced nurse managers who wish to enhance their management and leadership knowledge through theory-based learning. Concepts, theories, and skills relevant to the middle manager role in complex health care organizations are explored and demonstrated. Prerequisite: Approval of course coordinator. [2-2] (Not offered 1992/93)

286. Introduction to Nursing Leadership and Management. Designed to provide students with a conceptual understanding of leadership and management processes. Students apply didactic content related to leadership styles and administrative challenges through a group process component. The course also discusses evaluative and controlling functions of nurse managers such as conflict management and the utilization of computer systems. FALL, SUMMER. [3] Norman.

296. Methods of Health Assessment. For R.N. students only. Basic principles and techniques of data collection through patient health history, developmental assessment, and physical examination. Emphasizes knowledge of physiologic and pathophysiological processes related to findings. Data collection skills are developed in laboratory practice. SUMMER. [2] Staff.

Specialist Nursing Courses and Electives

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] (Not offered 1992/93)

302. Instructional Design. The systematic matching of learning strategies and learning assessment tools with objectives to plan a course of study. [3] (Not offered 1992/93)

303. Practical Genetics for Health Professionals. Provides an overview of basic genetics concepts and current technology, with emphasis on clinical applications. Students build on prior knowledge of biology and on their experience with pediatric, perinatal, and/or adult patients to assess better the need for genetic services in their practice. They also achieve an improved understanding of genetic conditions and their impact on the family, resulting in better patient care. SPRING. [2] Ulm and Hannig.

304a. Advanced Health Assessment across the Lifespan. Focuses on principles and techniques of data collection for health assessment accomplished through interviewing, screening, and physical examination of the individual across the lifespan. Knowledge of physiological and pathophysiological processes related to findings is presented. Data collection skills are developed in applied science lab. Prerequisite: 203 or equivalent. FALL. [2] McIntosh and staff.

304b. Advanced Health Assessment Applications. Child/adolescent, adult, and/or other family member assessments are examined for their practical applicability. Diverse types of applications are used in expanding proficiency in history taking and health assessment techniques with specific populations. Emphasizes the synthesizing of systematic and organized health assessments that are sensitive to developmental needs. Prerequisite: 304a. FALL [1] Staff.

304c. Advanced Neonatal/Infancy Health Assessment. Elements of neonatal and infant assessments are critically examined conceptually and clinically for validity and practical applicability. Diverse clinical experiences are used in focusing on proficiency skills in history taking, health assessment techniques, and beginning level primary care management of well neonates and infants. Addresses variations in advanced practice nursing roles and collaborative effort required to be effective in multiple settings. Emphasizes synthesizing a systematic health assessment that is sensitive to growth and developmental needs and provides the most pertinent data with least risk to the neonate infant. Prerequisite: admission to the specialty. FALL. [3] Pressler.

305. Theoretical Foundations of Family Nursing. Provides an introduction to family theories about family development, family systems, and family stress. Lectures and course readings provide the theoretical basis to promote family health, well-being of family members, and family unity. Lectures examine ways to apply family theories to nursing practice. Recommended: 308. FALL, SPRING. [2] Hammond.

306. Physiologic Foundations of Nursing. Normal physiological processes that serve as a foundation for advanced nursing practice courses are studied. Selected physiological processes are considered at biochemical, cellular, organ, and system levels. Emphasis is on interrelationships among physiologic processes throughout the body. FALL, SPRING. [3] Lancaster.

307. Clinical Pharmacology for Primary Care. Focuses on the study of drug therapy used in the treatment of selected medical conditions commonly encountered by the nurse

practitioner. Emphasis is on the decision-making process used to prescribe and monitor drug therapy appropriate to the specific patient situation. This decision-making process includes consideration of such factors as age, contraindications and warnings, drug interactions, and current research findings in order to make intelligent drug selection for a patient with a specific diagnosis. Emphasis is on information to include when teaching the patient safe use of the prescribed drug. This course meets the State of Tennessee Board of Nursing's requirement for certification of fitness to prescribe and/or issue non-controlled legend drugs by nurse practitioners. Prerequisite or corequisite: 237 or equivalent pharmacology course or content. FALL, SPRING. [2] Staff.

308. Models/Theories in Nursing. This course helps students understand the rationale and use of theory as the basis for nursing practice. It involves an examination and evaluation of the assumptions, concepts, and propositions inherent in selected nursing and related discipline theories. FALL, SPRING, SUMMER. [3] Staff.

309. Behavioral Health. Application of behavioral and biomedical science to maintenance of health and prevention of illness. Open to students throughout the University. A project is required. FALL. [3] Wallston.

310. Developmental Physiology. Presents a concise account of human developmental processes. Emphasizes normal developmental morphology and physiology and relation of certain diseases to physiologic phenomena at various developmental stages. Attempts to bridge the gap between embryologic structures and mature physiologic functioning and anatomy. Describes causes of congenital malformations within each organ system. FALL. [3] Staff.

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 corequisite: 308, 375. FALL. [2] LaMontagne.

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. SPRING. [4] LaMontagne and staff.

313. Practicum in Child and Adolescent Nursing I. 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: 304, 305, 306, 311. Prerequisite or corequisite: 312. SPRING. [3] LaMontagne and staff.

314. Practicum in Child and Adolescent Nursing II. Building upon previous course work, students add the clinical specialist roles of manager, researcher, and change agent in a setting of their choice. Prerequisite: 313. SUMMER. [4] Staff.

316. Theoretical Foundations of Neonatal/Infancy Nursing I. Using a developmental nursing perspective, this course focuses on the theory and research related to the health status and care of neonates and infants through 36 months of age. The specific aim of the

course is to help students structure their thinking about neonatal/infant health promotion, primary prevention of illness, and health maintenance. Students are expected to then use this knowledge as a basis for developing understanding of infant well-being and, subsequently, the nursing practice corresponding to it. Knowledge synthesized from this course will provide an essential working foundation for future neonatal/infancy nursing course work. Prerequisite: graduate-level standing and admission to the specialty. FALL. [3] Pressler.

317a. Theoretical Foundations of Neonatal Critical Care Nursing. Advanced concepts of pathophysiology and therapeutic approaches to managing critically ill and recovering neonates. Integrates previous knowledge of embryology, physiology, and pathophysiology, as well as psychosocial needs of neonates and their families. Includes analysis and interpretation of laboratory data and radiologic findings, case presentations, collaborating with other health care professionals, and family counseling. Content is closely coordinated with that covered in Neonatal Critical Care Practicum. Prerequisite: 304, 316, and admission to the specialty. Corequisite: 318a. SPRING. [3] Staff.

317b. Theoretical Foundations of Neonatal/Infancy Nursing II. Using a developmental perspective, this course examines theory and research forming the basis for assessment and restorative care of ill neonates and infants through 36 months of age. Discussions of advanced pathophysiologic concepts focuses on clinical manifestations, nursing diagnosis, and the application of various nursing strategies and interventions. Applying a case study approach to planning and managing care for neonates/infants, examining how an understanding of change theory can be used to direct more expeditious and effective revisions in nursing practice, and the influence that environmental variables have on critically ill infants' response patterns are stressed. Addressing family needs in a comprehensive and robust way is an integral part of the overall plan for infant health care delivery. Prerequisite: 304 and 316. SPRING. [3] Pressler.

318a. Neonatal Critical Care Practicum. Applied science laboratory and Level III clinical experiences with neonatologists and neonatal critical care nurse practitioners. Diverse and repeated opportunities to learn skills and decision making necessary in the therapeutic management of ill and recovering neonates. Includes resuscitation, stabilization, and transport skills, as well as daily and routine management. Emphasis of care is on early diagnosis, treatment, and prevention of complications and disabilities. Prerequisite or corequisite: 317a. SPRING, SUMMER. [6] Staff.

318b. Neonatal/Infancy Practicum. Clinical practicum, applied science laboratories, and conferences provide opportunities for developing advanced skills in the nursing care of critically ill and recovering neonatal/infant clients. Experiences in facilitating and evaluating continuity of care across several settings are a major thrust. Students may work collaboratively with adjunct faculty members on unit-based research projects as part of practicum. Advanced practice nursing roles and expert skills are critically examined in clinical and individual conferences. Prerequisite or corequisite: 317b. Note: Non-R.N. Bridge students must register for 2 credits in the Spring and 4 credit hours in the summer. [6] Pressler.

319. Neonatal/Infancy Preceptorship. Intensive integration and synthesis of theory and clinical practice in Neonatal/Infancy Nursing. Individual opportunities to enact advanced practice roles. Clinical preceptorship and individual conferences provide opportunities to further develop expertise relevant to the assessment and management of groups of neonates and infants. Students may elect to take on a caseload in order to validate the outcomes of their care. Prerequisite: 317 and 318. SUMMER. [3] Staff.

320. Theoretical Foundations in Health Care Management of the Aged. Focuses on the acquisition of knowledge and skills necessary for primary health care management of elderly persons. Emphasis is on recognition of the abnormal as opposed to what is considered the normal aging process. Major disease conditions affecting the aged and their management are covered. Students learn illness prevention, health maintenance measures, and treatment regimens to meet the needs of the elderly. Identification and interpretation of common diagnostic and laboratory tests are included. A clinical component takes place in a community setting. Prerequisite or corequisite: 404, 306. FALL. [3] Hindle.

321. Psychosocial Aspects of 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. Counseling and group therapies are discussed, and students have a community-based group component in which they co-lead elder groups. SPRING. [2] Hindle.

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: 307, 320, 321, 361 (may be taken concurrently). FALL, SPRING, SUMMER. [2] Hindle.

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: 322. FALL, SPRING, SUMMER. [3] Hindle.

324. Gerontological Nursing Preceptorship. A clinical course in which the learner implements the role of the nurse as a primary health care provider, building on 322 and 323. Focuses on health promotion, patient education, and intervention in common health problems. Emphasizes collaboration with other health care professionals in the provision of primary health care. Students may select a clinical area of interest for this experience. Prerequisite: 323. FALL, SPRING, and SUMMER. [4] Hindle.

330a. Theoretical Foundations of Critical Care Obstetrical Nursing I. Assists the student in developing an understanding of selected theoretical knowledge from the nursing care of the acute/critically ill adult that pertains to critical illness experienced during pregnancy. This knowledge forms the basis for specialized nursing care of the acute/critically ill pregnant patient. Provides knowledge of selected physiological nursing assessment/monitoring skills necessary to critical care obstetrics. These principles will be applied in 331a. Prerequisite or corequisite: 306, 331a. FALL. [3] Troiano.

330b. Theoretical Foundations of Perinatal Nursing I. Building on prior knowledge of and experience with childbearing families, students begin to examine and evaluate critically the ideas and research related to perinatal health care. Provides the theoretical basis for advanced nursing practice with women and families adapting to low risk and normal

childbearing. These principles will be further explored in 332b and applied in 331b. Prerequisite: 306. FALL. [3] Narrigan.

331a. Practicum in Critical Care Obstetrical Nursing I. Students apply knowledge gained in the companion course 330a; learn selected, advanced skills in monitoring/assessing the altered physiologic functions manifested during acute or critical illness of adults; and plan, implement and evaluate care of selected patients. Prepares the student for advanced nursing practice with critically ill, pregnant patients. Prerequisite or corequisite: 306, 330a. FALL. [2] Staff.

331b. Practicum in Perinatal Nursing I. Students apply knowledge from 330 to clinical care of healthy and low-risk childbearing families. Emphasis on developing and refining skills in physical assessment, data collection, diagnosis, and planning and evaluating care. A wide range of clinical settings is available for individualized clinical learning. FALL. [2] Narrigan and staff.

332a. Theoretical Foundations of Critical Care Obstetrical Nursing II. Integrates the knowledge and clinical concepts of adult critical care with those of perinatal nursing. Focuses on the mother and fetus, offering education for advanced nursing practice with women/families experiencing an acute/critical illness or complex health care needs related to childbearing. These principles will be applied in 333 in a setting appropriate for critical care/obstetrical nursing care. Prerequisite or corequisite: 330a, 331a, 333. SPRING. [3] Troiano.

332b. Theoretical Foundations of Perinatal Nursing II. Students continue to examine issues and research in perinatal health care, concentrating on the mother and fetus at risk and on families experiencing complex health care needs during childbearing. Prerequisite: 330. SPRING. [3] Narrigan.

333. Practicum in Perinatal Nursing II. Through a variety of self-directed clinical experiences, students care for families experiencing actual or potential complex health problems during childbearing. The focus is on the mother and fetus. Prerequisite or corequisite: 332. SPRING. [4] Narrigan and staff.

334. Preceptorship in Perinatal Nursing. Building on all previous graduate nursing education, this course offers the opportunity to integrate knowledge and refine skills by practicing in the clinical nurse specialist role. Clinical preceptors in advanced nursing practice will guide and supervise individual students. Prerequisite: 333. SUMMER. [4] Narrigan and staff.

340. Theoretical Foundations of Adult Health. Explores, through didactic content, the nursing process at an advanced level as a basis for planning care for complex patients and the pathophysiologic basis, nursing diagnoses, and interventions for selected alterations in health related to the dysfunction of vital body systems. Each student demonstrates his or her ability to use the nursing process and to analyze, integrate, and synthesize pathophysiologic concepts for the nursing care of complex, adult, midical/surgical patients. Prerequisite: 304. Prerequisite or corequisite: 306. FALL. [3] King and staff.

342. Adult Health Practicum I. Provides clinical experience in development and application of the roles of the clinical specialist in a specific nursing specialty. The clinical setting is used for application and evaluation of nursing theory. Students practice in the clinical setting twelve hours per week for ten weeks. Weekly discussion groups related to advanced practice roles issues. Prerequisite or corequisite: 308, 340. SPRING. [3] King and staff.

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: 344a or 345a. Corequisite or prerequisite: 344b or 345b. SUMMER. [3] King and staff.

344a. Theoretical Foundations of Chronic Care Nursing I. Didactic content assists students in developing the necessary knowledge base for nursing care of patients with chronic health problems. Focuses on concepts and principles applicable to the care of such patients. Corequisite or prerequisite: 342. SPRING. [3] Pace.

344b. Theoretical Foundations of Chronic Care Nursing II. Didactic content is related to care of patients with selected chronic health problems. Emphasis is on pathophysiology, assessment, amelioration of complications, specialized treatment modalities, self-care, support systems for each chronic health problem, and awareness of one's personal philosophy of life and death. Each student does in-depth study of one or more specific chronic health problems. Prerequisite: 344a. SUMMER. [3] Pace.

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. Corequisite or prerequisite: 342. SPRING. [3] King.

345b. Theoretical Foundations of Acute/Critical Care Nursing II. Continuation of 345ba. Helps the student develop an understanding of advanced theoretical knowledge necessary for care of the acute/critical care patient. Each student does an independent study of a selected area of acute/critical care. Prerequisite: 345a. SUMMER. [3] King.

346a. Basic Dysrhythmias. This elective course provides the student with the tools to interpret basic cardiac arrhythmias. Major focus is on recognition of the signs and symptoms of rhythm disturbance and the collaborative management of each. Health care teaching is also included. SPRING, SUMMER. [2] Sweeney.

346b. 12-Lead EKG Interpretation. This elective course provides the student with the knowledge to understand, assess, and intervene in alterations in the cardiac electrical conduction system, including 12-lead electrocardiography. SPRING, SUMMER. [1] Sweeney.

347. Theoretical Foundations of Home Health Care Nursing. This elective didactic course is an overview of current and emerging home health care systems. Topics include the current involvement of home health care in relation to nursing and health/social policy, the influence of technological changes, reimbursement, accreditation, legal and ethical factors, the future of high risk home health care, and trends and problems influencing the role of nursing. The whole age span is covered. [3] (Not offered 1992/93)

350. Theoretical Foundations of Psychiatric-Mental Health Nursing I. Focuses on the mastery of concepts from various theoretical perspectives, e.g., nursing, psychiatry, psychology, sociology, and anthropology, that form the foundation for the assessment and intervention of clients in advanced psychiatric-mental health nursing. Emphasis is on the integration of selected concepts into a nursing theoretical or conceptual perspective integral to treatment of individual clients across the lifespan. Prerequisite or corequisite: 352. FALL. [2] Staff.

351abc. Practicum in Psychiatric-Mental Health Nursing I. Course provides faculty-supervised clinical experiences with selected individuals and families in outpatient settings. The student assesses, plans, implements, and evaluates sessions with a case-load of clients, with particular emphasis on the initial and working phases of the relationship. Analysis of process dynamics and nursing interventions takes place under supervision. The course provides students with the opportunity to use the concepts of N350 and N352 in clinical practice. The student will collaborate with other members of the mental health team. Prerequisite or corequisite: 350, 352, and 353 abc. FALL. [2] Staff.

352. Biobehavioral Aspects of Psychiatric Disorders. Presents the theoretical basis for the biological and psychopathologic aspects of advanced practice in psychiatric-mental health nursing. Concepts from neurophysiology, neuropsychology, and social sciences are examined for their applications to practice. Major Axis I and Axis II disorders across the lifespan are studied, with emphasis on integration of theoretical knowledge for assessment and treatment. Proficiency in conducting a mental status exam and a neurological or developmental exam is achieved. Lectures and discussion are led by faculty and expert practitioners in various areas. FALL. [3] Staff.

353a. Theoretical Foundations of Child and Adolescent Psychiatric-Mental Health Nursing. Provides the theoretical content for diagnosing, assessing, and intervening in functional and dysfunctional patterns of children and adolescents and their families. Case material is provided for use in applying theory, practicing assessment skills, projecting interventions, and evaluating outcomes. Analysis is conducted to determine the most appropriate treatment intervention—individual, family, or group therapy. Prerequisite or corequisite: 350, 352. FALL. [2] Staff.

353b. Theoretical Foundations of Adult Psychiatric-Mental Health Nursing. Provides the theoretical content for diagnosing, assessing, and intervening in functional and dysfunctional patterns of adults and their families. Case material is provided for use in applying theory, practicing assessment skills, projecting interventions, and evaluating outcomes. Analysis is conducted to determine the most appropriate treatment intervention—individual, family, or group therapy. Prerequisite or corequisite: 350, 352. FALL. [2] Staff.

353c. Theoretical Foundations of Geropsychiatric-Mental Health Nursing. Provides the theoretical content for assessing, diagnosing, and intervening in functional and dysfunctional patterns of the elderly and their families. Case material is provided for use in applying theory, practicing assessment skills, projecting interventions, and evaluating outcomes. Nursing research is discussed as a process for identifying nursing problems and testing interventions relative to the subspecialty. Seminar discussions are led by faculty and/or students. Prerequisite or corequisite: 350, 352. FALL. [2] Kaas.

354. Theoretical Foundations of Psychiatric-Mental Health Nursing II. Focuses on the mastery of concepts from group, family, consultation, management, and nursing theories that are the foundation of clinical specialist practice roles. Increased emphasis is on the indirect practice roles of consultation and management and the direct practice roles of group and family psychotherapy. Emphasis is also on the integration of related theories into CNS practice and a nursing conceptual framework. Prerequisite or corequisite: 350 and 352. SPRING. [3] Laben and staff.

356abc. Practicum in Psychiatric-Mental Health Nursing II. Course builds on the first advanced practicum course by expanding the student's ability to identify and apply concepts, theories, and principles to larger and more complex groups. In addition, the student gains skill in implementing planned intervention with individuals, families, and groups so that patterns in self and others are identified accurately and with regularity. Caseload management skills are further developed. Prerequisite or corequisite: 353abc, 354. SPRING. [3] Staff.

357. Theoretical Foundations of Psychiatric-Mental Health Nursing Delivery Systems. Focuses on the societal, legal, and systems factors that influence advanced practice and the delivery of mental health services to subspecialty populations. Increased emphasis on current practice issues in the subspecialty, including legal, ethical, advocacy, and policy issues related to mental health care throughout the lifespan. Application of standards for

utilization review and quality assurance in this time of cost constraints is explored. Prerequisite: 356abc. SUMMER. [3] Staff.

358abc. Practicum in Psychiatric–Mental Health Nursing III. Provides the student with the opportunity to synthesize theory and Clinical Nurse Specialist practice roles in a selected setting. Increasing emphasis on the critical analysis of clinical problems and needs of specialty populations. Prerequisite or corequisite: 356abc, 357. SUMMER. [3] Staff.

359. Women and Addiction. Enables the student to better understand, recognize, assess, and treat the problems of addiction in women. Addresses the nature of the problem, the way women grow and develop, family issues, intervention, prevention, treatment, and recovery. SPRING, SUMMER. [3] Hunt.

360. Theoretical Foundations of Child and Adolescent Primary Care Nursing. A didactic course presenting knowledge necessary for the practice of primary health care nursing of children and adolescents and delineating the role of the nurse practitioner as provider of primary health care. Includes the principles of health promotion, disease prevention, and assessment and management of common health problems in children and adolescents. Emphasizes the impact of the family on child and adolescent primary health care. FALL. [2] Busby.

361. Theoretical Foundations of Adult Primary Care Nursing. A didactic course providing students with the knowledge necessary for the practice of primary health care nursing of adults. Includes principles of health promotion, disease prevention, and the diagnosis and management of common health problems in adults. The family is a focus of the course, and the role of the nurse as a provider of primary care for adults is delineated. FALL. [3] Staff.

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: 304, 306, 360. FALL, SPRING, and SUMMER. [2] Busby.

363. Practicum in Primary Health Care of the Adult. Clinical practicum focuses on adult health care, with emphasis on health promotion, management of common health problems, and client education. Learners participate in a clinical rotation in adult health care settings that provide the opportunity for health assessment of the adult and formulation of a comprehensive plan of care. They also participate in clinical conferences and discuss various pathophysiological processes encountered with adults and their families, as well as their psychological needs. The role of the nurse practitioner as a primary health care provider in a variety of adult settings is examined. Learners explore relevant resources related to adult health care and apply their findings to the client situation. Prerequisite or corequisite: 307, 361. FALL, SPRING, SUMMER. [3] Poland.

364. Family Nurse Practitioner Preceptorship. A clinical course in which the learner implements the role of the nurse practitioner as a primary care provider. Focus is on health promotion, patient education, and intervention in common health problems. Collaboration with other health care professionals in the provision of primary health care is emphasized. Students may select a clinical area of interest for this experience. Prerequisite: 362, 363. FALL, SPRING, SUMMER. [4] McIntosh.

- 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]
- 372. 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]
- 373. Directed Study, Research.** A program of study in a selected area of nursing research 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. For this course to fulfill a terminal degree requirement, the student must have 375 as a prerequisite and 376 as a prerequisite or corequisite. [Variable credit: 1-6 each semester]
- 375. Research Methods.** Uses scientific methods to analyze and reformulate nursing practice problems with emphasis on concepts of quantitative research design. Elements of research critique are taught to promote understanding of published nursing research and research utilization. FALL, SPRING. [3] Staff.
- 376. Inquiry in Nursing.** Focuses on the interrelationship between theory, practice, and science from the perspective of the advanced practice nurse. The nature of nursing as a practice-oriented discipline is discussed. Addresses approaches to knowledge generation and testing, including review of common scientific terminology, major research designs, and methods. Considers nursing's disciplinary values and their relationship to science and practice, including ethical requirements for scientific inquiry. Processes of critical appraisal of scientific and clinical literature and of problem formulation in nursing are discussed. FALL, SPRING. [3] Staff.
- 377. Master's Project.** Topic must be related to student's specialty. Prerequisite: 375; prerequisite or corequisite: 376. [Variable credit: 1-3]
- 379. Thesis.** Topic must be related to student's specialty. Prerequisite: 375; prerequisite or corequisite: 376. [Variable credit: 1-3]
- 380. Theoretical Foundations of Nursing Administration I.** Integral to sound management practice is the acquisition of theoretical frameworks that explain organizational theories, management models, and decision-making strategies related to health care delivery. In addition to providing a conceptual understanding of management practice, this course focuses on the development of interpersonal skills and effective leadership styles through role preparation, communication theories, and the application of power, influence, and change strategies. Core course for nursing administration track. FALL. [3] Pilon.
- 381. Theoretical Foundations of Nursing Administration II.** An application of a contingency model to the systematic assessment and evaluation of elements in a health care organization. The following aspects are included: external environment, purposes and goals, work structures, coordination, people and groups, and managerial technologies and processes. Students evaluate the usefulness of computer applications and information systems for improving managerial efficiency in health care settings. Lecture/seminar. Prerequisite: 380. SPRING. [3] Pilon.

382. Health Care Marketing. Elective course designed to give an overview of marketing as it relates to the revolutionized system of health care delivery in a post-DRG environment. Students identify and define a product, establish its price and place, and design promotional implementation strategies. SUMMER. [3] Harshman-Green.

383. Health Care Analysis. Focuses on analysis and evaluation of issues relevant to regional, national, and international health care delivery systems. Using a seminar format, students select a topic of interest to them, which they develop for presentation to the class. Topics chosen significantly affect clinical and/or administrative nursing practice. Prerequisite: completion of two thirds of the specialty content, including 308, 375, and 376, or consent of instructor. SPRING, SUMMER. [2] Pilon.

384ab. Organizational Leadership for Nurse Managers. Designed for experienced nurse managers who wish to enhance their management and leadership knowledge through theory-based learning. Concepts, theories, and skills relevant to the middle manager role in complex health care organizations are explored and demonstrated. Prerequisite: Consent of course coordinator. [2-2] (Not offered 1992/93)

385. Health Care 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 are highlighted. SPRING. [3] Sinclair.

386a. Selected Topics: Health Care Management. Surveys the major conceptual leaders and theoretical underpinnings of the quality improvement movement. Special emphasis on service organizations. Students learn to apply quality improvement models in the workplace. Prerequisite or corequisite: graduate standing. SPRING, SUMMER. [2] Pilon.

386b. Selected Topics: Physiology. Elective course for students who wish to study body systems and physiological processes not presented in Nurs 306. Serves as a supporting cognate for graduate students enrolled in selected advanced clinical nursing courses. Prerequisite: 306 or consent of instructor. SPRING, SUMMER. [2-3] Lancaster.

387. Health Law, Policy, and Labor Relations. 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 helps the nurse administrator identify public policy and its impact on health care in organized nursing services. Public health care policy is correlated with organizational challenges and constraints, especially at the federal and state policy level. Ethical considerations, in light of law and public policy, are highlighted. Lecture/seminar. SUMMER. [3] Laben.

388. Administrative Residency. Provides nursing administration and M.S.N./M.B.A. students an opportunity to work closely with a health care industry leader. The experience is an interactive one; the student is exposed to positive role modeling while contributing to the functioning of the health care agency. Students work on agency designated projects while serving in the resident role. Prerequisite or corequisite: nursing administration students must complete all specialty courses and the theory/research sequence before enrolling; dual degree students must complete 380, 381, and graduate statistics before enrolling and take 308 and 387 as corequisites. FALL, SPRING, SUMMER. [4] Pilon.

390. Dimensions of Scholarly Exposition. Elective course designed to improve students' abilities in scholarly writing. Each student will prepare an article and submit it to a selected nursing journal. Offered on a Pass-Fail basis. FALL, SPRING, SUMMER. [3] Lancaster.

391. Martha Rogers: Science of Unitary Human Beings. Offered on a Pass-Fail basis. Prerequisite: 308. [2] (Not offered 1992/93)

392. Interdisciplinary Geriatric Mental Health. Focuses on interdisciplinary issues related to mental health care of the elderly. Because of the importance of working together in providing adequate mental health care, students from various disciplines will have the opportunity to observe and work in interdisciplinary teams. Emphasis is on social policy that effects the access and delivery of mental health care services for the aged across disciplines. Prerequisite or corequisite: graduate status or consent of instructor. SPRING, SUMMER. [2-3] Kaas and Norman.

393. Ethics and Health Care. Consists of didactic content related to ethical theory and moral discourse. Emphasis on ethical principles, application of ethical theory to clinical situation, and the roles of the professional in ethical/moral situations. Students taking the course for 3 hours will have the opportunity to do in-depth study of ethics as applied to health care policy. Prerequisite: 254. FALL, SUMMER. [2-3] Pace.

394. Mental Health Concerns in Non-Psychiatric Settings. Focuses on management of selected behavioral problems common in non-psychiatric health care settings. content includes identification of problems, interviewing, assessment, differential diagnosis, intervention strategies, interdisciplinary collaboration, documentation, and legal issues. Prerequisite: graduate standing and admission to a specialty program. SPRING, SUMMER. [3] Staff.

Preceptorships

Some specialties have a required preceptorship; students and faculty share the responsibility for locating preceptorship sites. Guidelines for selecting an appropriate site are available from the Specialty Director. Students register for a preceptorship at the beginning of the semester.

Related Courses

Students in the Nursing Administration Specialty select two courses at the Owen Graduate School of Management and one course at Peabody College. They may select courses in a number of areas such as finance, accounting, economics, information systems, health care organization, ethics, marketing, organizational culture, administrative theory, personnel management, and negotiation. Selection is based primarily on student interest, with faculty guidance.



Academic Regulations

THE 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, and 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.

Nursing Honor Council

The Honor Council is an organization that seeks to preserve the integrity of the Honor Code. The membership consists of student representatives from the M.S.N. and Bridge levels. Representatives serve for one year from September through August. Officers of the council must be full-time students in good standing. Alternates are elected to serve in the absence of representatives.

Preregistration

Each semester, at a time specified in the calendar, all students are required to confer with their academic advisers and preregister for courses for the next semester. Priority for available space in a course is given to students who preregister. Students are requested to have alternatives for any course that may not be obtainable. During preregistration, students should check carefully with their faculty advisers concerning progress toward completing degree requirements and make the necessary revisions in their program of studies. Advanced scheduling, or preregistration, is not a substitute for registration.

Orientation

An orientation meeting is held each fall prior to the registration period to acquaint new and continuing students with the school environment. The Associate Dean may call additional class meetings throughout the year as needed.

A spring orientation is designed for students who enter in the spring semester.

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 preregisters or registers late is charged a \$30 late registration fee.

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

1. Active Tennessee licensure if the student is a Registered Nurse.
2. Adequate hospitalization insurance coverage either through the University insurance plan or by another policy. See the section on the University's Hospitalization Insurance Plan in the front of this catalog for further details.
3. Current CPR certification for both adult and child (health care provider preferred).
4. Student Health clearance for the following:
 - a. Negative results of either tuberculin skin test or chest X-ray taken annually.
 - b. MMR is required of all students born after 1956. For students born before 1957, documentation of Rubella immunity (Rubella antibody titer) or Rubella vaccination is required.
 - c. Hepatitis B vaccination (3-part series) except direct entry Nursing Administration students.
 - d. Diphtheria/tetanus.
 - e. Varicella titer.
 - f. Other immunizations, titers, or tests as required by clinical agencies.

The School of Nursing requires continuous registration of all degree candidates. Responsibility to maintain registration rests with the student. To retain student status, the student must register each fall, spring, and summer semester or secure an approved leave of absence. Students who are registered for zero hours of Thesis (N379) or Master's Project (N377) or students who are satisfying requirements for an incomplete grade are considered degree candidates. Students registering for zero hours or only completing an incomplete grade are charged one-half credit hour tuition.

Out-of-town students may register by mail for required thesis or master's project credit each semester until the thesis or master's project is completed. Students are responsible for writing the School of Nursing registrar each semester to request registration materials.

All matriculated students must take a minimum of 6 semester hours each semester. Post-master's students continue to be allowed to take three or more hours each semester in an approved, planned program of studies. Special students are an exception; by virtue of their non-matriculated

status, they will still be able to take three hours a semester until two courses (6–7 hours) have been completed. Other exceptions may be requested by written petition to the chair of the Student Admissions and Academic Affairs Committee.

Calendar

The official calendar of the School of Nursing is printed at the front of this catalog. 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 notices of 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.

Faculty Advisers

Each student will be assigned a faculty adviser who will assist with planning a program of studies. The complete program should be approved within the first semester of enrollment. The Director of Student Affairs serves as adviser to special students.

Program of Studies

During the first semester of study, all students must file an approved program of studies with the Nursing School 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 form with the registrar. The forms for programs of studies and subsequent changes are available from the department secretary. Copies are to be filed with the adviser and the registrar's office.

Part-time students must follow the planned part-time program of study. Students unable to enroll for six hours per semester must petition the Student Admissions and Academic Affairs Committee in writing for a waiver. Students enrolling for fewer than six hours per semester and those taking a leave of absence may be unable to take clinical courses in their planned sequence.

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, which must be approved by the academic adviser, specialty director, and Associate Dean.

Declaration of Specialty

Students admitted into the Bridge program must formally declare their specialty by 15 February 1993, before registering for any 300-level nursing courses. Students are guaranteed at least their second choice of specialty. While every effort will be made to provide students with their first choice, this cannot be guaranteed due to limitations in clinical and faculty resources in some specialty areas.

Sessions are held throughout the year to orient undeclared or undecided students to the various specialties offered. Students are required to complete a declaration of specialty form available in the registrar's office.

Change of Course

The first five class days of the semester are allocated for necessary changes of course. A fee of \$10 is charged for each course change.

Courses may be dropped without entry in the final record within two weeks of the first day of classes. Courses may be dropped only after consultation with the student's adviser and the course instructor. Dropping a course may affect the sequencing of the program of study and may change the student's expected date of completion of course work. 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 *W* (withdrawal). If the course is taken outside the School of Nursing, grade regulations of the appropriate school will apply.

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. Consent 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.

Pass-Fail Courses

Only elective courses may be taken Pass-Fail. Grades of *C* or above are recorded as *Pass*.

The grade *Pass* is not counted toward grade point averages. The grade of *F* applies as in any other course; although an *F* earns zero hours, the hours attempted are counted in calculating the grade point average. A student who has a choice about taking a course for a grade or Pass-Fail

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 according to the dates published in the University calendar, 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.

Class Attendance

At the beginning of the semester the instructor will explain expectations for attendance and participation for a course and their influence on the evaluation process.

Course Load

The unit of measure of the student's work load is the semester hour. All references to credit hours are semester hours.

The normal schedule for which basic tuition is charged is 12 to 18 hours per semester. A student who wishes to carry more than 18 hours must secure authorization from the Associate Dean before registration. Additional tuition is charged for each hour over 18. Students who elect to attend the program part time must follow the planned part-time program of study. Part-time students must take a minimum of 6 hours.

Examinations

Examination policies are determined by the 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.

A final examination schedule for Bridge courses is issued for each term, allowing two hours for a final examination in each course. Each in-class final examination must be given at the time indicated on the schedule.

A number of alternatives to standard in-class examinations are permitted at the instructor's discretion. These include take-home and self-scheduled examinations, oral examinations, and term papers. A course may have no final examination at all if there are adequate opportunities for evaluation during the semester. A take-home, self-scheduled, or oral examination should be approximately equivalent to an in-class examination.

Final examinations must be conducted during the final examination period at the end of the seven-week module or at the end of the semester.

Any student more than fifteen minutes late to an examination must present a satisfactory excuse. No student will be admitted after the first hour.

Grade Reports

Students are notified of mid-semester deficiencies by conference and in writing; copies of the notice are sent to the student's faculty adviser and the registrar of the School of Nursing. Students receiving mid-semester deficiencies are encouraged to meet with the course instructor and their faculty adviser to identify resources available to assist in successfully completing the course.

A final grade recorded by 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 enrolled in the program and after they have left Vanderbilt. These data will be used for research purposes only. Procedures to protect individual confidentiality will be followed.

Leave of Absence

Leaves of absence are granted for one semester or one year. Leave of absence forms are available from the office of the School of Nursing registrar. Students must attach a change in program form to the leave of absence form. Leaves must be approved by the academic adviser and the Associate Dean. Time spent on leave of absence is included in the total time taken to complete the degree. Since the program runs year round, students must take a leave of absence for any semester they are not in attendance. Students are ineligible for a leave of absence if they have a grade of *I* (Incomplete) or *M* (Missed a final examination) for the previous semester. At the end of the leave of absence, the student must notify the registrar in writing of the intent to return or not to return. A student failing to register at the conclusion of the stated leave period is withdrawn from the University and must reapply for admission unless the leave is extended by the Associate Dean. Those without authorized leave who do not register are dropped from the rolls and are not considered current students. If they wish to resume study in the School of Nursing, they must reapply for admission.

Transportation

Students are responsible for their own transportation to and from clinical facilities and field trips.

Uniform

The uniform worn in the clinical area serves to identify students in the Bridge program. Bridge students are required to have at least two white uniforms with the Vanderbilt University School of Nursing insignia sewn on the left sleeve. Female students wear white stockings and white regulation uniform shoes. Male students wear white socks and white regulation uniform shoes. A cap is not considered part of the uniform.

A student identification badge, available through the School of Nursing, is always worn when the student is in the clinical area. Some clinical situations require a white laboratory coat, street clothes, or a hospital-provided uniform.

Accessory items needed are a watch with a second hand; ball-point pens with blue, black, red, and green ink; bandage scissors; and a stethoscope. The only jewelry that may be worn with the uniform is a watch, a wedding band, small earrings for pierced ears, and pins designating professional organizations.

The uniform for M.S.N. students varies by specialty. The faculty designates appropriate professional apparel for students taking specialty nursing courses. A student identification badge is always worn when the student is in a clinical area.

Students in uniform are expected to be well groomed at all times.

Academic Standards: Bridge Students

Class Standing

Students admitted to the Bridge program are considered Bridge students while enrolled in 200-level nursing courses.

Grading System

All work is graded by letters, interpreted as follows:

A+, A, A-	4.0 grade points per semester hour
B+, B, B-	3.0 grade points per semester hour
C+, C, C-	2.0 grade points per semester hour
D+, D, D-	1.0 grade points per semester hour
F	0.0 grade points per semester hour
W	Withdrawal

Plus and minus points are not calculated into the grade point average in the School of Nursing. It should be noted that *D* is not considered a

passing grade in any nursing course. All *D* and *F* grades are counted in the computation of grade point ratios, unless the student repeats the course and earns a passing grade.

M: Missing a final examination. The designation *M* is given to a student absent from the final examination who has communicated with the instructor about the absence in advance. The grade *F* is given if the student could not have passed the course even by passing the final examination or if the instructor was not notified. The final examination must be taken at a time designated by the instructor. The grade *M* must be removed in the next semester or the grade will automatically be converted to *F*.

I: Incomplete. Students for whom an extension has been authorized receive the grade *I*, which stands until the work has been made up. The course coordinator or instructor who authorizes the extension confers with the student to establish a final time limit for completion of the missing work. Copies of the agreement are given to the student, the instructor, and the registrar of the School of Nursing. The grade *I* must be removed in the next semester or the grade will automatically be converted to *F*.

Essays, book reviews, papers, laboratory reports, etc., must be turned in no later than the last day a particular class meets or earlier if so specified by the instructor. The grade for work not done in compliance with this schedule is zero unless an extension has been granted. The student must present a petition for an extension to the course coordinator or instructor at least a day before the work is due, and the petition must be endorsed by the instructor.

Repeat Courses

Students enrolled in the generalist nursing component of the Bridge program may repeat any course creditable toward the degree, with the following exceptions:

1. A course taken in the School of Nursing may not be repeated outside the school for credit toward the degree.
2. Nursing courses may be repeated only once.
3. Courses with a clinical component for which a grade of *C* or better was earned may be repeated if space is available.

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.

Probation

All students are expected to maintain a 3.0 grade point average each semester. The academic performance of students is reviewed at the end of

each semester. Students are placed on academic probation unless they earn a 3.0 average each semester.

A student in the Bridge component may be placed on probation only once. If the student's record in another semester warrants probation, the student will be dismissed. A student who is not making satisfactory progress toward the degree may be advised to withdraw or go on leave of absence or may be dismissed from the School of Nursing. When a student is placed on or removed from probation, letters are sent to the student and the student's adviser.

If a student cannot improve his or her grade point average because the needed course cannot be repeated in the following semester, the student will be continued on probation if satisfactory completion of the course will give the student a 3.0 grade point average.

Progression

To progress from the Bridge component to the specialist nursing component, students must (a) complete 46–47 hours of the generalist component with at least a C in each course, and (b) earn at least a 3.0 cumulative grade point average.

Most required nursing Bridge courses are sequential, and a student who fails to pass such a course cannot progress in the nursing curriculum. A student seeking a waiver of this policy must submit a written request to the Student Admissions and Academic Affairs Committee for an exception to the rule.

As the School of Nursing is a professional school, the faculty may, for the purposes of evaluation, render opinion on the student's total ability. A student's promotion in the program is determined by the Student Admissions and Academic Affairs Committee at the end of each semester. The committee, on the recommendation of the student's instructors, specialty coordinator, and/or academic adviser, promotes only those students who have demonstrated personal, professional, and intellectual achievement consistent with faculty expectations at the student's particular stage of professional development. Students who are deficient in a major area or areas will be required to repeat course/clinical work or 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 Standards: M.S.N. Students

Class Standing

Students who enter the School of Nursing with a B.S.N. degree are classified as M.S.N. students. Students who have successfully completed

the Bridge component are also classified as M.S.N. students when they enroll in 300-level nursing classes.

Grading System

All work is graded by letters, interpreted as follows:

A+, A, A-	4.0 grade points per semester hour
B+, B, B-	3.0 grade points per semester hour
C+, C, C-	2.0 grade points per semester hour
F	0.0 grade points per semester hour
W	Withdrawal

All *F* grades are counted in the computation of grade point ratios unless the courses in which those grades were earned are retaken with passing grades.

M: Missing. The designation *M* is given to a student absent from the final examination who has communicated with the instructor about the absence in advance. The grade *F* is given if the student could not have passed the course even by passing the final examination or if the instructor was not notified. The final examination must be taken at a time designated by the instructor.

I: Incomplete. Students for whom an extension has been authorized receive the grade *I*, which stands until the work has been made up. The course coordinator or instructor who authorizes the extension confers with the student to establish a final time limit for completion of the missing work. Copies of the agreement are given to the student, the instructor, and the registrar of the School of Nursing.

Essays, book reviews, papers, laboratory reports, etc., must be turned in no later than the last day a particular class meets or earlier if so specified by the instructor. The grade for work not done in compliance with this schedule is zero unless an extension has been granted. The student must present a petition for an extension to the course coordinator or instructor at least a day before the work is due, and the petition must be endorsed by the instructor.

Repeat Courses

Students enrolled in the specialist nursing component are required to earn a minimum grade of *C* in the research/theory component (308, 375, 376). Students who earn *C* grades in these courses, however, must have sufficient grade points to maintain a cumulative grade point average of *B*, or a 3.0 on a 4.0 scale.

Students who do not earn at least a *B* in a specialty course with a clinical component must repeat that course.

Nursing courses may be repeated only once. Courses taken for a letter grade may not be repeated on a Pass-Fail basis, nor may a grade indicat-

ing 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.

Probation

Students are expected to maintain a 3.0 grade point average each semester. The academic performance of M.S.N. students is reviewed each semester.

Students in the specialist nursing component must earn at least a 3.0 grade point average each semester and at least a *B* in each course that contains a clinical component. 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. If the student's record in another semester warrants probation, the student will be dismissed. A student who is not making satisfactory progress toward the degree may be advised to withdraw or go on leave of absence or may be dismissed from the School of Nursing. When a student is placed on or removed from probation, letters are sent to the student and the student's adviser.

Progression

Most required specialist nursing courses are sequential, and a student who fails to pass such a course cannot progress in the nursing curriculum. Students who earn less than a *C* in N306, 308, or 375 are not able to enroll in their final specialty clinical course until N306, 308, or 375 has been successfully repeated.

A student seeking a waiver of course sequence must submit a written request to the Student Admissions and Academic Affairs Committee.

As the School of Nursing is a professional school, the faculty may, for the purposes of evaluation, render opinion on the student's total ability. A student's promotion in the program is determined by the Student Admissions and Academic Affairs Committee at the end of each semester. The committee, on the recommendation of the student's instructors, specialty director, and/or academic adviser, promotes only those students who have demonstrated personal, professional, and intellectual achievement consistent with faculty expectations at the student's particular stage of professional development. Students who are deficient in a major area or areas will be required to repeat course/clinical work or 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.

Eligibility for Registered Nurse (R.N.) Licensure

Upon meeting the requirements specified by the Tennessee State Board of Nursing and upon recommendation by the faculty and the Dean, students are eligible to apply to the National Council on Licensure Examination to become a Registered Nurse (NCLEX-R.N.)

Students who are not successful on the first writing of the NCLEX-R.N. are subject to immediate withdrawal from courses with a clinical component. Once an R.N. license is obtained, the student may enroll in courses with a clinical component.

Students who are not Registered Nurses are required to take examinations specified by the Associate Dean to prepare for the NCLEX-R.N. Students will be billed for the examinations through their student accounts.

Change of Address and Telephone Number

Students who change either their local or permanent mailing address or telephone number 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 and telephone number.

Graduation

Degree candidates must have satisfactorily completed all curriculum requirements, have passed all prescribed examinations, and be free of all indebtedness to the University.

Commencement

To participate in the commencement ceremony, a student must have completed all degree requirements. The University holds its annual commencement ceremony in May, at the end of the spring semester. A student completing degree requirements will be officially graduated, however, at the close of the semester in which the degree is earned, with such graduation recorded on the student's permanent record. Students who graduate at the close of summer school or the fall semester are encouraged to join spring graduates in the next graduation ceremony. Those unable to do so may receive their diplomas by mail.

Terminating Disciplinary Actions

A student who is not making satisfactory progress toward a degree may be advised to withdraw or go on leave of absence, or may be withdrawn or dismissed from the University.

When asked to withdraw, the student meets with the Associate Dean and determines whether or not to return. Suspension is for either an indefinite or a stipulated period. If the latter, the student may return at the end of the period; if the former, the student is eligible to return after giving the Student Admissions and Academic Affairs Committee substantial evidence of preparation to carry on studies successfully. A student who has been dropped may apply to the Student Admissions and Academic Affairs Committee for readmission after an intervening period of not less than one semester. The committee will consider such cases on presentation of substantial evidence of a responsible and successful period of work or study during the intervening period. A former student having successfully completed a tour of duty in the armed forces will be classified in this category. There is no guarantee, however, that a student will be readmitted. This will depend on (a) the faculty's evaluation of the likelihood of the applicant's successful performance in succeeding work; (b) the competition of other applicants; and (c) class space available.

A student readmitted after having been advised to withdraw, or after having been suspended or dropped, is on probation during the first semester back in residence.

Student Complaint and Grievance Procedure

Faculty members welcome the opportunity to work closely with students to facilitate learning and assist in meeting course objectives. The student should first discuss any concerns regarding an instructor or a course with the instructor involved. If further discussion is needed, the student should contact the course coordinator. If the problem persists, the student should then make an appointment with the chair of the department responsible for the course and should bring a written statement of the problem or grievance to the meeting. If the problem is still unresolved, the student should ask the Associate Dean for assistance.

Additional information on complaint and grievance procedures can be found in the *Student Handbook*.

Withdrawal from the University

Students planning to withdraw from the University should see the School of Nursing registrar to initiate proper procedures.



Honors and Awards



Sigma Theta Tau

The Iota chapter of Sigma Theta Tau, international honor society of nursing, was installed at Vanderbilt University on 3 June 1953. Sigma Theta Tau is professional rather than social, and its purpose and functions may be compared to other honor societies. Sigma Theta Tau is a member of the Association of College Honor Societies.

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 10 semester hours of the required curriculum. Students in the Bridge program are eligible for membership after having completed 22 hours of the required Bridge curriculum.

Founder's Medal

The Founder's Medal, signifying first honors, was endowed by Commodore Cornelius Vanderbilt as one of his gifts to the University. The Founder's Medal is conferred annually upon the graduating student in the School of Nursing who, in the judgment of the faculty, has achieved the strongest record in the areas of professional and academic performance in meeting the requirements for the Master of Science in Nursing degree.

Amy Frances Brown Prize for Excellence in Writing

This prize is awarded each year there is a worthy candidate among the graduates of the School of Nursing. The selection is based upon papers submitted to meet course requirements in either the Bridge or specialist nursing component of the curriculum.

Honor Scholarships

Vanderbilt's highly competitive Honor Scholarship program is based on academic merit. Three full Honor Scholarships are awarded each year in recognition of exceptional accomplishment and high promise in the field of nursing. Several partial honor- and need-based scholarships are also available.

Full Scholarships

THE HAROLD STIRLING VANDERBILT (HSV) SCHOLARSHIP honors the memory of the great-grandson of Commodore Cornelius Vanderbilt and president of the University's Board of Trust from 1955 to 1968. The scholarship 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 is awarded annually through the generosity of the Julia Hereford Society and the Julia Hereford Endowed Alumni Scholarship Fund. Recipients are selected by a committee of faculty members and alumni. Written application is required.

THE C. W. KEMPKAU SCHOLARSHIP is awarded to an outstanding Bridge student in each entering class. This scholarship continues through the second year of study, thus awarding the top entering student full support throughout his or her educational experience at Vanderbilt.

Partial Scholarships

THE LILLIAN CARY SCHOLARSHIP is awarded to an M.S.N. student in the Primary Care Specialty. Selection is based on academic merit and financial need.

THE FRANCES HELEN ZIEGLER TUNNELL GRADUATE HONOR SCHOLARSHIP was endowed through the will of this former dean of the School of Nursing and is awarded to a meritorious student with financial need.

THE BARNES SCHOLARSHIP was established by Mr. and Mrs. Mel Barnes and is awarded annually to a deserving perinatal student in the maternal/fetal area.

THE GEORGE R. BURRUS MEDICAL SCHOLARSHIP FOR NURSES was established by a contribution from Dr. George R. Burrus for a worthy student in the School of Nursing.

THE JOE C. DAVIS SCHOLARSHIP fund is supported by the Joe C. Davis Foundation. Preference is given to non-R.N. Bridge students.

THE JEANNE P. GLASSCOCK SCHOLARSHIP was established by Dr. Michael E. Glasscock. Preference is given to R.N. students returning to school via the Bridge program.

THE HALEY AWARD was endowed through a bequest from James H. Haley, Jr., to help support a worthy student in the School of Nursing.

THE FRANCES M. HOUSTON SCHOLARSHIP fund was established by George M. Houston to honor his wife. Preference is given to students from Cannon County, Tennessee, or surrounding counties (Coffee, DeKalb, Rutherford, Warren, Wilson).

THE SAMMIE S. SHAPIRO-RACHAEL S. KELLY SCHOLARSHIP was established by bequests from the estates of these two sisters, both Vanderbilt alumnae, and is supported by contributions from members of their family. It is awarded annually to a worthy and needy student.

THE ELIJAH NEVINS KIRKPATRICK SCHOLARSHIP is supported by the Godchaux family, in memory of Mr. Kirkpatrick, a Vanderbilt alumnus. It is awarded annually to one or more students demonstrating both exceptional merit and financial need.

THE KATHLEEN SUZANNE NELSON SCHOLARSHIP FUND was endowed through a bequest from Dr. Robert A. Nelson, Jr., in memory of his daughter, a 1975 M.S.N. graduate of the School.

THE LAURA CATHERINE RANKIN MEMORIAL SCHOLARSHIP was established in memory of a School of Nursing student by her family and classmates. Preference is given to an R.N. returning to the school, especially in the perinatal/neonatal program.

THE HILLIARD TRAVIS SCHOLARSHIP FUND is supported by the generosity of Mr. and Mrs. Hilliard Travis. Several awards are made each year to students in specialties that involve nursing care for children of any age, from neonate through adolescent.

THE FRANCES PHILLIPS WARD SCHOLARSHIP was established in memory of the late Frances Ward by her family and friends. A scholarship award is made to a student in the adult health specialty, with preference to a student focusing on oncology nursing.





Financial Information



Tuition and Fees

The Master of Science in Nursing degree is a three-semester program entered directly; entered through the Bridge it requires six semesters. Bridge and M.S.N. students attend fall, spring, and summer sessions.

Tuition for 1992/93 is \$6,400 per semester, fall, spring, or summer session, for a schedule of 12 to 18 hours. Students enrolled for fewer than 12 hours or more than 18 are charged \$533 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.

The charge for students registered for zero hours of Thesis (N379) or Master's Project (N377) is one-half (0.5) credit hour of the posted hourly tuition. Registration and payment of fees retains student status.

Students taking an incomplete or having a missing grade in a course register for zero hours until removal of the incomplete grade. The charge for each course in which an incomplete is recorded is one-half (0.5) credit hour of the posted hourly tuition. Registration and payment of fees retain student status.

Payment of Tuition and Fees

Tuition, fees, and all other University charges incurred prior to or at registration are due and payable at registration. All charges incurred after registration are due and payable in full by the last day of the month in which they are billed to the student. If payment is not made within that time, cancellation of V-Net (long distance telephone) access may result and additional charges to dining accounts may be prohibited. Students who withdraw 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 refunds are made after the eighth week of classes in any semester.

Tuition Payment Programs

Tuition payment programs are available through the Richard Knight Tuition Payment Plans. Pamphlets describing these plans are available on request from the Office of Student Accounts or the Office of Financial Aid.

Late Payment of Fees

Charges not paid at the time of registration will be automatically deferred (the Office of Accounting may refuse to allow a deferment if in its judgment the deferment is unwarranted), and the student's account will be assessed a monthly late payment fee of \$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 last day of the month in which the student is billed. Late payment fees will continue for each month thereafter based on the outstanding balance unpaid as of the last day of each month. All amounts deferred are due not later than 30 November for the fall semester, 30 April for the spring semester, and 31 July for the May and summer sessions.

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. Diplomas of graduating students will be withheld until all bills are paid.

Required Fees (1992/93)

Application	\$ 50
Matriculation (nonrefundable)	200
Student activities and recreation fees	193
Laboratory fee for N160	35
Laboratory fee for N170	35
Laboratory fee for N200	35
Laboratory fee for N203	10
Laboratory fee for N296	10
Laboratory fee for N304 (for Nurse Practitioner and Perinatal students only)	50
Liability insurance coverage	25
Thesis binding (two copies if thesis is chosen)	40

Other academic fees (1992/93)

Hospitalization insurance	584
Late registration	30
Change of course	10
Mosby AssessTest (non-R.N. only)	35

Expenses for books and supplies will vary by specialty. Equipment such as tape recorders and diagnostic sets will be required for certain specialties.

Hepatitis B vaccine is available, at student expense, through the Student Health Service. The charge for Hepatitis B Vaccine in 1991/92 was \$130.

Activities and Recreation Fees

The required student activities and recreation fees entitle students to use the facilities of Sarratt Student Center and the Student Recreation Center. The fees also cover admission to certain social and cultural events and subscriptions to certain campus publications. Specific information on these fees is published annually in the *Student Handbook*. By payment of an additional fee, during announced periods, students and their spouses may have their identification cards validated for admission to athletic events.

The student activities fee (Sarratt and University programs) and the student recreation fee will be waived, upon petition by the student, if he or she is a part-time student registered for 4 or fewer semester hours, or if he or she resides while a student beyond a fifty-mile circle from the campus. Petitions for waiver of the fall semester fees must be received by 10 September and for spring semester fees by 20 January at the Office of Campus Student Services, Box 6206 Station B, Nashville, Tennessee 37235. A \$5 late charge is assessed for petitions received after the deadline.

Transcripts

Academic transcripts are supplied by the University Registrar on written authorization from the student. A fee of \$2 is charged for each transcript. Transcripts are not released for students with delinquent accounts.

Professional Liability Insurance

Students will be automatically covered with professional liability insurance. Payment of premium is required of all enrolled nursing students at the time of registration. Payment of premium is required regardless of any other professional liability coverage the student might have, even for students taking only didactic courses. The policy covers only practice as a nursing student and does not extend to coverage of nursing practice outside of the student role.

The annual premium is payable in addition to tuition. Details of the policy are available at the University's student insurance office, and students are encouraged to familiarize themselves with policy details and their responsibility in regard to insurance coverage.

Thesis/Master's Project

Students who elect to complete a thesis or master's project are required to register each semester from the time of committee and adviser selection until final approval of the completed thesis or project. Students who fail to register each semester are automatically withdrawn from the University and will have to reapply for admission.

Students completing a thesis are expected to provide two bound copies for deposit in the Medical School library.

Students who enter with a B.S.N. are required to complete their thesis or master's project within three years of registering for their first course. Students who enter through the Bridge program are required to complete their thesis or master's project within five years of their first registration.

Employment Opportunities for Spouses

Nashville affords employment opportunities common to an industrial, business, and educational center. Major employers include Vanderbilt University, two national insurance companies, and the state government. Numerous opportunities for employment in the health care industry exist in the Medical Center and in local hospitals and community health agencies.

Every effort is made to find a position within the University for spouses of students. Interested spouses should make inquiry at the Vanderbilt Employment Center, Box 160 Peabody Station, Nashville, Tennessee 37205, (615) 322-8300.

Financial Aid

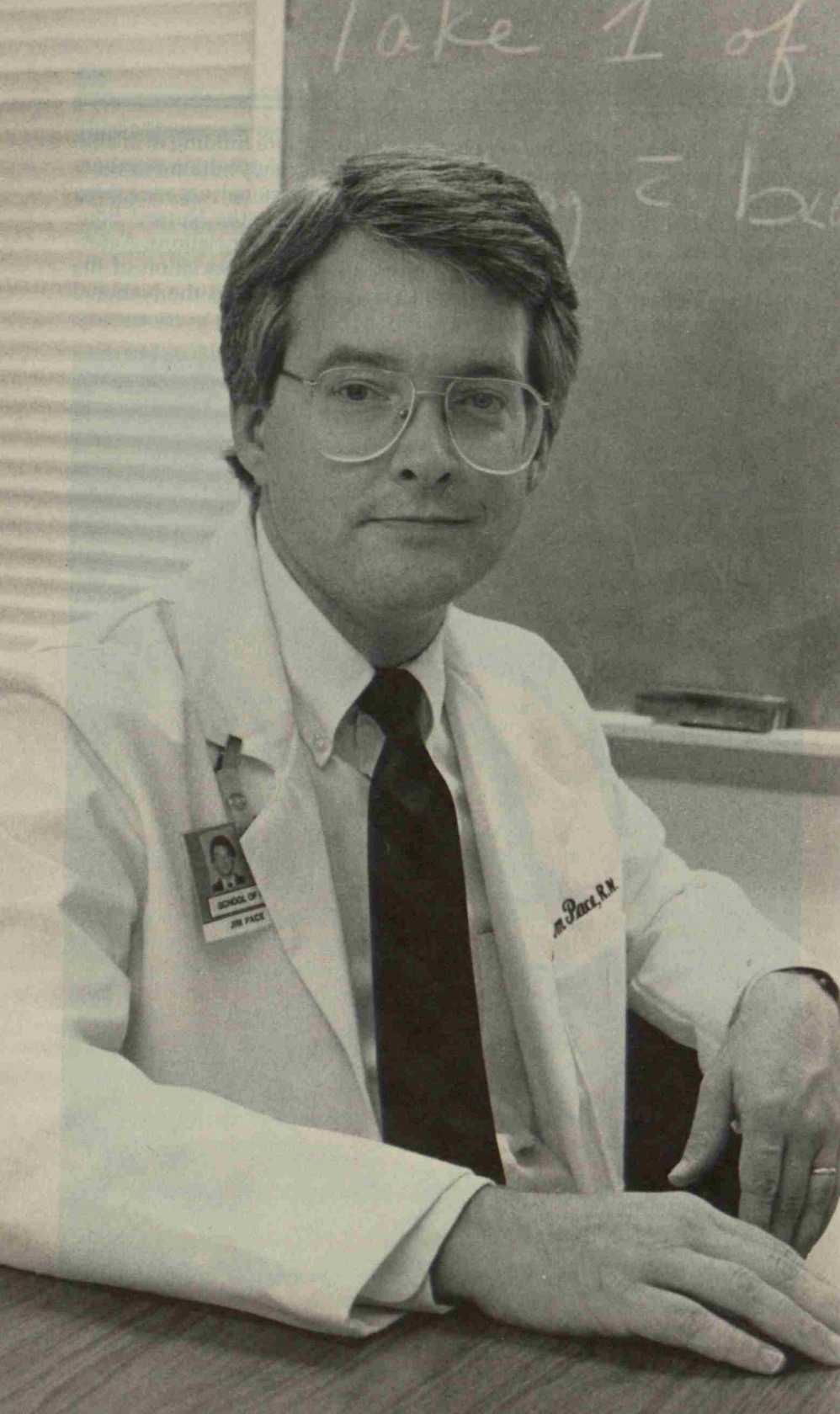
Financial aid is available from several sources for full-time students. Students receiving financial assistance are bound by the requirements of the funding source as to credit hours and employment policies.

All students who wish to apply for financial aid, scholarships, or federal traineeships must complete a Graduate Financial Aid application and a Graduate and Professional School Financial Aid Statement (GAPSFAS). GAPSFAS forms are available through the Finance and Administration Office, Vanderbilt University, 215 Godchaux Hall, Nashville, Tennessee 37240-0008. The School of Nursing will send students an additional financial aid form that elicits information to qualify students for certain need-based scholarships and loan resources. These two forms will be included in the Financial Aid Packet.

No special application is required for consideration for awards on the basis of academic excellence. All students who wish to be considered for scholarship support must have their application 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, 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.





Faculty



- BARBARA CHRISTMAN ADAIR, Associate Professor of Nursing and Chair of the Department of Physiological and Psychosocial Nursing
B.S.N. (Michigan); M.S.N. (Vanderbilt); R.N.
- FRANCES C. ADKINS, Adjoint Instructor in Nursing
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- BARBARA D. AHLHEIT, Adjoint Instructor in Nursing
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Family Nurse Practitioner

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CONNIE LYNN JOHNSON B.S., Belmont	Goodlettsville, Tenn.
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MICHELLE MARY MCSWEENEY B.S., Boston	Lexington, Mass.
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ALLISON CLAIRE BINGMAN B.S., North Carolina Agricultural and Technical State	Greensboro, N.C.
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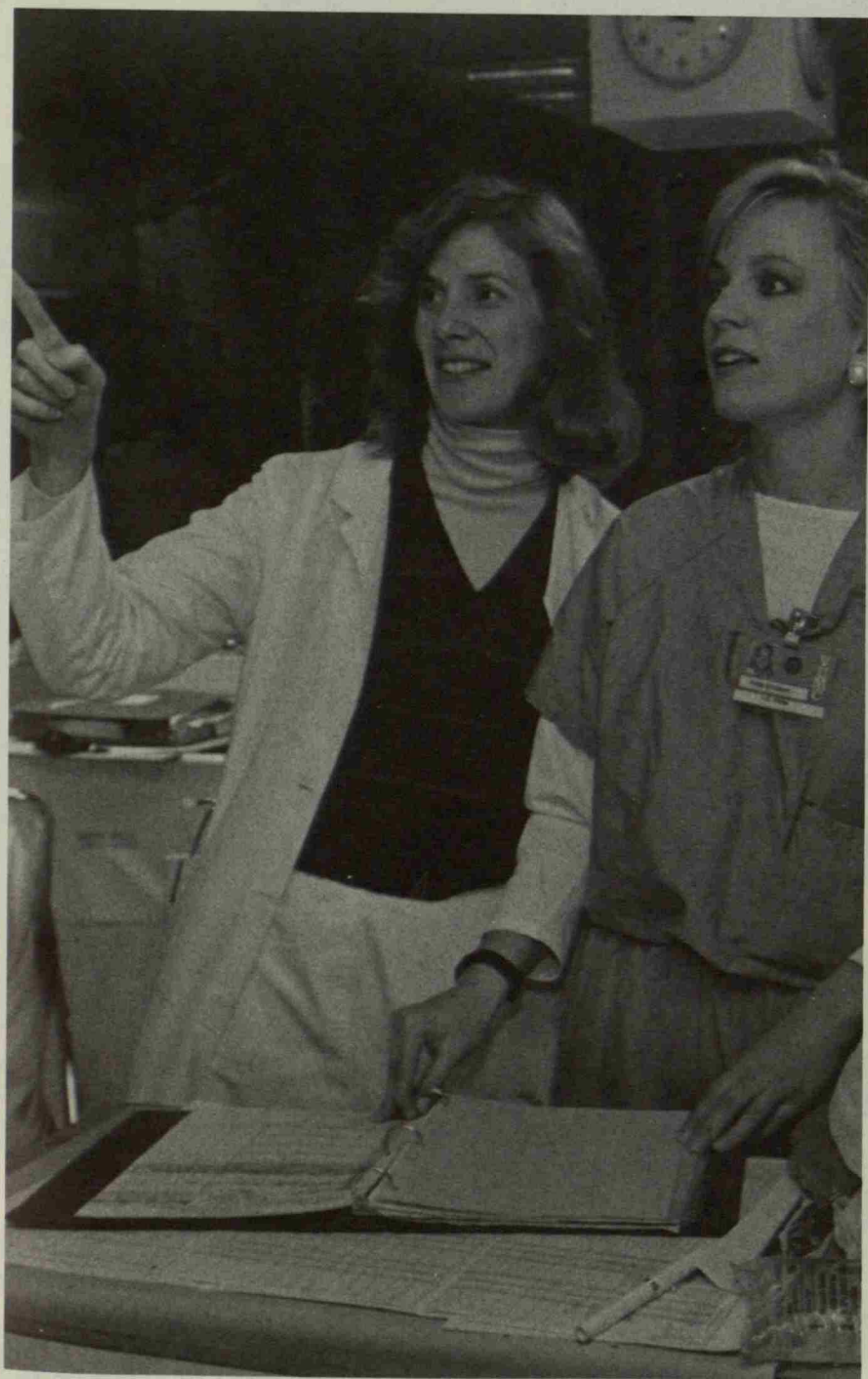
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Vanderbilt University Hospital

The Vanderbilt Clinic



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Vanderbilt University Hospital and The Vanderbilt Clinic: Leading the Way in Medicine

FROM its founding almost a century ago, Vanderbilt University Hospital has grown into the present extensive Medical Center complex, housing some of the most renowned medical specialists and the latest in medical technology. Although Vanderbilt is home to Nobel laureates and is a recognized center for research in all phases of medicine, it retains the compassion and caring that has underscored its philosophy since its inception.

Vanderbilt University Hospital

Designed to accommodate every patient need, the eleven-story hospital places high technology in an aesthetically pleasing environment. Among the many sophisticated diagnostic tools at Vanderbilt are the Positron Emission Tomography (PET) scanner and cyclotron, with which Vanderbilt scientists are better able to battle such diseases as Alzheimer's, Huntington's, and Parkinson's; and Magnetic Resonance Imaging (MRI). Using a powerful magnetic field, this noninvasive device views the inner body to detect abnormalities of the brain and spinal cord.

The skill of Vanderbilt medical and nursing teams is maximized in a setting that promotes quality patient care through efficiency of design. Medically related areas are grouped so patients needing specialized care can be served to the best advantage, as in the Neuro Care Unit. The hospital's lower floors house the Emergency Department, serviced by special elevators that convey patients directly to the operating rooms, labor and delivery, ancillary services such as EEG and EKG, and radiology.

Each of the inpatient towers has a nursing core, so no room is far from a nurses' station. A central area, connecting the two patient towers, contains elevators, conference rooms, and waiting areas for visitors.

Every facet of the hospital was constructed with the patient in mind. The hospital employs the unit-dose system of medication, which is safer and more economical for the patient. The Spectra, pneumatic tube, and Telelift systems were installed to facilitate communication and distribution for the patient's benefit.

Patient-centered care, a result of the collaborative efforts of medical, nursing, and other health care professionals, is the cornerstone of the hospital's mission. Continuity of care characterizes every patient's hospital stay. To accomplish this, a specific nurse is assigned to each patient, assuming total responsibility for that patient's care from admission through discharge from the unit.

Level I Trauma Center and Emergency Department

The Vanderbilt University Hospital operates the only Level I Trauma Center in Middle Tennessee and is one of only five in the state. The 20-bed Emergency Department provides care for patients of all ages and is the entry point for 30% of hospital admissions.

LifeFlight

The LifeFlight helicopter ambulance service provides quick access to medical care in emergencies. The landing site is a helipad on the roof of the hospital, directly above the operating room. The service operates within a 130-mile radius of Nashville and is staffed by a team of four pilots and eleven nurses. The 24-hour dedicated dispatch center is located in the Emergency Department.

Middle Tennessee Regional Poison Control Center

The Poison Control Center, on the first floor of Vanderbilt Hospital, provides 24-hour coverage by certified poison specialists and/or clinical toxicologists. This service, a vital resource for area hospitals and residents, answers questions regarding possible drug or poison overdoses. The Poison Center is equipped with a state-of-the-art laser-disk data system to retrieve instantaneously current and accurate information on more than 550,000 poisonous substances.

Vanderbilt Children's Hospital

The fourth, fifth, and sixth floors of the University Hospital make up the Children's Hospital of Vanderbilt, designed to meet the special needs of children. This facility provides a complete range of medical services and treatment for children from birth through adolescence.

Founded in 1970 with a small staff and limited space, it has grown to 148 beds and a staff of nearly 500. Recognized nationwide for excellence in the treatment of infants and children, Children's Hospital is a comprehensive facility encompassing a nursery and neonatal intensive care unit, pediatric intensive care and step-down units, surgical units, and the

Junior League Home for long-term care. Parents are encouraged to remain with their children, and Children's Hospital maintains facilities allowing them to do so in comfort.

Children's Hospital of Vanderbilt serves as a referral center for the region. More than half its patients come from outside Nashville, some from distant states and other 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 more than 500 trips a year to pick up critically ill newborn infants at regional hospitals and bring them to Vanderbilt where they can receive lifesaving specialized medical treatment.

The combined concentration of pediatric research, education, and patient care has led to new medical 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 resulted from research in nutrition, infant metabolism, and infectious diseases. Additional centers of excellence in Children's Hospital include a kidney center, the Junior League Lung Center, and the Child Development Center.

The Vanderbilt Clinic

The Vanderbilt Clinic houses ambulatory care services, diagnostic laboratories, the outpatient pharmacy, the Henry-Joyce Cancer Center, the Stallworth Rehabilitation Center, the Children's Hospital Outpatient Center, and the cafeteria and food services facility. As both patients and physicians welcome the growing trend toward outpatient care, The Vanderbilt Clinic provides an excellent environment for its delivery. With a full complement of state-of-the-art equipment and the support of the entire Medical Center faculty, The Vanderbilt Clinic has become one of the region's finest resources for outpatient services.

Day Surgery Center

Day surgery is ideal for many patients who require relatively brief procedures with limited anesthetic and surgical risks. Such operations are performed without overnight hospitalization, decreasing the cost but not the quality of care. The center provides excellent facilities for these procedures, including four operating suites, each with laser capabilities. Adjacent recovery suites and private patient rooms further promote the recovery of the day surgery patient.

A new ambulatory surgery facility recently opened, with eight operating rooms, two procedure rooms, and the necessary recovery and holding

rooms. This new facility will enable the Medical Center to meet the growing needs in ambulatory surgery.

Additional Services and Facilities

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 on the fourth floor of the Round Wing in Medical Center North.

Cooperative Care Center

The Cooperative Care Center is a 16-bed specialized inpatient unit, which provides nursing care in a way that enables patients and their families to be active participants in their care from admission to discharge. Helping patients to learn more about health needs and medications, broaden their health knowledge, and develop the skills that will allow them to return home independent and self-assured are all goals of the program. A homelike atmosphere promotes the self-care philosophy and a feeling of wellness.

Physicians from all services—medical, surgical, and pediatric specialties—utilize this area. The Cooperative Care Center's all-R.N. nursing staff, in conjunction with pharmacists, nutritionists, and educational coordinators, provide individualized educational programs for patients during their stay in the center. The center is located on the seventh floor of the Round Wing, in Medical Center North.

Kim Dayani Human Performance Center

The Kim Dayani Human Performance Center, housed in a new 25,000 square foot facility, is dedicated to achieving the balanced, healthy lifestyle that promotes the body's greatest potential. The center conducts educational, treatment, and research programs in health promotion, with special emphasis on exercise, nutrition, weight management, smoking cessation, stress reduction, fitness testing, cardiac and orthopaedic rehabilitation, and rehabilitation from other chronic diseases. Through its internships and institutes, the center also trains health professionals in the fundamentals and applications of wellness and disease prevention. Vanderbilt faculty, staff, and medical students are eligible to use Dayani's full-service fitness center, which includes a swimming pool, indoor track,

weight machines, cardiovascular exercise equipment, aerobics classes, and massage therapy.

Rehabilitation Center

The Rehabilitation Center, located in Medical Center North, is an inpatient unit of Vanderbilt University Hospital, while The Vanderbilt Clinic's Stallworth Rehabilitation Center serves the outpatient rehabilitation needs of patients.

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 or cognitive disabilities. This goal is accomplished by offering physical therapy, occupational therapy, speech therapy, social work, nursing and medicine, 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 Addiction

Located in Medical Center North, the Vanderbilt Institute for Treatment of Addiction (VITA) is a 14-bed treatment unit for people suffering alcoholism or drug addiction. Minor detoxification is performed in the unit, and patients enter a four-week inpatient rehabilitation program with two years 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. VITA has also established an outpatient program to assist patients in overcoming problems of addiction.

Vanderbilt Arthritis and Joint Replacement Center

This multi-specialty research and clinical program for patients with arthritis and rheumatic diseases provides a unique training opportunity for Vanderbilt medical students.

Vanderbilt Sports Medicine Center

Located in McGugin Athletic Center, the Sports Medicine Center is the site of treatments, research, and education for all types of sports-related injuries in student and amateur athletes.

Vanderbilt Laser Center

One of the newest and most advanced laser research facilities, the Laser Center provides training in the clinical use of several types of lasers.

Special Programs

In addition to the special services listed throughout this catalog, Vanderbilt University Medical Center supports many programs in which medical students can receive invaluable experience, including:

- Airway Stenosis Service
- Biliary Disease Consultation and Treatment Center
- Center for Facial Nerve Disorders
- Photon Stereotactic Radiosurgery
- Transplant Center
- Center for Care and Treatment of the Professional Voice

Programs in Allied Health

Vanderbilt University Hospital conducts training programs in seven technical areas of allied health professions. Most are post-baccalaureate programs leading to certification in an allied health field.

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.

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 Division 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 in Clarksville, Tennessee, and at Belmont University 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 Volunteer State Community College in association with the Programs in Allied Health.

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 Volunteer State and a certificate of completion from Vanderbilt University and are eligible to take the national examination given by the American Registry of Radiologic Technologists.

Program in Surgical Technology

The one-year program in Surgical Technology is designed to train students to function as scrub techs in the Operating Room during surgical procedures. This program is conducted in conjunction with Nashville State Area Vocational Technical School, where all students take courses in microbiology, anatomy and physiology, and medical terminology. Their clinical experience is in the Vanderbilt University Hospital operating rooms. Following completion of the program, students are eligible to take the national examination for certification conducted by the Association of Surgical Technologists.

Other Health Profession Programs

Internships in Nursing

These six-month training programs are designed to train Registered Nurses in specialty areas such as operating room nursing, oncology nursing, pediatric intensive care nursing, general medical-surgical nursing, obstetrical nursing, and emergency nursing. Interns are linked with preceptors for clinical training and do guided independent study in their specialty. Upon completion of the internship, Registered Nurses will have

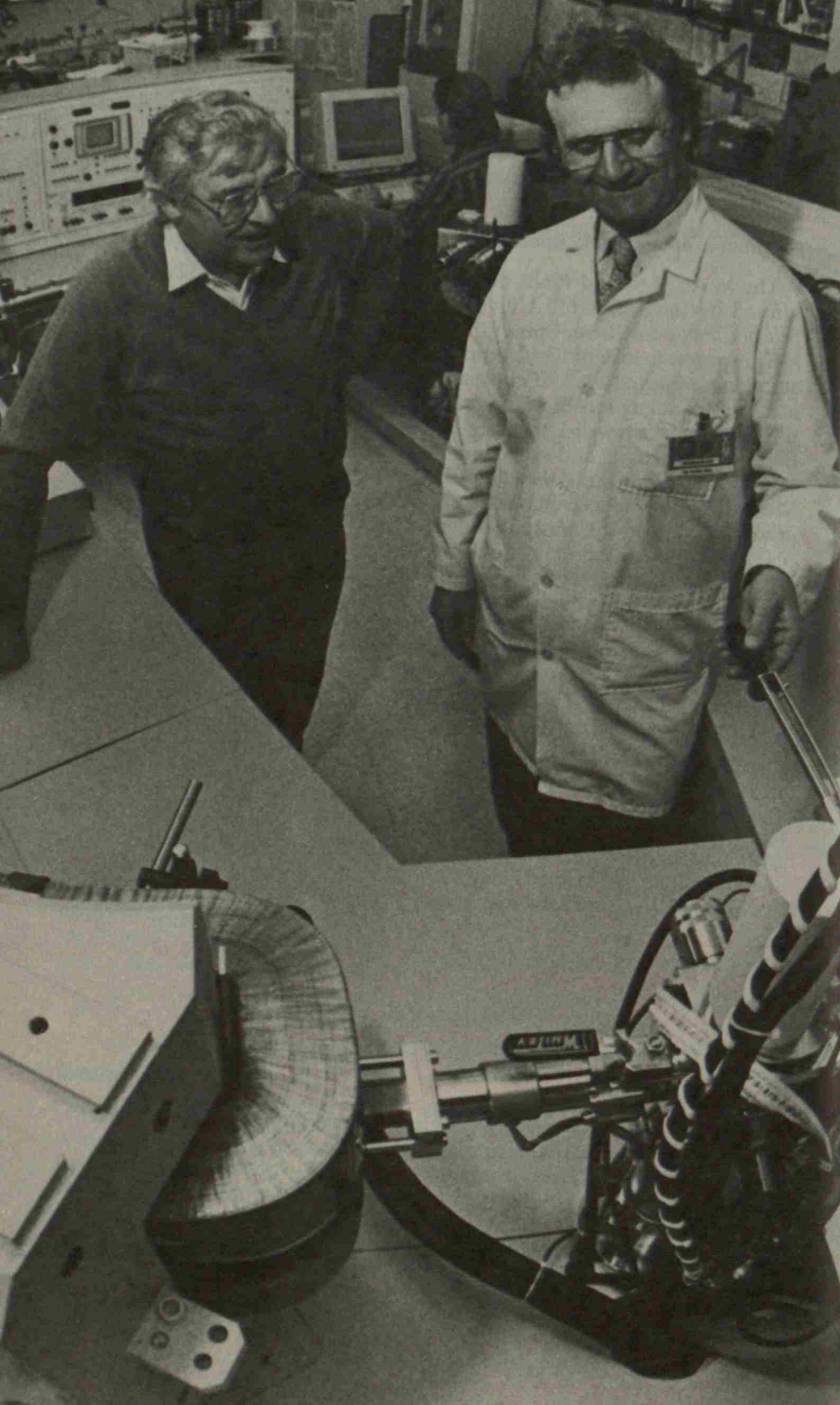
the in-depth knowledge and the well-developed skills required to care for the patient population served by the specialty.

Program in Hearing and Speech Sciences

The M.A., M.S., and Ph.D. degrees in Hearing and Speech Sciences are offered by the Vanderbilt University Graduate School. See the *Graduate School Catalog* for current program information and course listings.

The program of studies leading to the master's degree requires five semesters of academic and clinical preparation, including a 10-week clinical or research externship. The program is both ESB and PSB certified by the American Speech-Language-Hearing Association, with degree requirements meeting and exceeding those required for ASHA certification. Practicum sites include the Bill Wilkerson Center, Vanderbilt University Medical Center, John F. Kennedy Center, VA Medical Center, and several other hospitals in the Nashville metropolitan area.

Preparation for the doctoral degree includes a minimum of two years of academic course work, research competency demonstrated through two projects, and the dissertation. Research interests of the faculty include basic and applied psychoacoustics, speech perception and production, child language acquisition and disability, and audiological management. The division supports a number of research laboratories, including an anechoic chamber, and maintains a MicroVAX II computer, three PDP-11 computers, and a variety of personal computers.



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