

The Bulletin of  
Vanderbilt University 1985-86

# Medical Center

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**THE BULLETIN OF VANDERBILT UNIVERSITY**  
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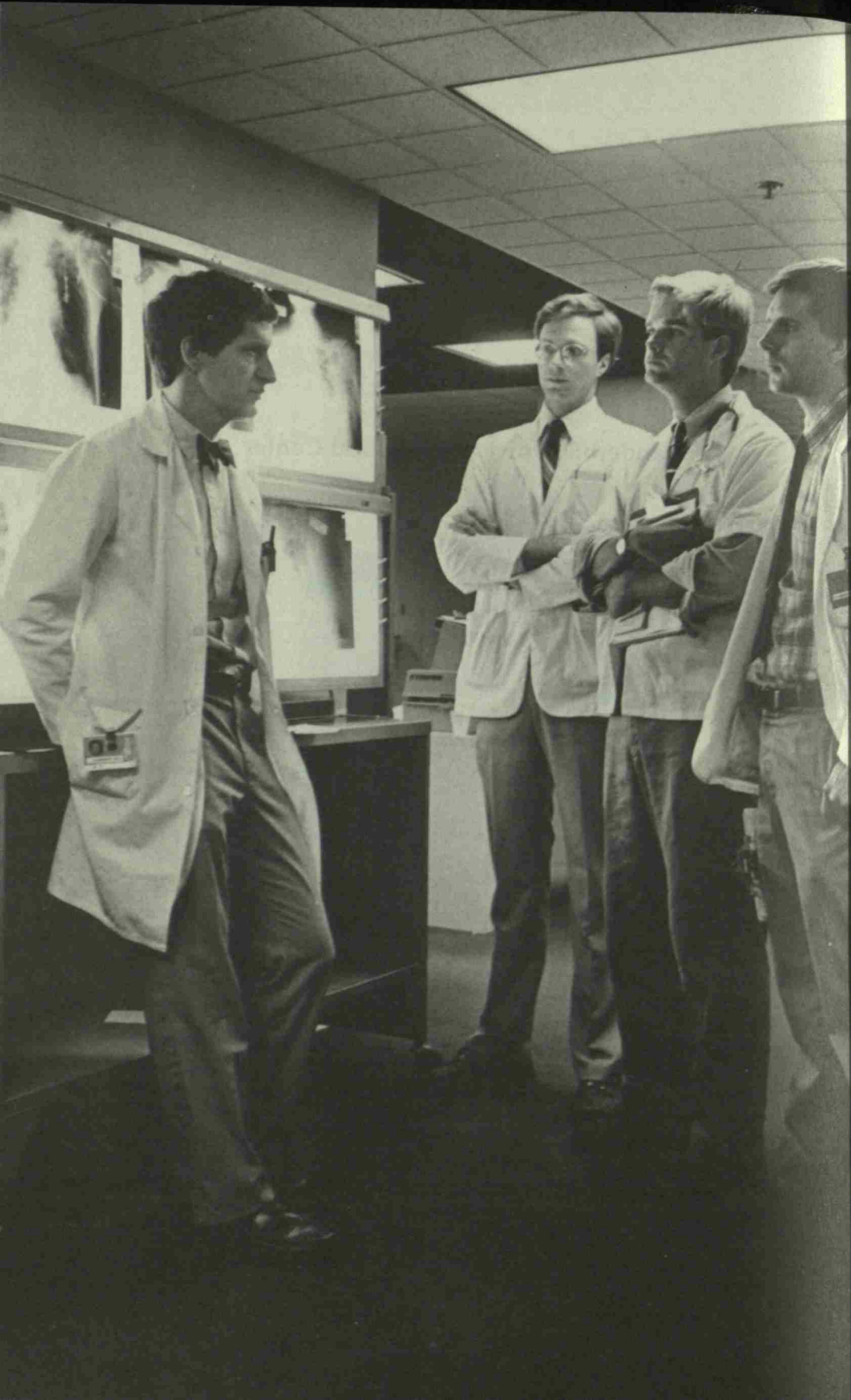
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Policies and procedures concerning non-curricular matters will be found in the *Student Handbook*, and policies concerning withdrawal for medical or emotional reasons in this bulletin under Student Health Services.



Vanderbilt University Medical Center







# The Medical Center

*School of Medicine  
School of Nursing  
University Hospital*



Vanderbilt  
University  
1985-86

Containing general information  
appointments and courses of study  
for the 1985-86 session  
corrected to 15 May 1985  
Nashville

NASHVILLE, TENNESSEE

37233

## School of Medicine Calendar, 1985-86

### FALL SEMESTER 1985

Registration and classes begin 3rd year / Monday 26 August  
Registration 2nd and 4th years / Tuesday 27 August  
Registration 1st year / Wednesday 28 and 29 August  
Classes begin 2nd and 4th years / Thursday 29 August  
Classes begin 1st year / Friday 30 August  
Medical School reunion / Friday 18 October and 19 October  
Homecoming / Saturday 19 October  
Thanksgiving holidays / Thursday 28 November to 1 December  
Examination period elective courses 1st and 2nd years / Monday 9 December to 13 December  
Examination period required courses 1st and 2nd years / Monday 16 December to 20 December  
Fall semester ends / Friday 20 December  
Christmas holidays / Saturday 21 December to Wednesday 5 January

### SPRING SEMESTER 1986

Spring semester begins / Thursday 6 January  
Spring holidays 1st and 2nd years / Sunday 2 March to 9 March  
Spring holidays 4th year / Wednesday 12 March to 16 March  
Founder's Day Monday 17 March  
Spring holidays 3rd year / Saturday 29 March to 6 April  
National Boards (Part II) 4th year / Tuesday 1 April to 2 April  
Instruction ends 1st, 2nd, and 4th year / Friday 25 April  
Examination period elective courses 1st and 2nd years / Monday 21 April to 25 April  
Examination period required courses 1st and 2nd years / Monday 28 April to 2 May  
Commencement / Friday 9 May  
National Boards (Part 1) 2nd year / Tuesday 10 June to 11 June  
Instruction ends 3rd year / Friday 13 June  
Examination period 3rd year / Monday 16 June to 20 June

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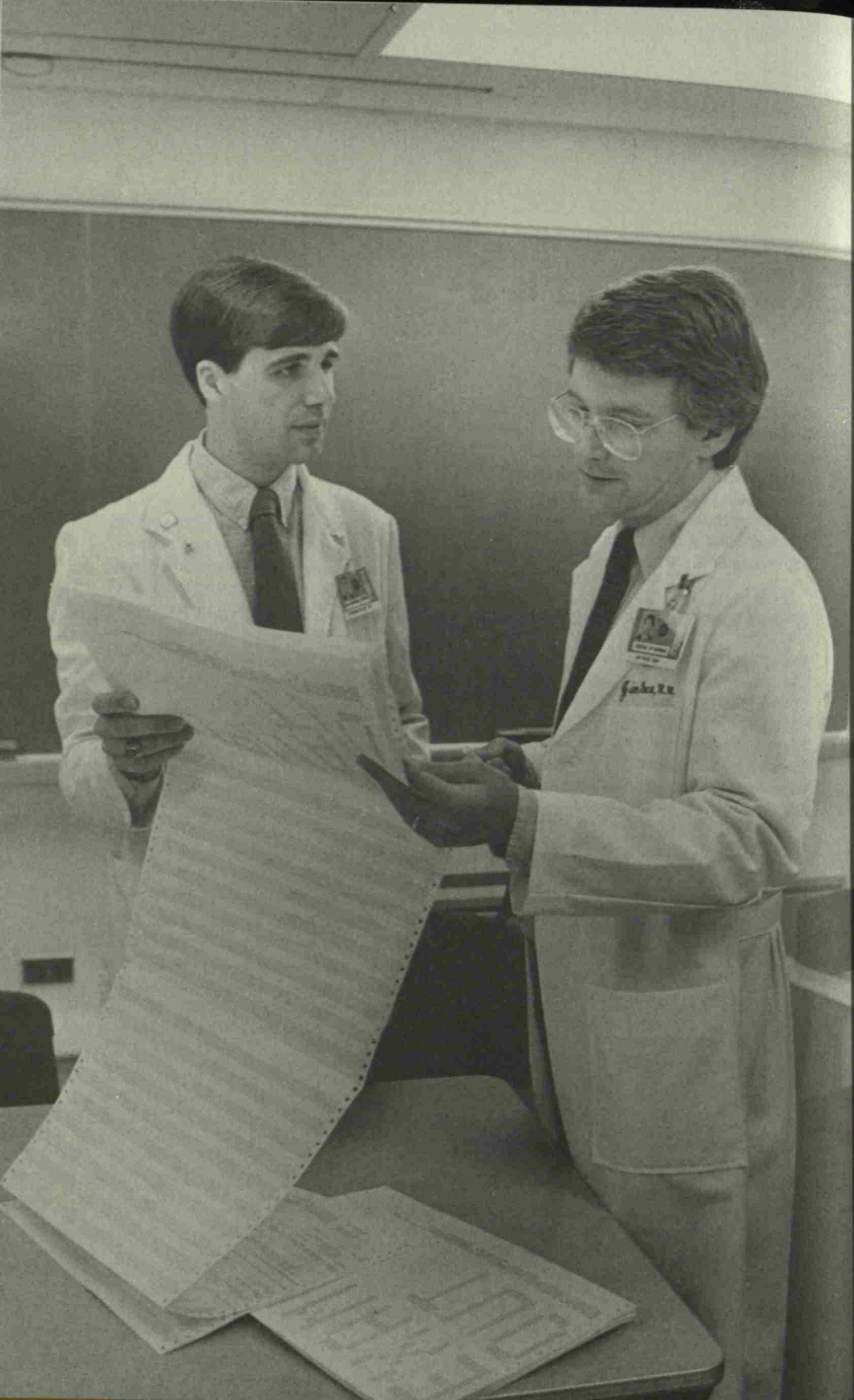
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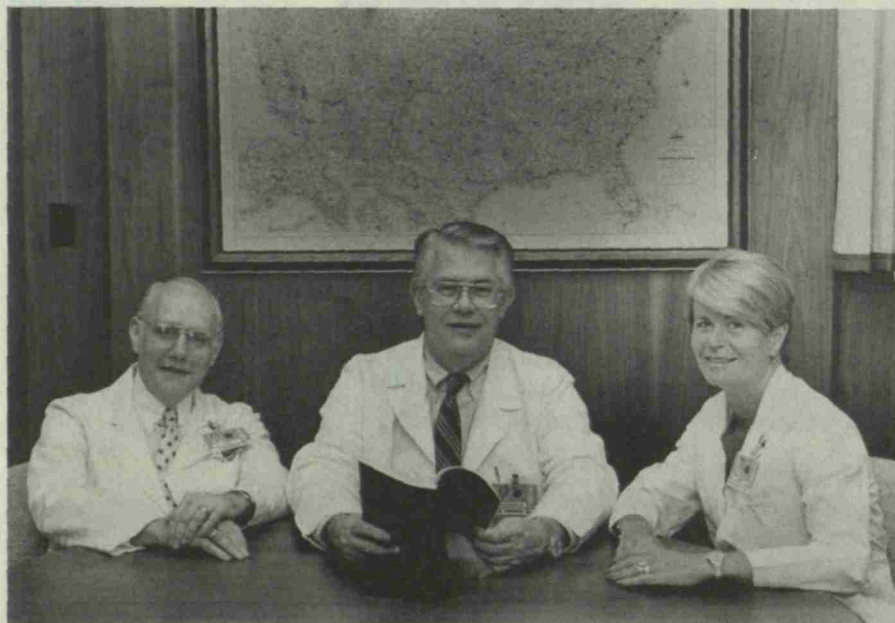
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## The Medical Center



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University  
MEDICAL CENTER



Vanderbilt University  
MEDICAL CENTER

- Light Hall
- Langford Auditorium

ncy

# The Medical Center

**An Academic Health Care Center  
for the Southeast 15**

**Life at Vanderbilt 25**





# An Academic Health Care Center for the Southeast

**V**ANDERBILT University Medical Center has a three-fold mission—the education of health professionals, research in medical sciences, and patient care. This mission is carried out in three main operating units—the School of Medicine, the School of Nursing, and the 561-bed Vanderbilt University Hospital, where patients receive exemplary care from physicians and nurses who are creative teachers and scholars, instructing their students in healing sickness and unraveling its mysteries.

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

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

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

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

## Facilities

### *Vanderbilt University Hospital*

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



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

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

### *Rudolph A. Light Hall*

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

### *Medical Center North*

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

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

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

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

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

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

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

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

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*Medical Center South*

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

*Mary Ragland Godchaux Hall*

Contains classrooms and offices of the School of Nursing faculty.

*Helene Fuld Instructional Media Center*

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

*Langford Auditorium*

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

*Bill Wilkerson Hearing and Speech Center*

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

*Center for Health Services*

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

### *Medical Arts Building*

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

### *The Cooper Building*

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

### **Affiliated Facilities**

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

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

### **Medical Center Library**

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

The library, which is the official archive of the Medical Center, contains over 137,000 volumes. About two-thirds of these are bound periodicals, and more than 1,400 current periodicals and serial publications are received on subscription. The History of Medicine Room houses a collection of materials illustrating the roots and development of medicine and nursing, especially in the United States.

The library provides seating for some 200 readers. It offers a wide range of services, including reference assistance and advice on bibliographic matters; instruction and orientation in use of library resources; literature searches; document delivery; and the usual circulation, reserve



book circulation, and copying services. There is on-line access to MEDLINE and the many other computer-based information retrieval services now available. The library participates in various cooperative ventures and projects, including the Southeastern Library Network (SOLINET) and the nationwide Regional Medical Library Program.

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

### *Professional Staff*

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### **Canby Robinson Society**

Endorsed by Vanderbilt University to encourage leadership in support of medical education, research, and patient care activities, the Canby Robinson Society is named for the man who was the primary architect of the 1925 physical facilities now contained within Medical Center North. Dr. Robinson also was responsible for establishing the intellectual climate which remains a characteristic of the Vanderbilt Medical Center.

Dean of the School of Medicine for only eight years, 1920 to 1928, Dr. Canby Robinson, with the full support of Chancellor James H. Kirkland and of wealthy foundations, literally transformed the School of Medicine from the traditional physician/apprentice proprietary institution that it had been since its founding to a university medical school with a full-time teaching faculty—forerunner of the Medical Center as it is known today.

The Canby Robinson Society recognizes and honors individuals for interest in and financial support of the Medical Center. Robinson Society members participate in a variety of programs throughout the year and serve in an active role as advisers to and ambassadors of the Medical Center.

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 BETTY HOVDA MANTEY Fort Walton  
 Beach, Florida  
 VIOLET M. McPEAK Rusk, Texas  
 GRACE McVEIGH Dallas, Texas  
 PAUL MOUNTCASTLE Nashville  
 GLORIA A. MYERS Fort Worth, Texas  
 WILLIAM T. MYERS Fort Worth  
 CAROL S. ODESS Birmingham, Alabama  
 JOHN S. ODESS Birmingham  
 DOUGLAS G. ODOM, JR. Madison,  
 Tennessee  
 ROBBIE ODOM Madison  
 EVELYN OVERALL Nashville  
 JAMES C. OVERALL Nashville  
 GLADYS OWEN Cookeville, Tennessee  
 LULU HAMPTON OWEN Nashville  
 ALICE CHENOWETH PATE Arlington,  
 Virginia  
 JOHN PATE Arlington  
 NANCY K. PERKINS Nashville  
 ELIZABETH CRAIG PROCTOR Nashville  
 MARIAN RHEA Paris, Tennessee  
 WILLIAM G. RHEA Paris  
 DOUGLAS H. RIDDELL Nashville  
 JEANNE RIDDELL Nashville  
 JOHN L. SAWYERS Nashville  
 JULIA EDWARDS SAWYERS Nashville  
 H. WILLIAM SCOTT Nashville  
 MARY SCOTT Nashville  
 ALVIS JOE SCULL, JR. Santa Barbara,  
 California  
 ESTHER SCULL Santa Barbara  
 MARGARET SMITH Nashville  
 ANITA STALLWORTH Nashville  
 ELIZABETH P. TAYLOR Menlo Park,  
 California  
 HARLAN H. TAYLOR Menlo Park  
 JUDITH THOMPSON Birmingham,  
 Alabama  
 HILLIARD TRAVIS Nashville  
 NANCY TRAVIS Nashville  
 LEAH ROSE WERTHAN Nashville  
 ANNE POTTER WILSON Nashville  
 DAVID K. WILSON Nashville  
 EDITH WINN Lake Arthur, Louisiana  
 CHARLES E. WORK Cincinnati, Ohio  
 MILDRED WORK Cincinnati  
 JANE YOUNT Oak Ridge, Tennessee  
 THOMAS L. YOUNT, JR. Oak Ridge  
 ARLENE I. ZIMMERMAN Nashville  
 RAYMOND ZIMMERMAN Nashville



## The Environment

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

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

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

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

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

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

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

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

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

### **The University**

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

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

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

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

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

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

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

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

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

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

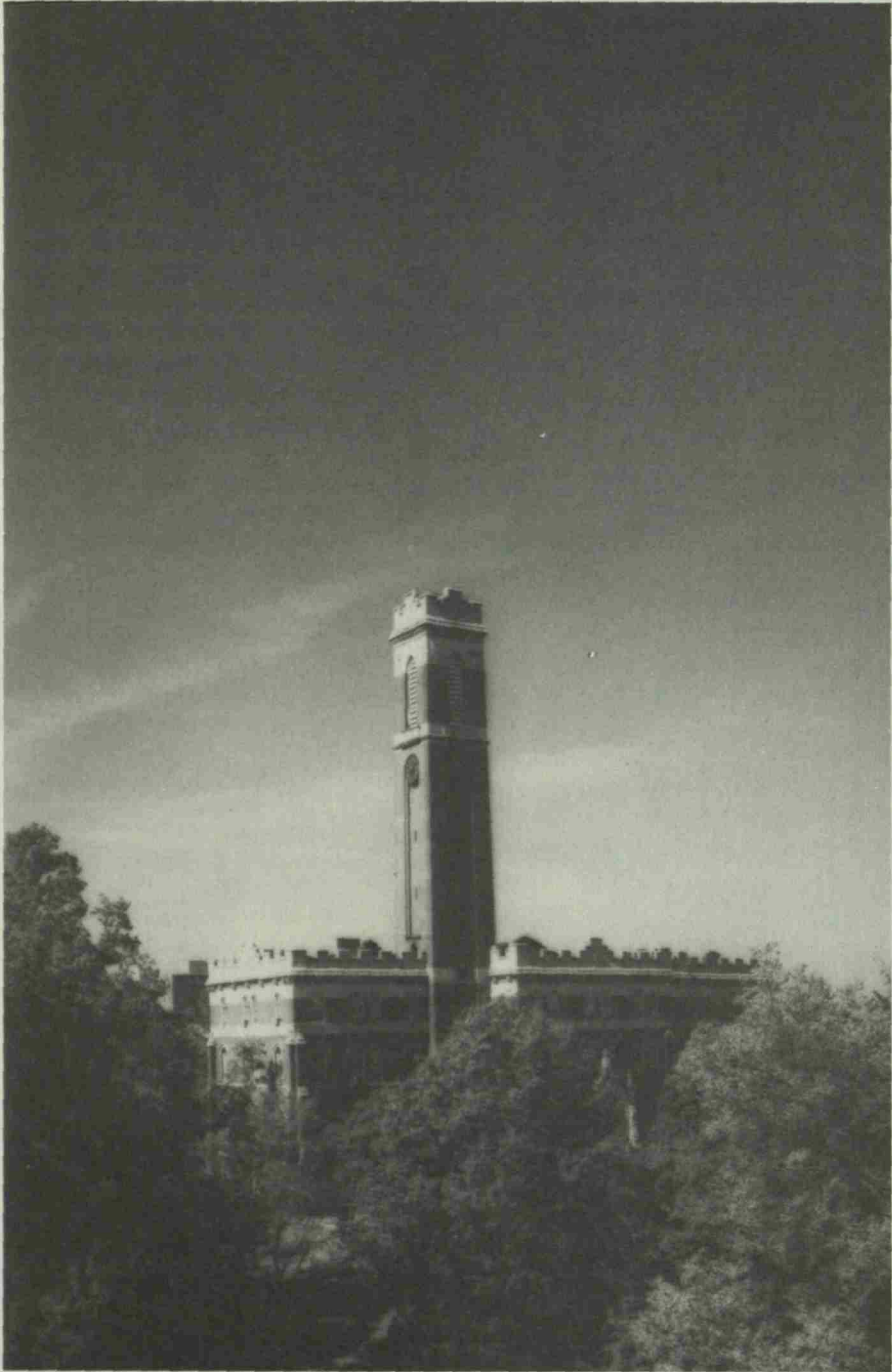
*Owen Graduate School of Management*, offering the Master of Management and the Master of Business Administration.

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

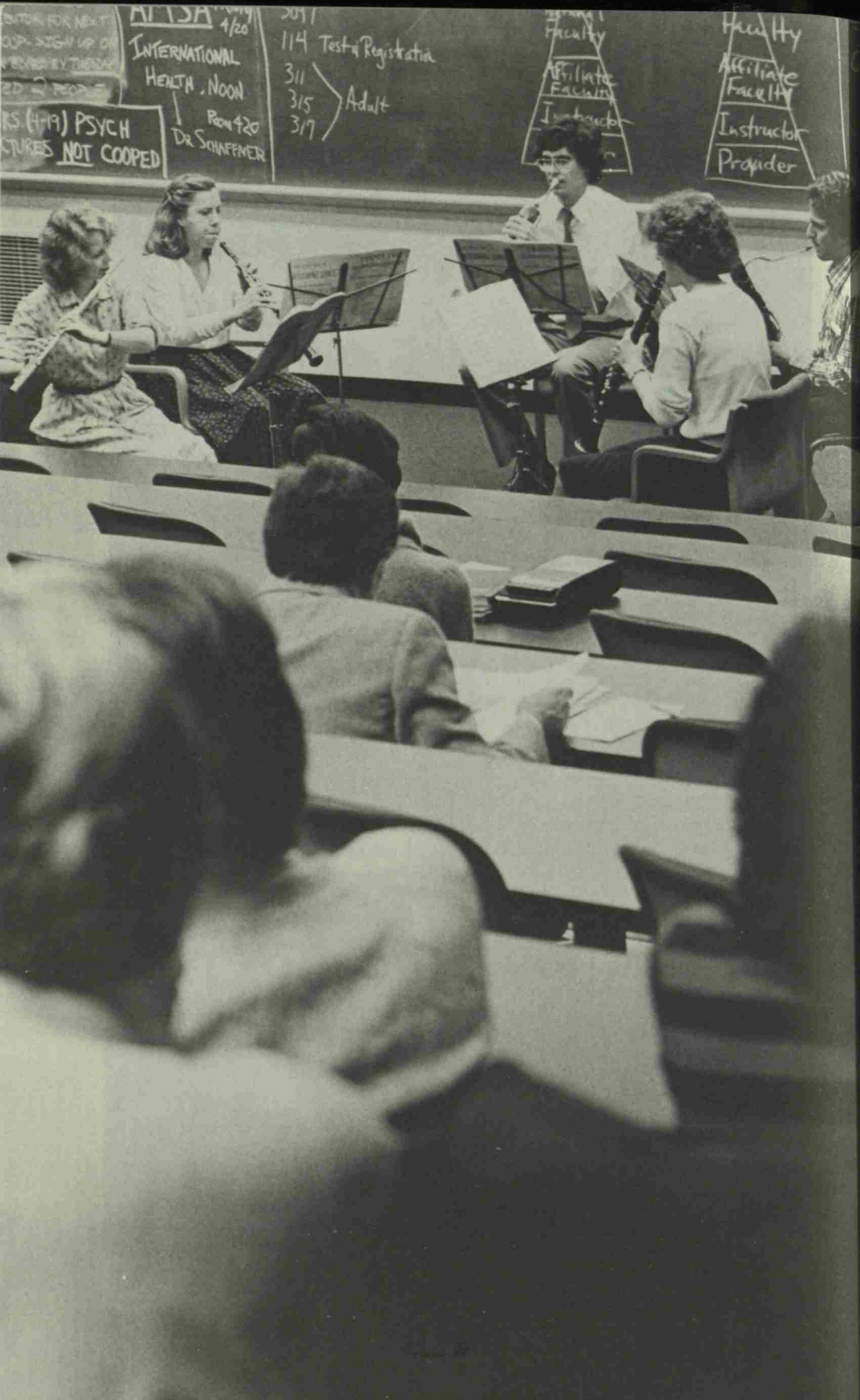
*Blair School of Music*, which will offer studies leading to the Bachelor of Music degree beginning in the fall of 1986.

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.







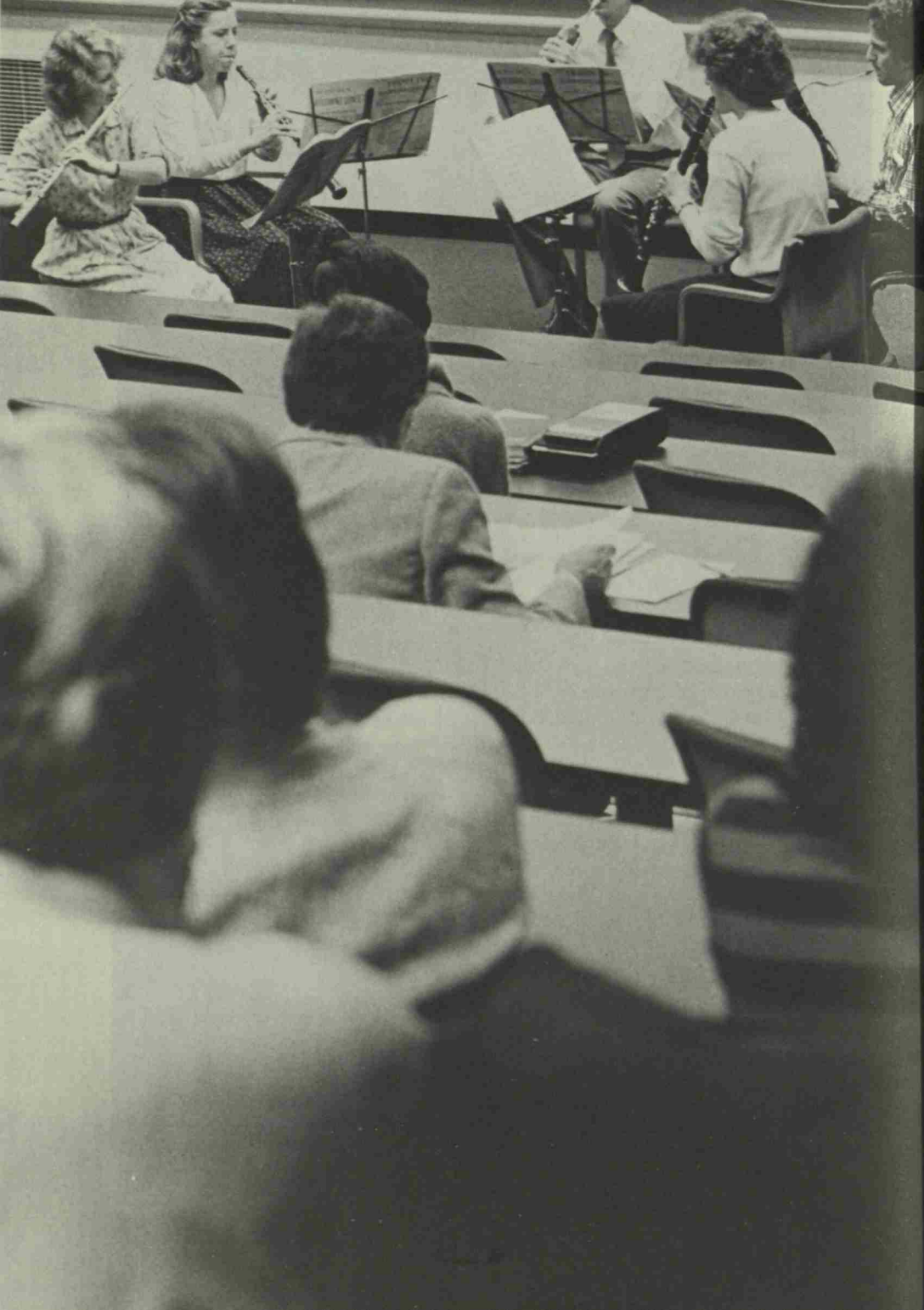
ENTOR FOR NEXT  
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ALISA 4/20  
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Room 420  
Dr. SCHAFFNER

2011 114 Test & Registration  
3/11  
3/15  
3/17 } Adult

Faculty  
Affiliate Faculty  
Instructor

Faculty  
Affiliate Faculty  
Instructor  
Provider





# Life at Vanderbilt

THE University provides accommodations for as many graduate and professional students as possible in apartments and in residence halls. Housing space is reserved for entering students who apply by 1 May, in advance of assignment to returning students. After 1 May, assignment is made on the basis of date of application.

Apartments for graduate and professional students are open during holidays, to accommodate those who pursue study and research when the schools of the University are not in session. Occupancy is subject to the terms and conditions of a lease executed by the occupant. Leases are executed for specific terms, and the resident must be a full-time student at Vanderbilt to be eligible for housing in these facilities. Should the occupant cease to be a student, the apartment or room must be vacated within twenty-four hours.

Apartments and rooms are leased for the entire academic year. Students who are assigned space on the campus are thus committed for the year, and should understand that only withdrawal from the University will cause the termination of the lease.

A deposit of \$100 is required at the time of application. Requests for refund of deposit will be considered if the request is received in writing by sixty days prior to the beginning of the semester. All housing inquiries should be directed to: Office of the Dean, Residential and Judicial Affairs, Box 1677, Station B, Nashville, Tennessee 37235.

## Housing 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 for graduate and professional students, primarily married students. Each apartment is equipped with draperies, electric range, refrigerator, and sink with disposal. Rent includes utilities, except telephone, and the use of all public areas. Laundry rooms on the basement level contain coin-operated washers and dryers. A play area for children is adjacent to the building.

Oxford House contains furnished efficiency and one-bedroom apartments in an eleven-story building on 21st Avenue South at Dixie Place, near the Medical Center. Apartments are assigned primarily to single graduate students. There are no facilities for children. The apartments are modern with ample closet space and all-electric kitchens. Rent includes utilities and the use of all public areas.

The Married Students Apartments located at the eastern edge of campus on 18th Avenue South are designed with kitchen and living room

downstairs and two bedrooms and a bath upstairs. The complex contains a laundry room and recreation room. All apartments have carpeting throughout, central air conditioning, and fully equipped kitchens with garbage disposals. Rent includes utilities, telephone service, and the use of all public areas.

The Garrison Apartment complex on 18th Avenue South has air-conditioned efficiency and one-bedroom units. Each apartment is equipped with electric range, refrigerator, and sink with disposal. Rent includes utilities, telephone service, and the use of all public areas. Laundry and storage facilities are in the basement.

### *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 listed is close to the campus, with cost, furnishings, and conditions of the accommodations varying greatly. For best choices, students seeking off-campus housing should visit the Office of Residential and Judicial Affairs for suggestions and guidance in early July.

### **Dining Facilities**

There are five main dining facilities on campus: Branscomb Dining Halls, the Divinity Refectory, the Cumberland Room, Rand Dining Hall and Commodore Room snack bar, and McTyeire Dining Room.

Meals are available on a cash basis plus  $7\frac{3}{4}$  percent state sales tax, or meal plans may be purchased for \$75 to \$660 per semester. State sales tax is not charged for food bought on a meal plan. The meal card may be used in any dining area or snack bar during the school year in which it is purchased. Supplementary \$50 increments may be added to the food account at any time by students who have purchased an initial meal plan.

All food items are priced a la carte. After a deposit is made in the student's food account and an electronically-sensitive meal card is issued, the account is diminished by the amount of each purchase and the new balance displayed at the cash register. The balance will be carried over from the fall to the spring semester and credit balances (less an administrative charge) will be applied to the student's account at the end of the spring semester.

The Overcup Oak, located in Sarratt Student Center, features an informal atmosphere. Specialty foods are available for lunch and dinner.

A cafeteria located in Medical Center North is open to the public. Graduate and professional students studying in the Medical Center complex or living in nearby apartments will find this a convenient facility.



### **Student Health Service**

The Student Health Service is designed to meet the primary medical and mental health care needs of students in an environment supportive of the special needs of the student population. Preventive and educational aspects of common health concerns are emphasized.

The hours of operation are from 8 a.m. to 4:30 p.m., Monday through Friday, and 8:30 a.m. to noon on Saturday. Except in emergencies, students should call for appointments. I.D. and validation cards must be presented. At hours when the Student Health Service is closed, students may receive medical care at the emergency room of the Vanderbilt University Hospital. Students are charged for emergency room service, but part of this cost may be covered under the Student Insurance Plan. A 24-hour telephone consultation service is also available by calling the Student Health Service at 322-2427.

Medication and supplies ordered by Student Health Service physicians and stocked at the facility are provided to students at cost. Laboratory tests performed on the Health Service premises are provided without charge; a charge is made, however, for laboratory tests that must be provided at other locations.

The Student Health Service program provides high-quality care for most conditions, in a confidential (to the extent permitted by law) and sensitive manner. When the condition requires referral to a specialist, resulting charges will be the responsibility of the student. In this way the costs of health care for students can be kept to a minimum.

The University reserves the right in its discretion to require the withdrawal of a student for physical or emotional reasons. The student may be readmitted upon demonstration that the condition requiring withdrawal has been corrected.

### **Hospitalization Insurance**

All students at Vanderbilt are required to have adequate hospitalization insurance coverage. The annual premium for student health insurance is in addition to tuition. Coverage extends from 21 August until 20 August of the following year, whether the student remains in school or is away from the University. This plan is designed to provide liberal hospital, surgical, and major medical benefits. A brochure explaining the limits, exclusions, and benefits of the plan is available at registration, in the Medical School Office of Student Services, the Office of Student Accounts, and the Student Health Service.

#### *Waiver of Vanderbilt Insurance Plan*

A student who does not wish to subscribe to the insurance plan offered by the University must notify the University of adequate hospitalization coverage under another policy. New students must complete

and return an acceptance/waiver card available at registration or in the Office of Student Accounts. Acceptance/waiver cards may be completed by returning students if they wish to change their current insurance status.

The insurance charge will not be waived if the cancellation is not received and verified in Student Accounts by 15 October for fall semester and 15 February for spring semester.

### *Family Coverage*

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

### *International Student Coverage*

International students, whether attending the University full time or part time, and their dependents residing in the United States, are required to purchase international student health and accident insurance through the University, 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 coverage can be obtained in the Office of International Services.

### **Counseling Center**

The Psychological and Counseling Center offers comprehensive psychological services to Vanderbilt students, faculty, and staff. The center provides individual and group counseling for personal, social, academic, and emotional problems; marital counseling; and career testing and counseling. Group programs for personal growth, self-improvement, awareness, and support are also available at the center.

The center offers a reading and study skills program, as well as individual consultation on study-related concerns. It provides testing services for University programs and administers national standardized tests such as the Graduate Record Examination, Graduate Management Admissions Test, Medical College Admissions Test, Law School Admissions Test, and others.

Consultation is available to individual students, faculty, and staff, and to organizations and offices that contribute to the psychological and educational well-being of the University Community.

Students may make appointments by visiting the Counseling Center at the corner of Twenty-first Avenue South and Dixie Place, or by calling the office.



## Campus Security

The Department of Police and Security is a multi-faceted agency, open 24 hours a day, with its primary concern the campus-wide security of students, faculty, and staff. A program of safety education is conducted by trained crime-prevention specialists.

### *Motor Vehicles and Parking on Campus*

Parking space on campus is severely limited. Student cars, motor bikes, and bicycles must be registered with the Department of Police and Security. Depending on their class and residence, students will be assigned to specific areas of the campus for parking purposes, but all are urged to secure off-campus parking whenever possible.

Traffic violations which occur on the campus may result in fines and further disciplinary action.

### *Shuttle Bus Service*

The University Shuttle Bus Service operates campus wide, providing transportation between libraries, residence halls, and other buildings. Hours of operation are 7 a.m.-2 a.m., Monday through Friday, and 6 p.m.-2 a.m., Saturday and Sunday. The bus is accessible to handicapped individuals. Schedule and route information may be obtained at the Department of Police and Security or by calling 322-VUSS. The shuttle bus service does not operate on holidays or during academic "break" periods.

The Medical Center Shuttle Bus operates between distant parking lots and Medical Center North for the convenience of Medical Center personnel.

### *Bicycles on Campus*

University policy regarding the use and possession of bicycles on campus emphasizes common sense and protection for pedestrians and cyclists in the heavily congested University area. Bicycle racks are provided in the plazas of Light Hall and adjacent to the west wing in the main medical center complex. Bicycles are not permitted inside buildings.

Sections of the Metropolitan Nashville Traffic and Parking Code dealing with bicycles apply on campus as well as off. Vanderbilt policy applying to use of bicycles on campus is as follows:

- Bicycle riding is prohibited on walkways and lawns.
- Cyclists should exercise caution in using campus roadways. Under certain circumstances, this may mean dismounting and walking the cycle.
- The bicycle speed limit on campus roads is 10 miles per hour.

—In the event of personal injury resulting from an accident involving a bicycle or any other vehicle, it is the responsibility of the persons involved to report the accident to the Department of Police and Security.

### *Lost and Found*

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

### **Services for Handicapped Students**

Vanderbilt is committed to assist handicapped students in attaining their educational goals. Monitors in all the schools are available to help with any problems in adjustment to campus life and to facilitate accommodations that might be required. Students are invited to write the monitor to discuss their particular concerns. The services of the Opportunity Development Center, P.O. Box 1809, Station B, Nashville, Tennessee 37235, are also available.

*Monitor, School of Medicine.* Dean Daniel M. Buxbaum, 115 Light Hall, Nashville, TN 37232.

*Monitor, School of Nursing.* Patricia Peerman, Director of Student Advising, 106 Godchaux Hall, Nashville, TN 37240.

### **Sports and Recreation**

Participation in campus recreation and athletic activities is open to all students who meet eligibility standards except those who may be disqualified for medical reasons. Both men's and women's intramurals are popular on campus, and club sports provide opportunity for participation in sailing, soccer, fencing, rugby, lacrosse, and other minor sports.

Most recreation facilities of the University may be used by medical and nursing students, according to published schedules. There is a user fee for families. Facilities include gymnasiums, an indoor tennis center, an eight-lane track, many outdoor courts and playing fields, an indoor swimming pool, racquetball courts, and a Nautilus room.

Tickets to Vanderbilt basketball and football games may be purchased at reduced rates, subject to the availability of seats.

### **Women's Center**

The Women's Center was established at Vanderbilt in 1978 to serve students, faculty, and staff as an educational and social resource. It is located in E-2 West Side Row.

The center's specialized library is open weekdays from 8:30 a.m. to 4:30 p.m., and individuals are welcome to drop in for coffee and to

browse through the displays. Small groups may use the center by special arrangement. A newsletter, *Women's VU*, is mailed free to campus addresses upon request. It contains news and information about women on campus and in the wider community.

The director serves as adviser to the Women's Week Committee, and is also available to discuss relevant personal and education concerns with groups or individuals.

### **Child Care Center**

The Vanderbilt Child Care Center operates as a service to University staff, faculty, and students. The program serves sixty children, two years old through kindergarten. Tuition is determined by family income and the age of the child. Full-time care is available. Additional information on the program is available from the Vanderbilt Child Care Center, Box 83, Peabody College, Nashville, Tennessee 37203.

### **Religious Life**

The Office of University Ministry exists to provide occasions for religious reflection and avenues for service, worship, and action. Its program seeks a religious interpretation of the meaning and value of human life and experience.

The staff of the Office of University Ministry is composed of chaplains representing the University, as well as the Episcopal, Jewish, United Methodist, Presbyterian, Roman Catholic, and Baptist worshipping communities. The coordinator of the Vanderbilt Prison Project and Volunteers-in-Service is also a member.

Worship services for Catholics are conducted in chapels on campus. Ecumenical services are planned for special days in the Christian calendar.

Provision for other Christian organizations and for Muslim students is also provided by the University.

### **Sarratt Student Center**

The Madison Sarratt Student Center, opened in 1974, provides a wide variety of programs and activities for the campus community. The center is equipped with a movie theatre where classical and contemporary films are shown nightly, large and small meeting rooms for conferences and seminars, a pub with deli foods and beverages, a game room, meeting and work space for student organizations, an art gallery, craft and darkroom space for classes and individual work, facilities for the several campus publications and radio station, and comfortable reading rooms and lounges.



### Education Records

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

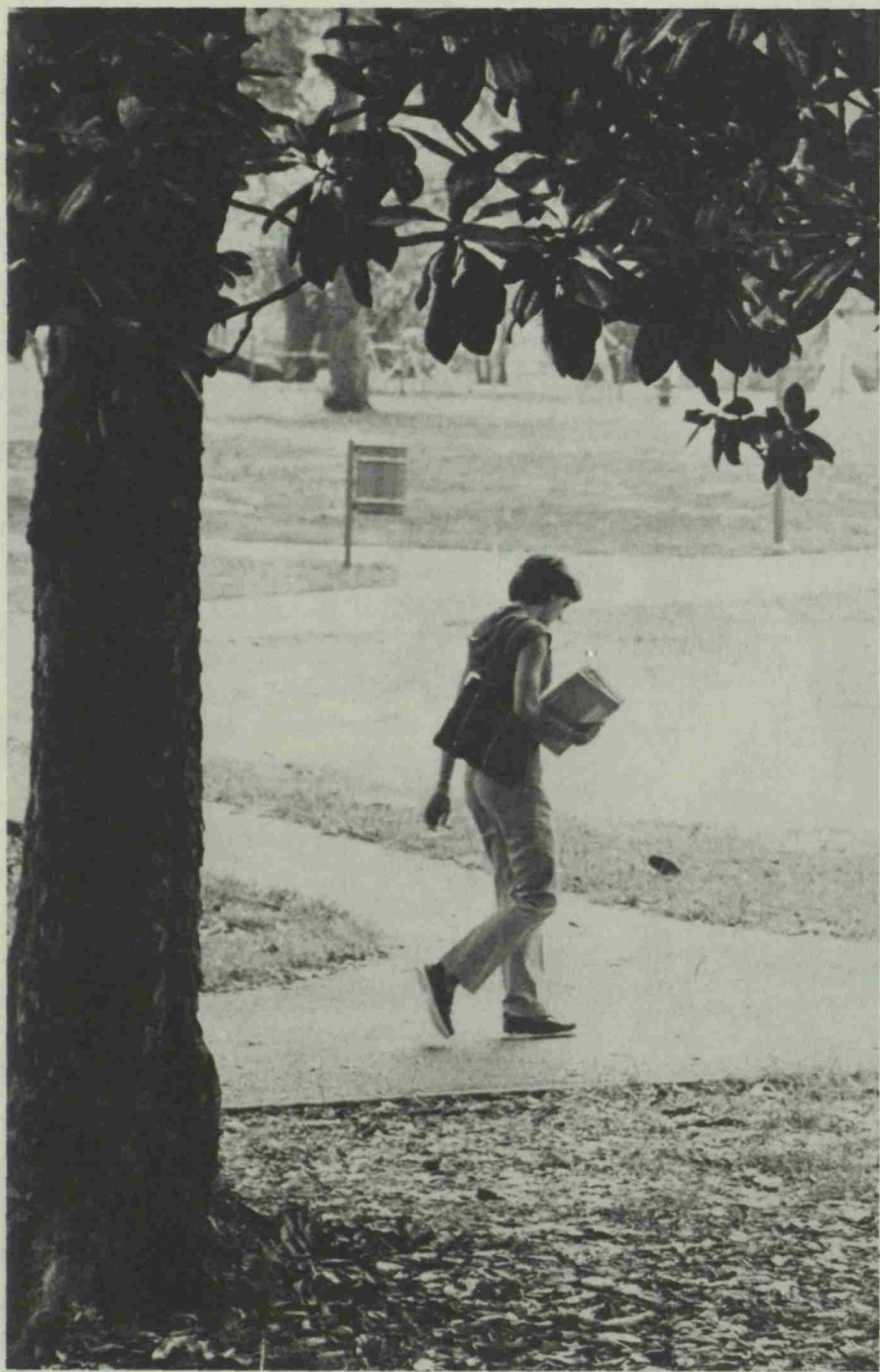
In order to comply with federal regulations promulgated pursuant to the Buckley Amendment, Vanderbilt University has formulated and adopted institutional policies and procedures to be followed by the University and by others with regard to the disclosure of information from the education records of current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

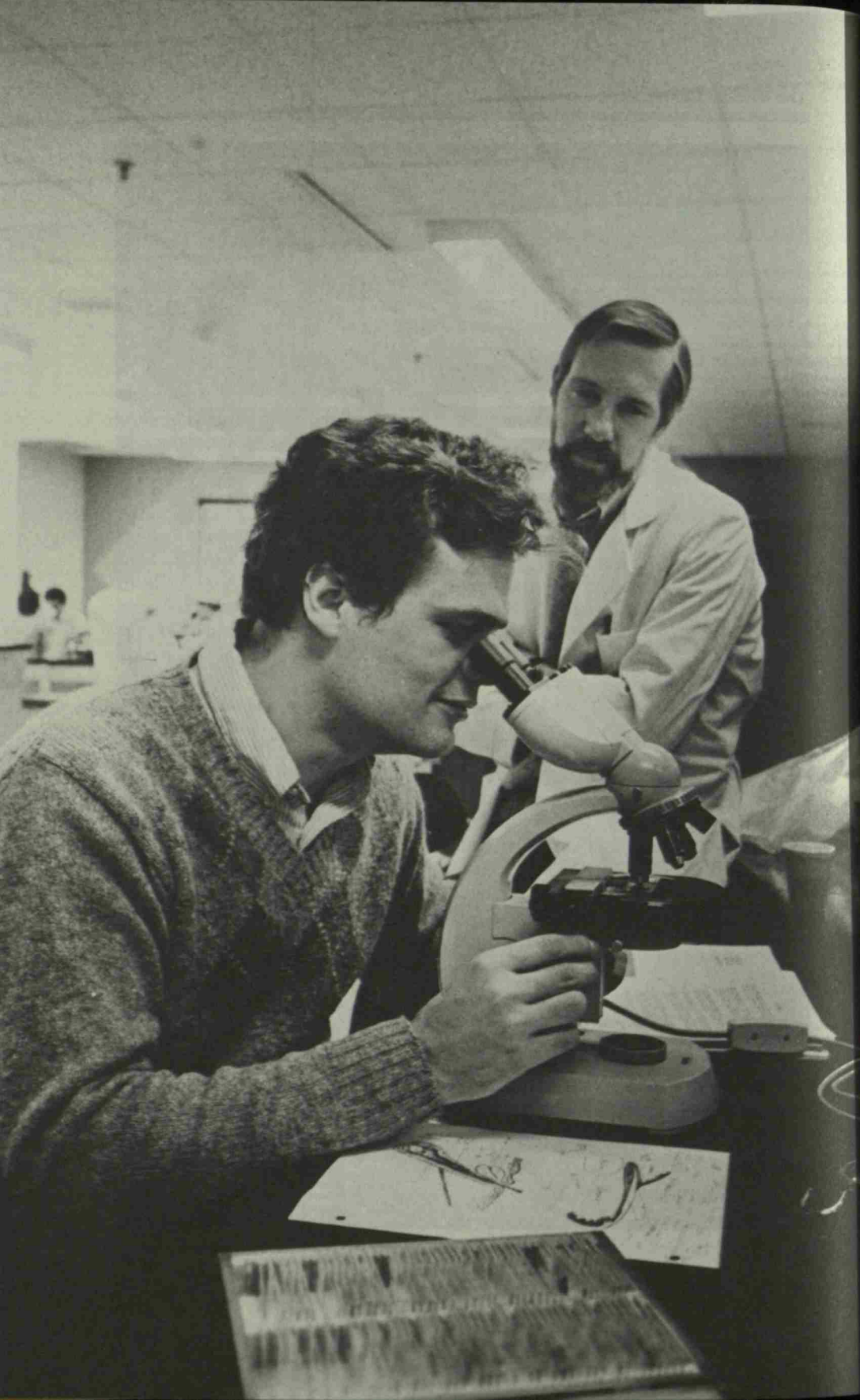
For purposes of the Buckley Amendment, Vanderbilt University has designated the following information as "directory information" and may make such information available to any person without the student's consent unless the student gives notice as provided for below: the student's name, address, telephone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

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

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







# The School of Medicine

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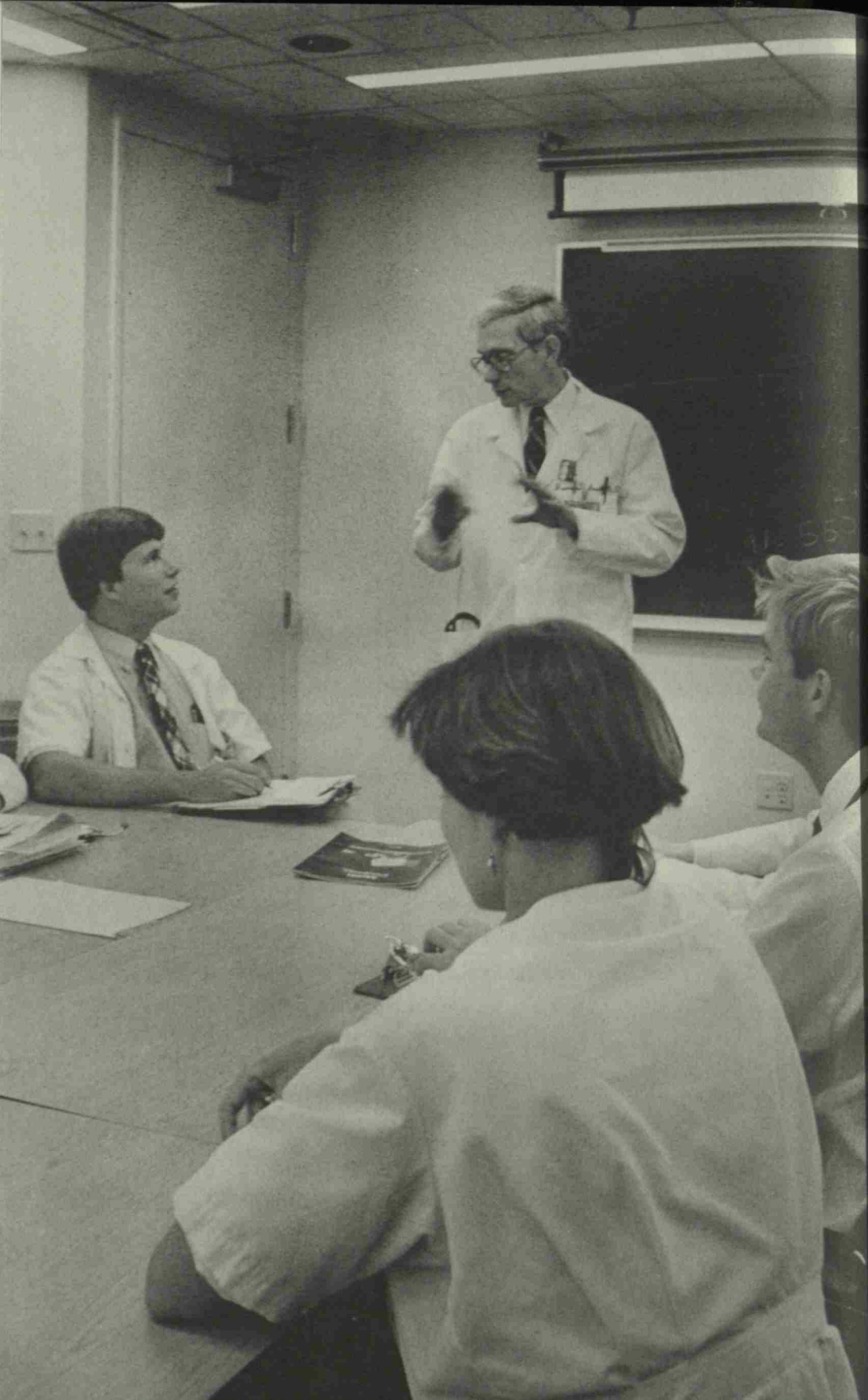
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# The School of Medicine



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

## Executive Faculty

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

EXECUTIVE COMMITTEE OF THE EXECUTIVE FACULTY. John E. Chapman, *Chairman*. Lonnie Burnett, Leon Cunningham, Michael Ebert, William Hartmann, Everette James, Albert Kaplan.

## Standing Committees

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

### Admissions

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

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

### Advisory Council

The Advisory Council provides a formal structure for the synthesis of faculty opinion. It is advisory and has no power to implement its opinion except through the Dean. The council should provide the Dean and Executive Faculty with a long-range perspective on issues that the administration and Executive Faculty may not have the opportunity to develop while responding to day-to-day crises. Furthermore, the Advisory Council provides the faculty with an alternative channel of communication with the Dean through representatives other than the appointed departmental chairmen who compose the Executive Faculty.

Stephen S. Entman, Francis W. Gluck, Jr., George F. Gray, A. G. Kasselberg, Anthony W. Kilroy, Alexander R. Lawton, Arnold W. Malcolm, David L. Page, James M. Perrin, Pauline L. Rabin

### 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. Alexander R. Lawton, *Chairman*. James Forbes, Lillian Nanney, David M. Regen, D. Lewis Sly, Martin Watterson

FACULTY. Arnold W. Malcolm, *Chairman*. Susan A. Halter, Lubomir Hnilica, David H. Johnson, Bruce Smith, Thomas R. Soderling.

GOALS AND GOVERNANCE. A. G. Kasselberg, *Chairman*. Alvin M. Burt, Richard H. Dean, Stephen Dudley, Carl Hellerqvist, Alexander C. McLeod.

HEALTH CARE. Anthony W. Kilroy, *Chairman*. Virginia D. Abernethy, Joseph Diggs, Clark Gregg, Robert MacDonell, Sam Marney.

HOUSE STAFF. Stephen S. Entman, *Chairman*. William A. Altmeier, John Brock, Miles K. Crowder, Roger DesPrez, Harold P. Smith.

MEDICAL EDUCATION. James M. Perrin, *Chairman*. Dean E. Brenner, Jeanette J. Norden, James Pichert, Charles Stratton, Jack N. Wells.

### 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.

William W. Lacy, *Chairman*. John G. Coniglio, Thomas R. Harris, Sanford Krantz, Alexander R. Lawton, W. Scott McDougal, John H. Newman, C. Leon Partain, David Regen, Grant R. Wilkinson. *Ex officio*: John H. Hash.

### Continuing Education

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

Dennis K. Wentz, *Chairman*. Harvey W. Bender, Jr., Frank H. Boehm, Michael H. Ebert, Arthur C. Fleischer, Thomas P. Graham, Jr., John H.J. Nadeau, Tom E. Nesbitt, Bruce M. Smith, Dan Spengler, Charles H. Wallas, Raymond Woosley. *Consultant*: R. B. Gaston. *Ex officio*: Daniel Buxbaum, Marilyn D'Asaro.

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

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

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

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

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

Philip W. Felts, *Chairman*. Robert H. Alford, Richard M. Heller, Jr., Frederick K. Kirchner, Clifton K. Meador. *Student Representatives*: Alice Clark, Donald W. Griffin, Michael S. Herhusky, Joyce E. Johnson.

### **Faculty Promotions and Appointments**

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

Harvey W. Bender, Jr., Alan D. Cherrington, Fred Gorstein, Thomas P. Graham, Jr., Daryl Granner, Elaine Sanders-Bush, James D. Snell, Jr., Anne Colston Wentz. *Ex officio*: Lloyd H. Ramsey.

### **Graduate Education**

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

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



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

The Institutional Review Board for the Protection of Human Subjects comprises a chairman and the committees of Behavioral Sciences and Health Sciences, which are composed of physicians, behavioral scientists, a staff attorney, and community members. Acting through its two committees, the board reviews research proposals involving human subjects with respect to the rights and welfare of the human subjects, the appropriateness of methods used to obtain informed consent, and the risks and potential benefits of the investigation. Approval of the board or one of its component committees is required prior to initiation of any investigation.

#### *Behavioral Sciences Committee*

John C. Masters, *Chairman*. Robert R. Appleson, Barbara E. Brown, Robert R. Ehman, Henry A. Goodstein, D. Wesley Grantham, Robert Hangel, Martin Katahn, Joseph S. Lappin, James L. Nash, Susan M. O'Connor, Arlene G. Owen, William A. Rushing, Barbara Strudler Wallston, one undergraduate student to be named.

#### *Health Sciences Committee*

Bruce M. Smith, *Chairman*. Virginia T. Betts, Frank S. Bloch, Graham F. Carpenter, Barbara Grobstein Chazen, Kathryn M. Edwards, Frank Anthony Greco, Susan A. Halter, John H. Hash, Thurman Dwight McKinney, Perry M. Nicassio, C. Leon Partain, Sharon E. Perry, Mary Rolando, Sara E. Sedgwick, Conrad Wagner, Alastair J. J. Wood.

#### **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.

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

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

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

David H. Robertson, Jr., *Chairman*. Helen Bigler, Charles V. Ford, Martha Goode, David Guy, Anthony W. Kilroy, Deborah Sue Storm. Three student members to be assigned. *Ex officio*: T. Mark Hodges, University Library Committee representative, University Archives Committee representative.

### Promotions (First and Second Year)

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

John G. Coniglio, *Chairman*. Miles K. Crowder, George F. Gray, Marcus C. Houston, Ronald F. Kourany, L. Clifford McKee, M. Ann Melly, Jeanette J. Norden, Thomas Guv Pennington, David M. Regen, Peter W. Reed, *Ex officio*: Philip W. Felts, Richard M. Scott.

### Promotions (Third and Fourth Year)

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

Frank H. Boehm, *Chairman*. John G. Coniglio, Marcus C. Houston, Howard S. Kirshner, John M. Leonard, Thomas J. Limbird, John Lukens, Pauline L. Rabin, Bruce M. Smith. *Ex officio*: Philip W. Felts, Richard M. Scott.

### Special Student Programs—Fellowships and Merit Awards

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

Philip W. Felts, *Chairman*. John D. Hainsworth, Anthony W. Kilroy, William M. Mitchell, John H. Newman. *Student Representatives*: Jan Lewis Brandes, Charles Leonard.

### University Animal Care Committee

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

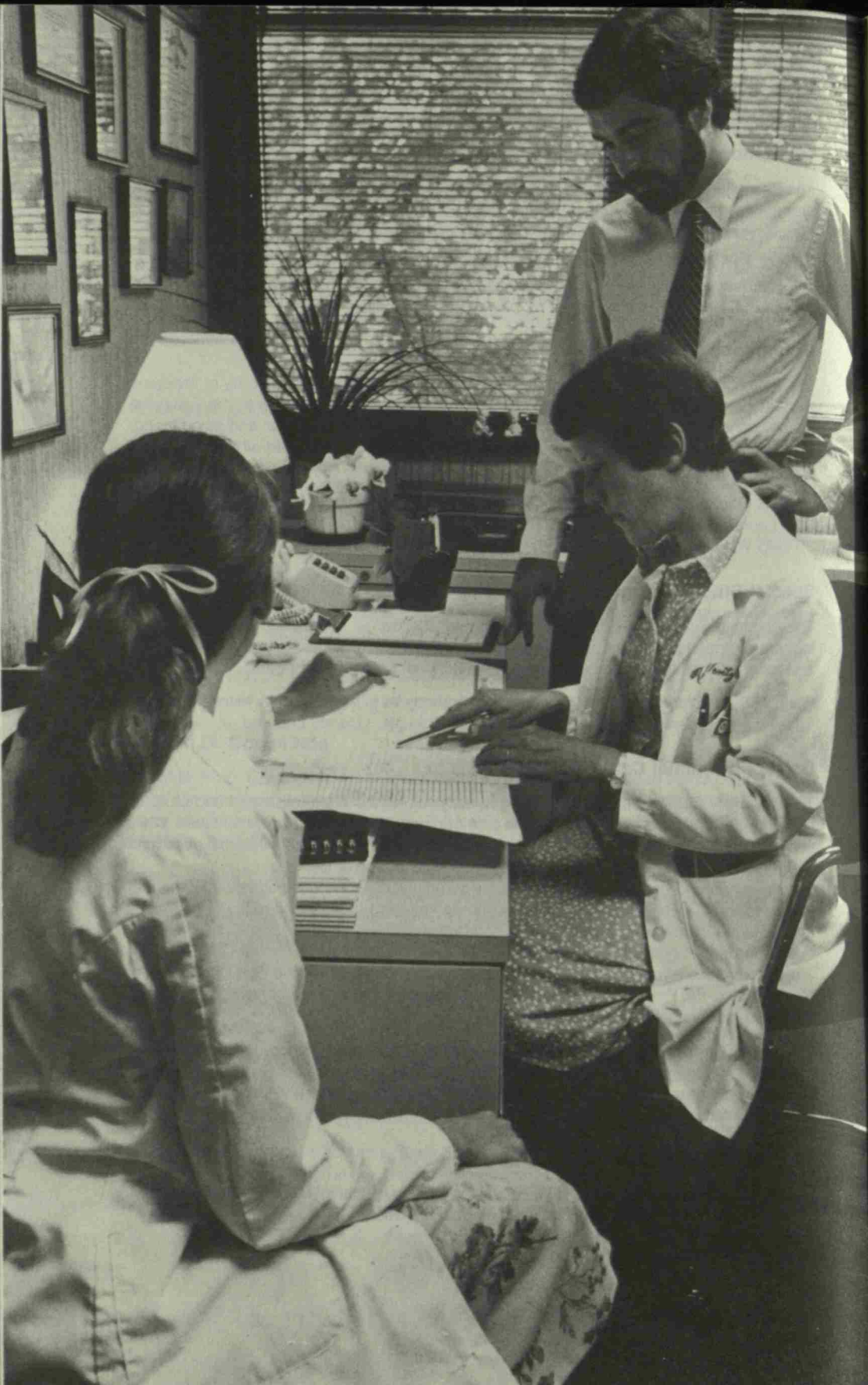
In reviewing and establishing such policies for animal care, the committee considers prevailing federal, state, and local laws and guidelines and their applicability to situations unique to the Vanderbilt experience. The committee also is concerned that its policies lead to standards which will enhance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

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

Hakan W. Sundell, *Chairman*. Robert R. Appleson, Thomas F. Barnes, Robert J. Barrett, Richard H. Dean, Joseph Diggs, Myron A. Holscher, Jon H. Kaas, Douglas A. Knight, James McKanna, John H. Newman, Richard H. Porter, D. Lewis Sly, Laken G. Warnock, John A. Waterman.

### Visiting Student Committee

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





## Medical Education at Vanderbilt

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

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

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

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

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

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

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

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

### **Mission of the School**

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

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

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

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



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

### History of the School

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

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

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

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



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

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

### **Objectives of the Program**

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

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

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

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

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

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

# Admissions

THE School of Medicine selects its students from the following three categories:

1. Graduates of a college or university of recognized standing.
2. Seniors-in-absentia of a college or university of recognized standing who will be granted the bachelor's degree by their college after having completed successfully one year of work in the School of Medicine. A properly accredited statement to this effect from the college shall accompany all applications for admission as seniors-in-absentia. A form is furnished for this purpose.

3. Students of U.S. or foreign universities of recognized standing who, having completed three years of collegiate education, may be admitted to the School of Medicine at the discretion of the Committee on Admissions.

Decisions are made by the Committee on Admissions based upon an evaluation of the applicant's ability, preparation, motivation, and suitability to function as a medical student and thereafter as a physician in general practice, in one of the specialties, in research medicine, or in other endeavors based upon the M.D. degree.

## Minimum Requirements

Candidates must present evidence of having satisfactorily completed during the undergraduate years the following minimum requirements, in which a semester hour is the credit value of sixteen weeks' work consisting of one hour of lecture or recitation or at least two hours of laboratory work:

*Biology.* Eight semester hours including laboratory work. The course may be general biology, zoology, or zoology and botany, or similar studies in biological science, but not more than half may be botany.

*Chemistry.* A minimum of 16 semester hours. Eight of these must be in general inorganic chemistry including laboratory work. A minimum of 8 semester hours' credit in organic chemistry is required, covering aliphatic and aromatic compounds and including lab work.

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

*English and Composition.* Six semester hours.

Candidates are urged to take courses in college which will strengthen their foundation in basic natural and social sciences, mathematics, and cultural background.

### **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.

The score made on this examination will be used in considering applications for admission to the School of Medicine, together with the scholastic record and evaluations.

### **Application Procedure for Admission**

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

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

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

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

### **Visiting Medical Students**

Visiting students are permitted registration for course work in the Medical School (if class space is available) with approval of the department in which course work is visited and with concurrence of the course instructor and the Assistant Dean for Student Affairs. Visiting students must present evidence of adequate professional liability coverage and health insurance coverage and pay a registration fee when registering for course work. Since visiting students have no status for credit as Vanderbilt medical students, they are not issued credit for their experience at Vanderbilt, nor do they establish a medical-school-based record at Vanderbilt. The normal opportunities and prerogatives of regularly enrolled



medical students are not available to visiting students. The visiting student is subject to all regulations of the University as well as to any special regulations relating to visiting student status as determined by the department, the course instructor, or the Dean or his deputy.

### Medical Scientist Training Program

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

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

#### Admission to the Program

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

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

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

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

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

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

### **Financial Support**

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

Students who wish to receive financial support should so indicate on their application to the program. The limitations of financial support create a competitive situation in the selection process. Candidates are



urged to submit their application to the M.D./Ph.D. program as early as possible. In accepting financial support for the program, the student agrees to promote primary effort to M.D./Ph.D. studies, and further agrees not to undertake concurrently any other gainful employment or effort without formal approval of the Medical Scientist Training Program Committee and the Medical School officers responsible for the M.D./Ph.D. program.

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

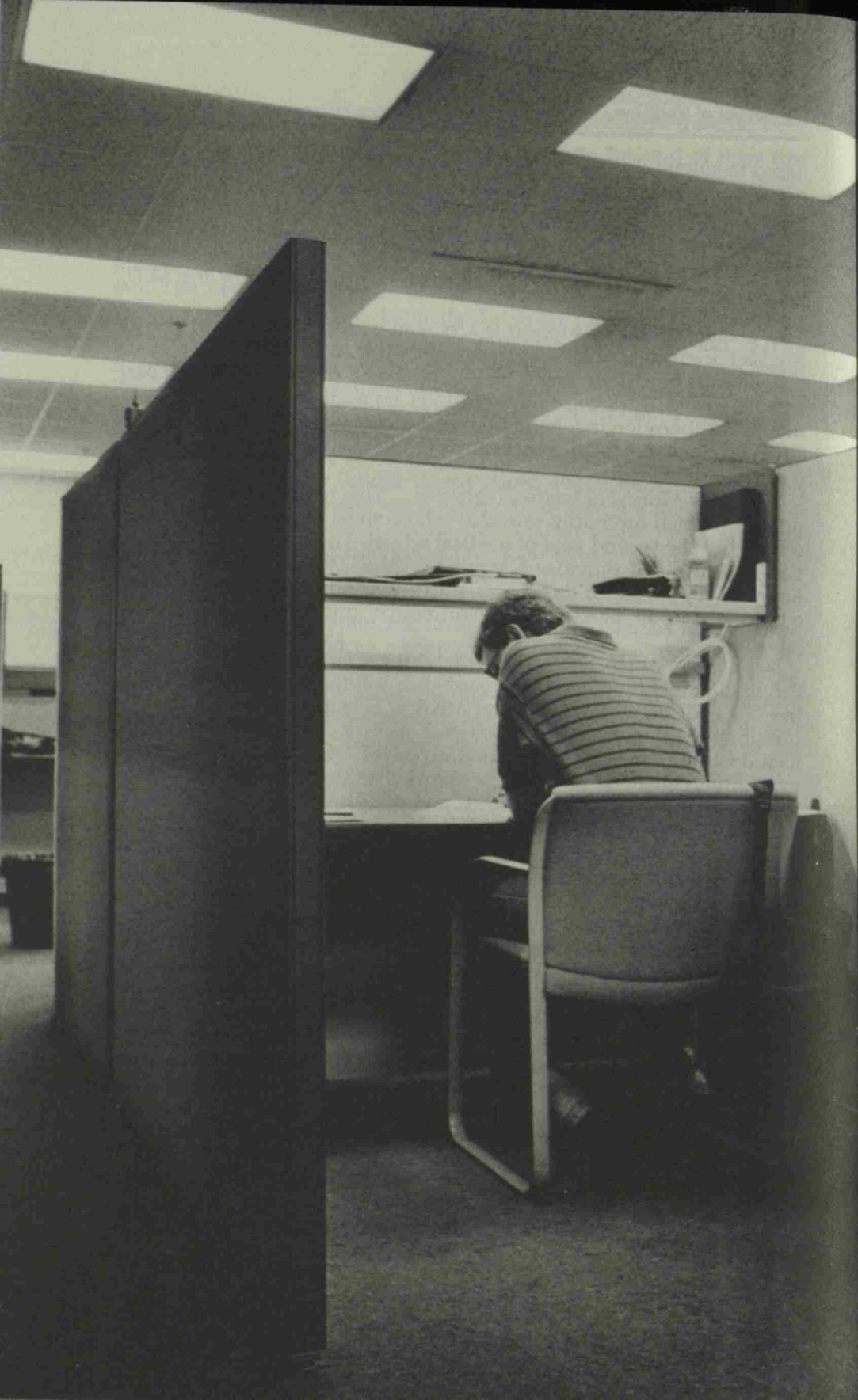
*Vanderbilt Medical Scholarship Program.* This is a privately endowed program which ordinarily provides scholarships to students who have completed the second year of medical school. The scholarship pays tuition and fees and provides a stipend of \$6,552 a year. Once awarded, financial support from this scholarship will continue at the above rates, contingent upon satisfactory performance, until the M.D. degree is awarded.

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

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

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





# The Academic Program

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

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

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

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

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

## Major Courses

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

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

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

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

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

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

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

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

\*



1st Year Fall Semester

Schedule of Courses

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

1st Year Spring Semester

Schedule of Courses

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

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

## Schedule of Courses

### 2nd Year Fall Semester

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

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

2nd Year Spring Semester

Schedule of Courses

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

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



3rd Year Schedule of Courses

HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8:00-12:00	Wards: 10 weeks, Medicine; 10 weeks, Surgery; 5 weeks, Pediatrics; 5 weeks, Obstetrics and Gynecology; 5 weeks, Psychiatry; 2½ weeks, Neurology; 2½ weeks, Orthopaedic Surgery					
1:00-4:00						
4:00 P.M.	34 hrs Surgery  6 hrs Neu- rology	CPC  Radiology	20 hrs Medi- cine 19 hrs Pedi- atrics	Dean's Hour	12 hrs Med Law 11 hrs Anes- thesiology 11 hrs Ob-Gyn 6 hrs Psychia- try	

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

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

3rd Year (2nd half)		Rotation (random assignment)			
STUDENT GROUP	5th 5 weeks	6th 5 weeks	7th 5 weeks	8th 5 weeks	
1	Pediatrics	Ob-Gyn	Psychiatry	Neu Orth	
2				Neu	
3	Ob-Gyn	Pediatrics	Neu Orth	Orth Neu	
4				Psychiatry	
5			Pediatrics		
6				Ob-Gyn	
7	Surgery	Surgery			
8			Ob-Gyn	Pediatrics	
9					
10					
11	Medicine	Medicine	Surgery	Surgery	
12					
13		Neu Orth			
14	Psychiatry	Orth Neu	Medicine	Medicine	
15	Neu Orth				
16	Orth Neu	Psychiatry			



4th Year

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

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

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

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

## Advanced Training

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

### Residency Training

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

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

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

### Residencies and Fellowships

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

### Post-Residency Fellowships

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

### Continuing Medical Education

The School of Medicine recognizes a major commitment to the continuing education of physicians. Activities in support of this goal con-

tinue without interruption throughout the physician's professional life and are made available by special arrangements with the departments of the School of Medicine. Under the auspices of the Division of Continuing Medical Education, the School of Medicine offers a broad spectrum of courses throughout the year to meet the needs of physicians in practice. Since many courses have limited registration, inquiries should be directed to the Division of Continuing Medical Education.

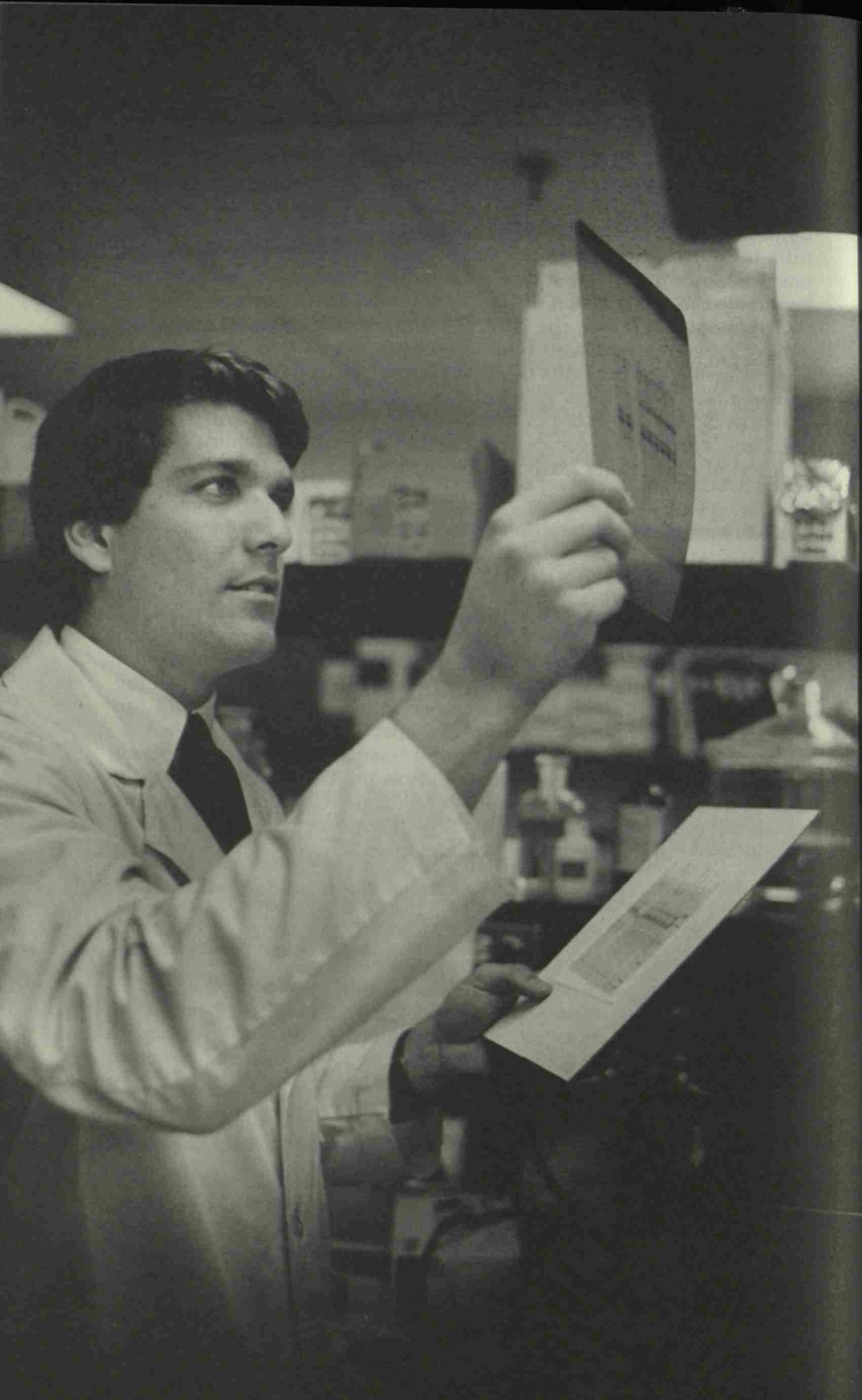
Of special interest is the clinical training program, or "mini-residency," whereby physicians return for one or more weeks of clinical education in the patient units of the University Hospital, in conjunction with regular programs of graduate and undergraduate medical education. Physicians interested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

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

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

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





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# Academic Regulations

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

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

## Requirements for M.D. Degree

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

## Advisers

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

## The National Boards

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

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

### **Certification in Basic Sciences**

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

### **Examinations and Promotions**

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

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

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



**Extracurricular Work**

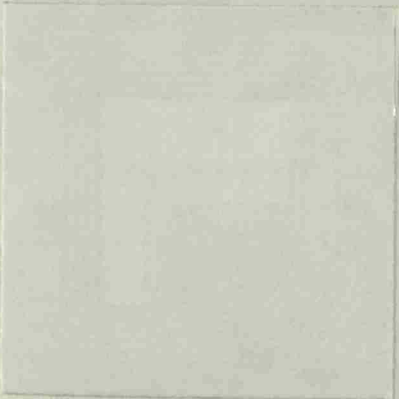
The Medical School does not regulate the outside work of its students, although it does take the firm position of discouraging outside work. No outside commitments may be assumed by medical students that may compromise their responsibilities at the Medical School. If the outside obligation is considered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

**Leave of Absence**

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

**Professional Liability Insurance**

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





# Lectureships



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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

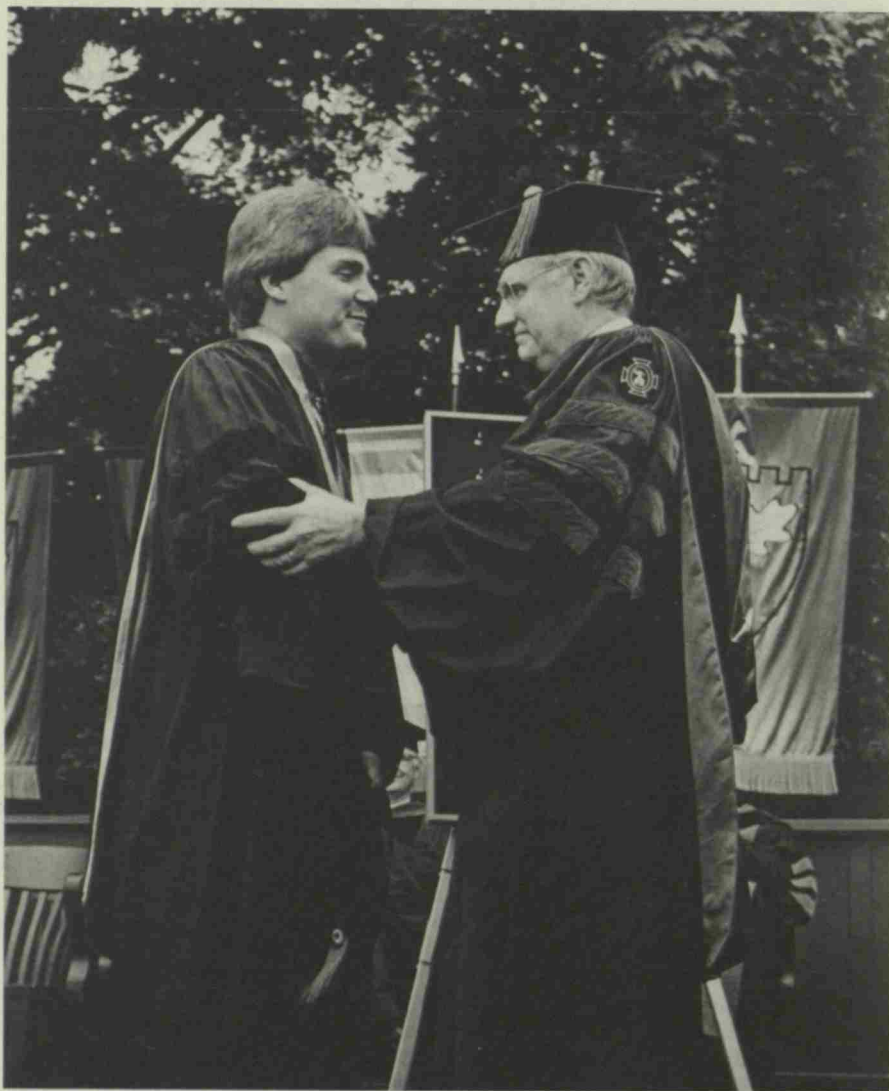
**THE COBB PILCHER MEMORIAL LECTURE.** In 1950 the Pi Chapter of the Phi Chi Medical Fraternity established the Cobb Pilcher Memorial Lecture to honor the memory of Dr. Pilcher, formerly associate professor of surgery, distinguished neurosurgeon, and a member of Phi Chi fraternity. Each year a lecturer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

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

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

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

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





# Honors and Awards



## Alpha Omega Alpha

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

## Founder's Medal

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

## Other Prizes and Awards

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

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

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

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

**THE RUDOLPH H. KAMPMEIER PRIZE IN CLINICAL MEDICINE.** An annual award of \$1,000, presented through the generosity of the Southern Medical Association, is made to the student who, at the completion of the fourth year of training, is judged by the faculty of the Department of Medicine to have exhibited the qualities of the excellent physician as

exemplified by Dr. Rudolph H. Kampmeier throughout his career. The qualifications to be given greatest weight will be proficiency in diagnosis and therapy; consideration of the 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; willingness to devote himself/herself unstintingly to the welfare of others; and ability to work effectively with other members of the medical and paramedical professions.

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

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

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

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

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

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

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

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

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

# Financial Information

THE minimum annual expense of a student in the School of Medicine, exclusive of clothes and incidentals but including living accommodations in 1984/85 was estimated to be between \$15,000 and \$16,000.

## Tuition and Fees

Tuition (1984-85 academic year)	\$9,500
Application fee (to accompany final application)	25
Student activities fee (Sarratt Center)	31
Microscope usage fee (1st and 2nd years)	85
Student health insurance	145
Professional liability insurance	57

*Tuition and fees are set annually by the Board of Trust and are subject to review and change without further notice. Tuition and fees for 1985/86 were under review when this catalog went to press.*

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

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

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

## Late Payment of Fees

Charges not paid by registration or when otherwise due will be automatically deferred (the Division of Student Services may refuse to allow



this if in its judgment the deferment is unwarranted) and the student's account will be assessed a monthly late payment fee at the following rate: \$1.50 on each \$100 that remains unpaid after registration (\$5 minimum). An additional monthly late payment fee will be assessed unless payment is received in full on or before the 25th day of the month; and late payment fees will continue for each month thereafter based on the outstanding balance unpaid as of the 25th day of each month.

### **Financial Clearance**

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

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

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

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

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

### **Activities Fee (1984/85)**

Medical students pay an annual student activities fee of \$31, which entitles them to use the facilities of Sarratt Student Center. By payment of an additional fee, during specific and announced periods, students and their spouses may have their I.D. cards validated for admission to athletic events.

## **Honor Scholarships**

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

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

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

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

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

## Financial Assistance

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

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

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

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

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

### **Scholarships**

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

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

**THE CARNATION SCHOLARSHIP FUND.** This scholarship fund was established by the Elbridge and Mary Stuart Foundation and is for third- and fourth-year students only. Consideration is given to academic excellence as well as financial need.

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

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

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

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

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

### *Other Scholarships*

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



## Revolving Loans

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

THE ROANE-ANDERSON COUNTY MEDICAL SOCIETY FUND. The amount of \$500 is allocated in the form of a revolving loan to a needy medical student, with preference being given, when possible, to students from Roane, Anderson, and Morgan Counties of Tennessee.

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

THE VANDERBILT MEDICAL EDUCATION FUND. This fund, derived from the donations of friends and alumni, provides significant help by making loans to qualified students within the funds available. Information regarding the fund is available from the Assistant Dean for Student Services.

### **Student Summer Fellowships**

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

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

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

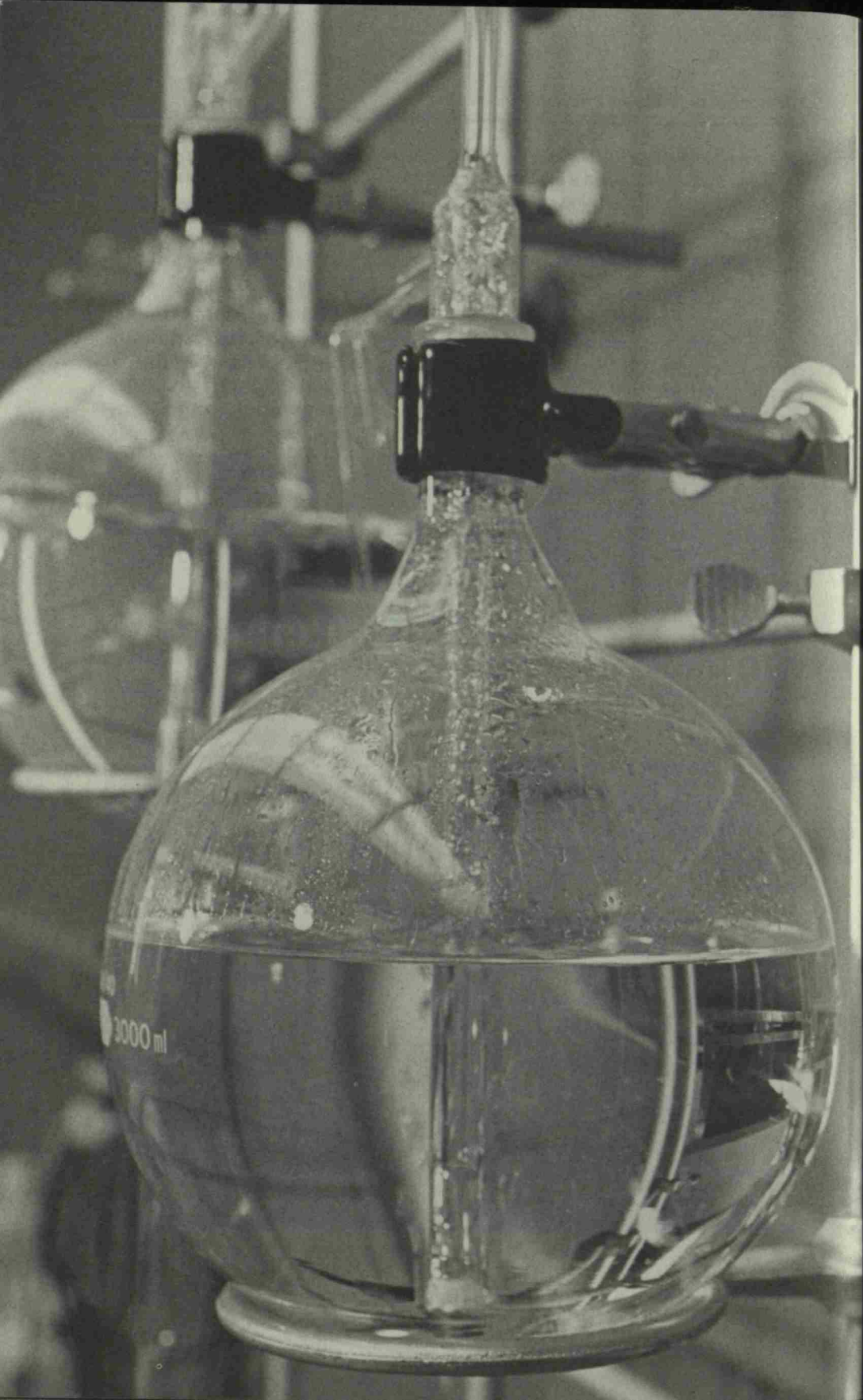
bilt, long-time Board of Trust member, and friend of the University. The scholarship provides a summer stipend to support a predoctoral student who shows interest and promise in academic cardiovascular medicine.

### Employment Opportunities for Spouses

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







# Research in Medical Sciences

## Endowed Chairs

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

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

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

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

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

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

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

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

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

THE ADDISON B. SCOVILLE, JR., CHAIR FOR 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 chair may by background and training be non-denominational theological scholars, ethics scholars, philosophy scholars, scholars in the law, or members of the teaching faculty of a school of medicine.

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

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

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

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

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

## Endowed Research Funds

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

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

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



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

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

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

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

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

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

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

## Research Centers

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

### Arthritis and Lupus Center

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

### Cancer Center

The center, still in a fledgling state, is identified with all cancer-related efforts at Vanderbilt. The center is assigned 5,000 square feet of space in

which most members of the Oncology Division of the Department of Medicine maintain their offices. The A.B. Hancock, Jr., Memorial Laboratory is also located in this area. Research focuses on the biochemistry and biology of chromatin and cell nuclei in normal and malignant cells. A cancer chemotherapy program is a strong component. Principal support for the center comes from the National Cancer Institute.

### **Clinical Research Center**

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

### **Clinical Nutrition Research Unit**

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

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

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

The Vanderbilt Diabetes Research and Training Center (DRTC) involves ninety-one participating faculty members from fourteen departments, schools, and colleges of the University. The center is organized into three components: research, training and translation, and administrative. The activities of the research component include basic bio-



medical research and the Pilot and Feasibility Studies Program, which aids new investigators in testing the feasibility of new ideas before submitting grant proposals for long-term support. The training and translation component operates a model demonstration unit in which students in the health professions encounter patients with well-characterized diabetes who have volunteered for approved clinical research programs. The administrative component develops outside resources for training and research grants and initiates and supervises such activities as the Diabetes Center Seminar Series and the Visiting Scientist Program. Center funding is provided by grants from the NIH.

### **Center in Molecular Toxicology**

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

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

### **SCOR in Hypertension**

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

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

### **SCOR in Newborn Lung Disease**

Investigators from the departments of pediatrics, medicine, biochemistry, pathology, and pharmacology work together in the SCOR in New-



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

#### **Neuromuscular Disease Research Center**

The center, which encourages close collaboration between basic and clinical sciences, draws investigators from the University departments of biochemistry, molecular biology, pathology, pharmacology, physiology, medicine, pediatrics, and neurology. Center projects include six studies of muscle membranes in normal and abnormal states, five studies of metabolic and endocrine factors in nerve and muscle disease, and two basic studies concerned with neuromuscular transmission and the degradation of contractile proteins. Clinical studies include a collaborative study to find a therapeutic agent for Duchenne dystrophy, a genetic study of T-cell regulation of B-cells in polymyositis. The center is funded primarily by grants from the Muscular Dystrophy Association.

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

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

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

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 endo-

crinology. 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.

### **Primary Care Center**

The Primary Care Center focuses on issues in health care and involves faculty from the departments of pediatrics and internal medicine and the School of Nursing. Projects include a study of public policies affecting children with chronic illnesses and their parents; developmental aspects of children's understanding of bodily function and illness causation; the impact of chronic handicapping conditions in childhood on psychological development and adjustment of siblings; patient behavior and motivation; antibiotic choice on recurrence of otitis media in childhood; and patient attitudes toward alcoholics before and after a course on alcoholism. Grants from the NIH, the Robert Wood Johnson Foundation, and the W. T. Grant Foundation are primary sources of funding.

### **Psychopharmacology Research Center**

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

Current research interests in the basic division of center operations include studies in biochemical and molecular neuropsychopharmacology; metabolism of psychotropic drugs; adrenergic mechanisms in the brain; serotonergic mechanisms in the brain; cholinergic and peptidnergic mechanisms in the brain; behavioral pharmacology; and medicinal chemistry. The clinical division researches drug treatment of mental diseases. Center support comes from contracts with the State of Tennessee, individual grants to investigators, and drug companies that fund drug trials undertaken by the clinical science division.

### **SCOR in Pulmonary Edema**

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

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





# Courses of Study



## School of Medicine Departments


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

## SURGICAL SCIENCES

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

## Anatomy

INTERIM CHAIRMAN OF THE DEPARTMENT Loren H. Hoffman  
 PROFESSOR EMERITUS Ward  
 PROFESSORS Adkins, Burt, Davies, Freeman, Hoffman, LeQuire, Orgebin-Crist  
 ASSOCIATE PROFESSORS Casagrande, Davenport, Kaas, McKanna, Olson  
 ASSISTANT PROFESSORS Aulsebrook, Nanney, Norden  
 INSTRUCTOR Hoos  
 RESEARCH ASSOCIATES Condo, Conley, Manis, Sellers  
 ADJUNCT PROFESSOR Palmer

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

### Required Courses

**501. Histology.** This course is designed to give the student a familiarity with the normal microscopic anatomy of tissues and organs of the human body. Emphasis is placed on the correlates between structure and function at both the light and electron microscopic levels so as to serve as a basis for understanding the physiological and biochemical activity of cells and tissues. SPRING. *Dr. Hoffman and Staff.*

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

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

## Anesthesiology

CHAIRMAN OF THE DEPARTMENT Bradley E. Smith  
 PROFESSOR EMERITUS Pittinger  
 PROFESSORS Berman, Holaday, Smith  
 CLINICAL PROFESSOR Chadwick  
 ASSOCIATE PROFESSORS Harris, Linn, Quimby, Wood  
 ASSOCIATE CLINICAL PROFESSORS Berry, Eryasa, Schull  
 ASSISTANT PROFESSORS Alcantara, Ghosh, Handte, Hyman, Kambam, Parris, Sandidge, Wasudev  
 ASSISTANT CLINICAL PROFESSORS Anderson, Bertz, Caldwell, Cannon, Chang, Foster, Genca, Menzie, Mixon, Siler  
 INSTRUCTOR Mouton

CLINICAL INSTRUCTOR Ramsey  
RESEARCH ASSOCIATE Hess

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

### Required Course

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

## Biochemistry

CHAIRMAN OF THE DEPARTMENT Leon W. Cunningham  
PROFESSORS EMERITI Darby, Faulkner, Hayes  
PROFESSORS Broquist, Chytil, Cohen, Coniglio, Cunningham, Guengerich, Hnilica, Inagami, Touster, Wagner, Wilson  
VISITING PROFESSOR Todhunter  
ADJUNCT PROFESSOR Neal, Puett  
ASSOCIATE PROFESSORS Carpenter, Greene, Hellerqvist, Mann, Ong, Staros  
RESEARCH ASSOCIATE PROFESSOR Danzo  
ASSISTANT PROFESSORS Boucek, Felts, Gettins, Lloyd, Meredith, Osheroff, Warnock  
ADJUNCT ASSISTANT PROFESSOR Borum  
RESEARCH ASSISTANT PROFESSORS Briggs, Horne, Kotite, Misono, Oeltmann  
INSTRUCTOR Mroczkowski  
RESEARCH INSTRUCTORS Cook, Duhl, Soderquist  
RESEARCH ASSOCIATES Anjaneyulu, De, Grammer, Imada, Kawamura, Koga, Maki, Nakamura, Olinski, Peterson, Shijun, Shimada, Tamura, Tanaka

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



### Required Courses

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

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

## Hearing & Speech Sciences

DIRECTOR OF THE DIVISION Fred H. Bess

PROFESSOR EMERITUS McConnell

PROFESSORS Bess, Love, Sanders

ASSOCIATE PROFESSORS Humes, Kirshner

ADJUNCT ASSOCIATE PROFESSORS Glasscock, Horton


ASSISTANT PROFESSORS Clark, Kenworthy, Klee, Ohde, Webb

ADJUNCT ASSISTANT PROFESSORS Grantham, Josey

ASSISTANT CLINICAL PROFESSORS Bratt, Jackson, Keenan

INSTRUCTORS Davis, Logan

CLINICAL INSTRUCTORS Allen, Lazenby

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

## Medical Administration

CHAIRMAN OF THE DIVISION John E. Chapman, M.D.

VICE-CHAIRMAN OF THE DIVISION John O. Lostetter


PROFESSORS Chapman, James

ASSOCIATE PROFESSORS Hodges, Urmy, Wentz

ASSISTANT PROFESSORS Couto, Lostetter, Quimby

INSTRUCTORS Cox, Deters, Manley

ASSISTANT Bredesen

 THE Division of Medical Administration was established in 1969 to provide an academic base for those who engage in service, education, and research as these support the objectives of the Medical School. The division offers elective courses on subjects related to past and present

trends in American medical education, the influence of various professional organizations and government bodies in medical education, and issues in health care at all levels, and the transition to medical practice and medical practice management. Special subject seminars are encouraged.

## Medicine

CHAIRMAN OF THE DEPARTMENT John A. Oates

PROFESSORS EMERITI France, Goodwin, Kampmeier, Paine

PROFESSORS Alford, Branch, Brigham, Crofford, DesPrez, Flexner, Friesinger, Granner, Greco, Hondeghe, King, Krantz, Lacy, Liddle, Oates, Orth, Pincus, Ramsey, Robinson, Ross, Salmon, Schaffner, R. Smith, Snell, Spickard, Stone, Teschan, Theil, Woosley, Zaner

RESEARCH PROFESSOR Stumpf

ADJUNCT PROFESSOR Trotman

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

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

ASSOCIATE PROFESSORS Abumrad, Avant, Carpenter, Dunn, Felts, Fields, FitzGerald, S. Graber, Hande, Harris, Johnson, Kaiser, Kronenberg, Mann, Marini, Marney, L. C. McKee, Melly, Meyrick, Newman, Perry, Roberts, D. Robertson, R. Robertson, Schillig, Slaton, Snapper, Stein, Wood

ASSOCIATE CLINICAL PROFESSOR EMERITUS Frist

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

ASSISTANT PROFESSORS Barg, Bernard, Byrd, Bondurant, Brenner, Burish, Cherrington, Chytil, Clark, Dessypris, DeBold, Echt, Forbes, Forman, Gluck, Gregg, Gregory, Grosh, Hainsworth, Harston, Heim, Hollister, Houston, Island, Johnson, Knapp, Koury, Kovacs, Lefkowitz, Leonard, Loyd, MacDonell, McRae, Nadeau, Oeltmann, Olsen, Pichert, Porter, Rodeheffer, Roden, Sandler, Savage, Schneider, Sheller, Stewart, Stratton, Turkat, Utrecht, Wentz, Wolff

RESEARCH ASSISTANT PROFESSORS Collins, Higgins, Parker

ASSOCIATES Guy, Somowich

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

INSTRUCTORS Arnold, Baer, Butka, Ellis, Greer, Hays, Lichtenstein, Nicholson, Patel, Pavlou, Pearson, Powers, Sawyer, Siami-Araghi

RESEARCH INSTRUCTORS Duke, Lipman


CLINICAL INSTRUCTORS E. E. Anderson, E. B. Anderson, H. R. Anderson, Baker, Batson, Breinig, Cohen, Doyle, Dyer, Elam, Elson, Eskind, S. Felts, Garman, Gibson, Granda, Gregory, Guyton, Haley, Hayes, J. H. Haynes, Hefflin, Hines, Hinson, Holliday, Hollister, Huston, Interlandi, Jennings, John, J. T. Johnson, R. M. Johnson, Kennedy, Kinnard, Kochtitzky, Kuzur, Leftwich, Magee, G.-S. McKee, Michael, M. E. Miller, M. P. Miller, Miranda, Mitchell, Morris, Neaderthal, Niedermeyer, Nichols, Price, Quinn, Ralph, Rembert, Ribeiro, K. Robinson, Rosen, M. Rosenblum, S. Rosenblum, Roy, Schulman, Schweikert, Strayhorn, Sullivan, Sutton, Ticaric, Tucker, Van Devender, Ward, Wehr, Williams, Winter, Wray, Ynares

RESEARCH ASSOCIATES Chambers, Frazer, Fryer, Perket

ADJUNCT INSTRUCTORS Roach, Wheeler

## Dermatology

HEAD OF THE DIVISION Lloyd E. King, Jr.  
PROFESSOR King  
CLINICAL PROFESSOR EMERITUS Buchanan  
ASSOCIATE PROFESSORS Carpenter, Fields  
ASSISTANT PROFESSOR Latour  
RESEARCH ASSISTANT PROFESSORS Gates, Stoscheck  
ASSISTANT CLINICAL PROFESSORS Hamilton, Witherspoon  
INSTRUCTOR Ellis  
CLINICAL INSTRUCTORS Harwell, McDaniel, Meyer, Salyer, Simpson

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

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

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

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

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

### Clinical Research Electives

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

### Clinical Clerkships

The clinical clerkship program offers fourth-year electives which include rotations at affiliated hospitals, participation in a model private teaching unit, and an experience in the Clinical Research Center at Vanderbilt Hospital. Other clerkships include such subspecialty areas as pulmonary disease, renal pathophysiology, infectious diseases, clinical pharmacology, clinical epidemiology, cardiology, pulmonary consultation, rheumatology, clinical endocrinology, and medical oncology.

### Medical Specialty Clinics

Experiences in the medical specialty clinics elective program available to fourth-year students include the following specialties: allergy, der-



matology, diabetes, endocrinology, gastroenterology, hematology, rheumatology, oncology, and chest.

### Other Electives

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

### Required Courses

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

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

**502. Clinical Clerkship.** One third of the third-year class are assigned to the medical wards for ten-week periods. During the medical clerkship, time is divided equally between the Vanderbilt Hospital and the Veterans Administration Hospital. The medical wards at Vanderbilt Hospital comprise one-hundred thirty-five beds used in teaching, plus an additional twenty-one beds in the Clinical Research Center. The Veterans Administration Hospital has approximately 100 teaching beds. At Vanderbilt Hospital these services include patients with diseases of the nervous system and the skin in addition to general medical patients. At the VA there is a separate neurologic ward to which clinical clerks are assigned for two weeks during their medical clerkships. In addition, an active pulmonary service functions within the medical service at the VA Hospital. Patients are under the care of members of the faculty of medicine. Subdepartmental areas are organized for teaching and clinical research as well as management of patients. The clinical clerkship is regarded as the backbone of the student's training in medicine and represents the most intensive inpatient experience offered within the department. It is believed that learning is most vivid through direct experience with patients, obtaining histories, doing physicals and laboratory studies, and that it is amplified by reading and intensive contact with members of the house staff and teaching staff. Stu-

dents are given considerable responsibility under close supervision of the teaching staff. Additional instruction is carried out during rounds with the chief of service. In these sessions, clinical clerks present cases for discussion and criticism and the more important fields of internal medicine are covered. Instruction in dermatology, consisting of a series of clinics and clinic demonstrations, is held once weekly in the Veterans Administration Hospital. Ward work is supplemented by numerous teaching and subspecialty conferences held throughout the academic year. *Dr. Leonard, Dr. DesPrez, Dr. Salmon, and Staff of the Department of Medicine*

## Microbiology

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

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


### Required Course

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

## Neurology

CHAIRMAN OF THE DEPARTMENT Gerald M. Fenichel  
 VICE-CHAIRMAN OF THE DEPARTMENT Howard S. Kirshner  
 PROFESSORS Fenichel, Freemon, Haywood  
 CLINICAL PROFESSORS Clark, Sproffkin, Warner, Wells

ASSOCIATE PROFESSORS Kilroy, Kirshner  
 ASSOCIATE CLINICAL PROFESSOR Duncan  
 ASSISTANT PROFESSORS Chance, Clinton, Lavin, McLean, Moore, Webb, Whelan, Wiley  
 ASSISTANT CLINICAL PROFESSOR Callahan  
 INSTRUCTORS Agustin, Lefkowitz  
 CLINICAL INSTRUCTORS Kaminski, Montouris, Olson

 THE Department of Neurology offers instruction to third-year students in diseases of the nervous system. Electives offered by the department include an introduction to clinical neurology for the first-year class which stresses the importance of neuroanatomy and physiology in the understanding of neurological disease, and seminars in clinical neurology for the second-year class. Further clinical experience can be attained through specialty clinics offered as fourth-year electives. These clinics include the specialties of pediatric neurology, adult neurology, epilepsy, general neurology, and neuromuscular disease. Clerkships in neurology at affiliated hospitals are available, as electives, in the fourth year. Elective research programs in basic neuroscience or clinical neurology are available to students at all levels.

### Required Course

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

## Obstetrics and Gynecology

CHAIRMAN OF THE DEPARTMENT Lonnie S. Burnett  
 PROFESSORS Boehm, Burnett, James, Orgebin-Crist, Wentz  
 CLINICAL PROFESSORS Bayer, Foster, Peerman, Sarratt  
 ASSOCIATE PROFESSORS Danzo, Jones, Rogers  
 ASSOCIATE CLINICAL PROFESSOR EMERITUS Tirrill  
 ASSOCIATE CLINICAL PROFESSORS Arnold, Burrus, Crook, Daniell, Johnson, Millis, Tosh  
 ASSISTANT PROFESSORS D. Brown, Cartwright, Dudley, Entman, Fleischer, Herbert, Maxson, Osteen, Shah  
 ASSOCIATE Haire  
 ASSISTANT CLINICAL PROFESSORS Birmingham, Caldwell, Crafton, Diro, Ellis, Gregory, Growdon, Hargrove, Kling, Lamb, Lavelly, Lovvorn, Parker, VanHooydonk  
 INSTRUCTORS Anderson, J. Brown, Hill, Webster  
 RESEARCH INSTRUCTOR Holland  
 ASSISTANTS Colvin, S. Jones  
 CLINICAL INSTRUCTORS Baer, Barnett, Bendt, Bishop, S. Bondurant, Brakefield, Bressman, Bryson, Cadena, Chambers, Cothren, Davis, Dodd, Edwards, Finke, Gill, Green, Groos, Gurley, Hirsch, Hobdy, Joe, Jones, Kline, Link, Lovelace, Montgomery, Morehead,



Neff, Newsome, Nicholas, Presley, Rice, Rodier, Sanders, Sanes, Staggs, Snowden, Strode, Sumpter, Trabue, Walsh, Witthauer, Zimmerman  
RESEARCH ASSOCIATES Hendry, Skudlarek

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

### Required Course

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

## Ophthalmology

CHAIRMAN OF THE DEPARTMENT James H. Elliott

PROFESSORS Elliott, Freeman, O'Day

CLINICAL PROFESSOR EMERITUS Smith

CLINICAL PROFESSORS Bounds, Lawrence

ASSOCIATE PROFESSORS Andrews, Feman

ASSOCIATE CLINICAL PROFESSOR EMERITA Zarfoss

ASSOCIATE CLINICAL PROFESSOR Faulk

ASSISTANT PROFESSOR Lavin

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

INSTRUCTOR Johns

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

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

### Required courses

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

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

## Orthopaedics and Rehabilitation

CHAIRMAN OF THE DEPARTMENT Dan M. Spengler

VICE-CHAIRMAN OF THE DEPARTMENT Neil Edward Green

PROFESSOR Spengler

CLINICAL PROFESSOR Fowler

ASSOCIATE PROFESSORS Green, Kaye, Rosenthal

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

ASSISTANT CLINICAL PROFESSORS Eyer, Gaines, Hunt, Jones, Lipscomb, Miller, Parrish, E. M. Regen, Jr.

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

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

### Required Course

**5020. Orthopaedic Inpatient Service.** During the third year each student group will be assigned to orthopaedic surgery for two and one-half weeks. The two and one-half weeks

will be spent with the students participating in ward patient care, clinic assignments, operating room experience, and daily conference. Students will be given a listing of materials they are expected to learn. D'Ambrosia's textbook, *Musculoskeletal Disorders*, will be the standard text. *Dr. Milek and Staff*.

## Pathology

CHAIRMAN OF THE DEPARTMENT William H. Hartmann

PROFESSORS EMERITI M. E. Gray, Netsky

PROFESSORS Collins, Gorstein, G. F. Gray, Hartmann, Hnilica, LeQuire, Lucas, Mitchell, Page, Stahlman, Whetsell, Woodward

CLINICAL PROFESSORS Horn, Pribor

ASSOCIATE PROFESSORS Fields, Glick, Halter, Holscher, Meyrick, Swift, Virmani, Wallas

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

ASSISTANT PROFESSORS Baxter, Bradley, Briggs, Cousar, Dao, Davies, B. Davis, Haralson, Kasselberg, Light, McCurley, O'Hara, Parl, Schmidt, Sly, Stratton, Wong

RESEARCH ASSISTANT PROFESSOR Forbes

SENIOR ASSOCIATES Albert, Miers, Ratner, Schuffman

ASSOCIATES Smith, Tanley

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

INSTRUCTORS Abram, Atkinson, Jacobs

CLINICAL INSTRUCTORS C. Davis, Lewis, Wahl, Wilson

RESEARCH ASSOCIATES Dimari, Haugh

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

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

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

### Required Course


**501. General and Special Pathology.** General and special pathology presented to second-year students in the form of lectures, demonstrations, discussions, and laboratory work.



Gross and microscopic lesions characteristic of various diseases are studied and correlated. [10] Staff.

## Pediatrics

CHAIRMAN OF THE DEPARTMENT David T. Karzon  
PROFESSORS EMERITI Batson, Christie, S. Sell  
PROFESSORS Altermeier, Burr, Fenichel, Graham, H. Greene, Karzon, Lawton, Lukens, Phillips, Stahlman, Wright  
CLINICAL PROFESSORS EMERITI Overall, Strayhorn  
CLINICAL PROFESSORS Chazen, Doak, Wadlington  
ASSOCIATE PROFESSORS Boucek, Cotton, Donald, Ghishan, J. Greene, N. Green, Heller, Kilroy, Sundell,  
RESEARCH ASSOCIATE PROFESSOR Dev  
ASSOCIATE CLINICAL PROFESSORS Beazley, E. Bishop, Brown, Fields, Fleet, Koenig, Lentz, D. Sanders, Jr., C. Sell, Thombs, Wheeler, Wood  
ASSISTANT PROFESSORS Butler, Campbell, Chance, Edwards, Hazinski, Hickson, Janco, Kasselberg, S. Kirchner, Lewis, Lorenz, MacDonell, Moreau, Neblett, O'Connor, E. Perrin, J. Perrin, Shenai, VanDervoort, Vogler, Whelan  
RESEARCH ASSISTANT PROFESSORS Beckman, Dannan, Lindstrom, Said  
ADJUNCT ASSISTANT PROFESSOR T. Rhea  
ASSOCIATES Glascoe, Miles, Moore  
ASSISTANT CLINICAL PROFESSOR EMERITUS Bradley  
ASSISTANT CLINICAL PROFESSORS Braren, Carney, Cassell, Dubuisson, Gomez, Greenbaum, Henry, Hirshberg, Long, Mallard, Massoud, Morgan, Price, Rojas-Brasseti, Steranka, Turner, Walker, Whitworth, Wilkinson, Zerfoss  
VISITING RESEARCH ASSISTANT PROFESSOR Rollins-Smith  
INSTRUCTORS Fie, Greer, Johnson, Lee, Yeager  
RESEARCH INSTRUCTOR MacLean  
ASSISTANTS Joseph, Major, Morey, Stanley, J. Thompson  
CLINICAL INSTRUCTORS L. Bishop, Bloedel, Bone, Brooks, Bryant, Burr, Coyle, Craft, Critz, Douthitt, Dundon, Gore, Gray, Hutcheson, Kirby, Leftwich, Martin, Meneely, Miller, Moroney, Moss, Najjar, Nemec, Netterville, North, Olson, Payne, Pierce, Pincus, K. Rhea, Robinson, D. Sanders III, R. S. Sanders, Shackelford, Slonecker, Spencer, Stilwell, Tate, Thompson, Wiggins, Wyatt  
RESEARCH ASSOCIATES Ramsey, Sharp

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

Electives are available to students in all four years including such courses as: signposts of human growth and development; pediatric pathophysiology; pathogenetic mechanisms in clinical infectious disease; pediatrics ward rounds; an introduction to clinical pediatrics; nutrition

rounds; the fundamentals of human development; methods of delivering pediatric medical care in rural areas; urban health problems; child behavior and growth and development.

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

### Required Courses

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

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

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

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

## Pharmacology

CHAIRMAN OF THE DEPARTMENT Joel G. Hardman

PROFESSOR EMERITUS Bass

PROFESSORS Blair, Branch, Chapman, Dettbarn, Ebert, Garbers, Hardman, Hondegem, Oates, Sanders-Bush, Sastry, Sulser, Wilkinson

ASSOCIATE PROFESSORS Berman, Brash, FitzGerald, Hande, Kuczenski, Landon, L. Limbird, Ray, Reed, Roberts, D. Robertson, Schmidt, Watterson, Wells, A. Wood, Woosley

RESEARCH ASSOCIATE PROFESSOR Sweetman

ASSISTANT PROFESSORS Barrett, Buxbaum, Jackson, McLean Roden, Skinner, Uetrecht, VanEldik, M. Wood

RESEARCH ASSISTANT PROFESSOR Lukas

ADJUNCT ASSISTANT PROFESSOR Kramer

INSTRUCTORS D. Fitzgerald, Wiley

RESEARCH INSTRUCTORS Dangoff, Koshakji, Noland, Prakash, Radany

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

### Required Course

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

## Physiology

CHAIRMAN OF THE DEPARTMENT Daryl K. Granner

PROFESSOR EMERITUS C.R. Park

PROFESSORS Cherrington, J. Corbin, Exton, Garbers, Granner, Kono, Meng, J. Park, Pilkis, Post, D. Regen, Soderling

ASSOCIATE PROFESSORS Brigham, Crofford, R. Johnson, Orth

ASSISTANT PROFESSORS Nada Abamrad, Najji Abumrad, Beth, Blackmore, Burr, Chrisman, El-Maghrabi, S. Francis, Khatra, Stevenson

RESEARCH ASSISTANT PROFESSOR Venkataramu

INSTRUCTORS Prpic, Schraw, Sheorain

RESEARCH INSTRUCTOR Carr

RESEARCH ASSOCIATES Andreone, Atkinson, Beebe, Bocckino, Bollen, Bouscarel, Chu, Fitzgerald, Gettys, Hashimoto, Jiang, McGuinness, Quinn, Sasaki, Schworer, Shabb, Stewart, Toyoda, Uhing, Vasallo, Whitesell, Zhou

✿ THE Department of Physiology 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 physiology, in conjunction with a sponsoring faculty member. Opportunities to participate in research activities are available to fourth-year students as electives.



### Required Course


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

## Preventive Medicine

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

## Biostatistics

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

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

### Required Course

**501. Principles of Epidemiology, Biostatistics, and Preventive Medicine.** A course of lectures and discussions providing second-year students with an introduction to preventive medicine, epidemiologic analysis, and biometric methods. Subjects considered include: communicable diseases, health hazards of the workplace, the most common causes of death, environmental health, the role of government in health care, and health care financing. Emphasizes clinical preventive medicine. Three hours weekly. SPRING. *Dr. Schaffner and Staff.*

# Psychiatry

CHAIRMAN OF THE DEPARTMENT Michael H. Ebert  
PROFESSOR EMERITUS Hollender  
PROFESSORS Abernethy, Ban, Castelnuovo-Tedesco, Ebert, Mathew, Pate, Ray, Roback, Webb  
CLINICAL PROFESSOR EMERITUS Billig  
CLINICAL PROFESSOR Wells  
ASSOCIATE PROFESSORS Crowder, Dozier, Guy, Kessler, Nash, Rabin  
ASSOCIATE CLINICAL PROFESSOR EMERITA Kirk  
ASSOCIATE CLINICAL PROFESSORS Adams, Barton, C. Corbin, Crecraft, Fishbein, Kyger, McKee, Petrie, Reed, Smith, Stevens, Treadway  
ASSISTANT PROFESSOR EMERITA L. Williams  
ASSISTANT PROFESSORS Edwards, Jack, Kelly, Kourany, LaBarbera, Lewis, Manov, Martin, McLean, Nicassio, Wilson  
ASSISTANT CLINICAL PROFESSORS Abisellan, Adelson, Arnold, Asher, Barr, Begtrup, Binder, Brackin, Bruehl, M. L. Campbell, T. W. Campbell, Coopwood, Filley, Gaskins, Green, Griffin, Horton, Jamieson, Jordan, Kenner, King, Koomen, Lawson, Lundin, McFerrin, McGehee, Morgan, Nyquist, Pate, Pieper, Regan, Reynolds, Rice, Sharp, Snow, Stevens, Swenson, E. Vorbusch, M. A. Williams, Winston  
INSTRUCTOR Rappaport  
ASSISTANTS Barrett, Longwood  
CLINICAL INSTRUCTORS Parrott, Sampson, Sheridan, H. Vorbusch, Workman  
LECTURER Sylte

## Affiliated Faculty

DISTINGUISHED PROFESSOR Strupp

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

A number of elective courses offered at various levels include such topics as: determinants of human behavior; human sexuality; school health programs; health and illness, doctors and patients; behavior therapy in a medical setting; and children's problems in contemporary society. A number of clerkships, offered to fourth-year students as electives, provide intensive clinical experience in both inpatient and outpatient settings.

## Required Courses

**501. Psychiatry.** This course introduces the student to the concept of psychopathology with emphasis on etiology, diagnosis, and treatment of the basic psychiatric disorders. Case

presentations and videotapes are used to demonstrate the major disorders discussed in the lecture series. FALL and SPRING. *Dr. Ebert and Staff.*

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

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

## *Radiology and Radiological Sciences*

CHAIRMAN OF THE DEPARTMENT A. Everette James, Jr.

PROFESSORS Allen, Heller, James, Kaye, Kirchner, Mathew, Partain, Pendergrass, Roos

ADJUNCT PROFESSORS Handmaker, Hegedus, Rollo

CLINICAL PROFESSOR EMERITUS Ivie

ASSOCIATE PROFESSORS Boehm, Erickson, Fleischer, Gibbs, Graham, Kessler, Malcolm, Mazer, Patton, R. Price, Sandler, Shaff, Winfield

ADJUNCT ASSOCIATE PROFESSOR Freedman

ASSOCIATE CLINICAL PROFESSORS Beveridge, Coulam, Kun, Millis, Overfield, Payne

VISITING ASSOCIATE PROFESSOR Falke

ASSISTANT PROFESSORS Carroll, Chen, Diggs, Freeman, Habibian, Johnson, Jones, Kaufman, Kronenberg, Kulkarni, Margolin, Martin, Nance, Padgug, Pickens, Powers, A. Price, Sacks, Thieme, Wattleworth, Witt

ADJUNCT ASSISTANT PROFESSORS Bush, Pujol

ASSISTANT CLINICAL PROFESSORS Addlestone, Balfour, Francis, Geddie, Moyers

CLINICAL INSTRUCTORS Arendale, Belden, Howerton, Lukens, Moulton, Seshul, Starnes, Stewart, Taber, Warner

SENIOR ASSOCIATE Stephens

ASSOCIATE Clanton

ASSISTANT Holburn

RESEARCH ASSOCIATE Eisenberg

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

As part of the second-year course Methods in Clinical Science, department members conduct small group seminars correlating physical diag-



nostic signs with roentgen findings. In the third year students attend departmental presentations as a part of their clinical rotations and discuss the use of appropriate imaging modalities including computed axial tomography, nuclear medicine, magnetic resonance imaging, digital subtraction angiography, and ultrasound in diagnostic evaluation.

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

### Required Courses

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

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

## Section of Surgical Sciences

### *General Surgery*

CHAIRMAN OF THE DEPARTMENT John L. Sawyers

PROFESSOR EMERITUS Scott

PROFESSORS Davies, Dean, Fletcher, Gobbel, Meng, Richie, Sawyers

CLINICAL PROFESSORS EMERITI Benz, Dale, Rosenfeld

CLINICAL PROFESSORS Byrd, Edwards, Herrington, Jacobs, Riddell

ASSOCIATE PROFESSORS Naji Abumrad, Auerbach, P. Noel, Reynolds

ASSOCIATE CLINICAL PROFESSORS Farringer, Graves, Harris, Johnston, Lewis, Mulherin

ASSISTANT PROFESSORS Alcantara, Bomar, H. K. Johnson, Meacham, Morris, MacDowell, Nylander, Potts, Sharp, B. M. Smith

ASSISTANT CLINICAL PROFESSOR EMERITUS Gardner

ASSISTANT CLINICAL PROFESSORS Bernard, Dennison, Duncan, Elrod, Gessler, Kimbrell, Pennington, Pickens, Sadler, Shoulders, Waterhouse

INSTRUCTORS DeLozier, Gentile, Niblack, Quigley

RESEARCH INSTRUCTORS Lipman, P. Williams

CLINICAL INSTRUCTORS Allen, Ballinger, Bone, Classen, Crane, Davis, Eskin, Fisher,

Hammonds, Hardin, Ikard, Lester, McMurray, Miller, Minch, Nelson, Renfro, Robbins, Terry, Wright  
RESEARCH ASSOCIATES L. Johnson, Zhang

## Dentistry

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

## Neurosurgery

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

## Oral Surgery

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

## Otolaryngology

CLINICAL PROFESSOR EMERITUS Kennon  
CLINICAL PROFESSOR Glasscock  
ASSOCIATE CLINICAL PROFESSORS Gowda, Jackson  
ASSISTANT CLINICAL PROFESSORS Alley, Crook, Dixon, Downey, Harris, Hightower, Holzen, Patterson  
CLINICAL INSTRUCTORS Casparis, Cate, Davis, Moore, Owen, Witherspoon

## *Pediatric Surgery*

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

## *Plastic Surgery*


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

## *Thoracic and Cardiac Surgery*

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

## *Urology*

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

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



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

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

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

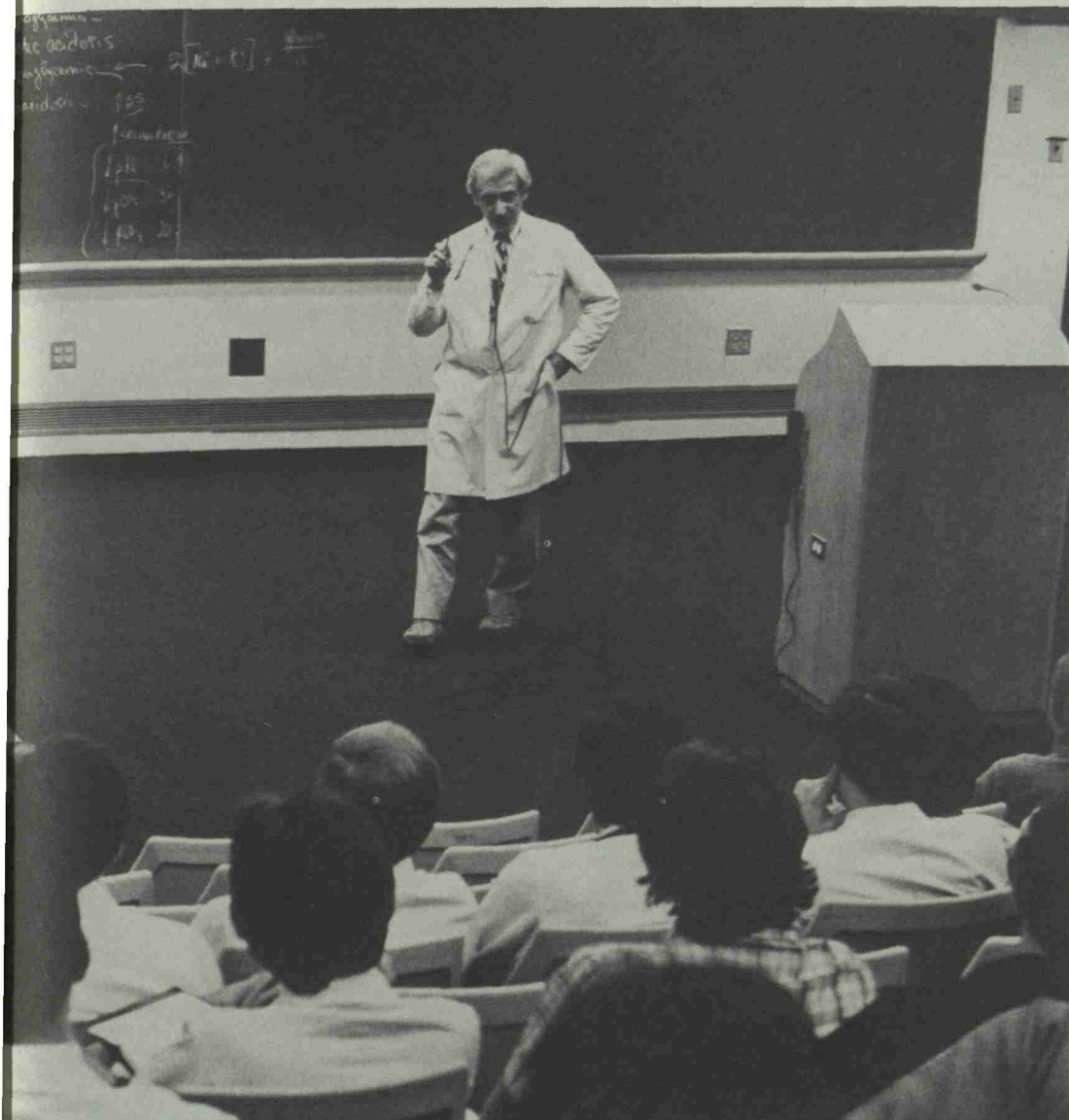
### Required Courses

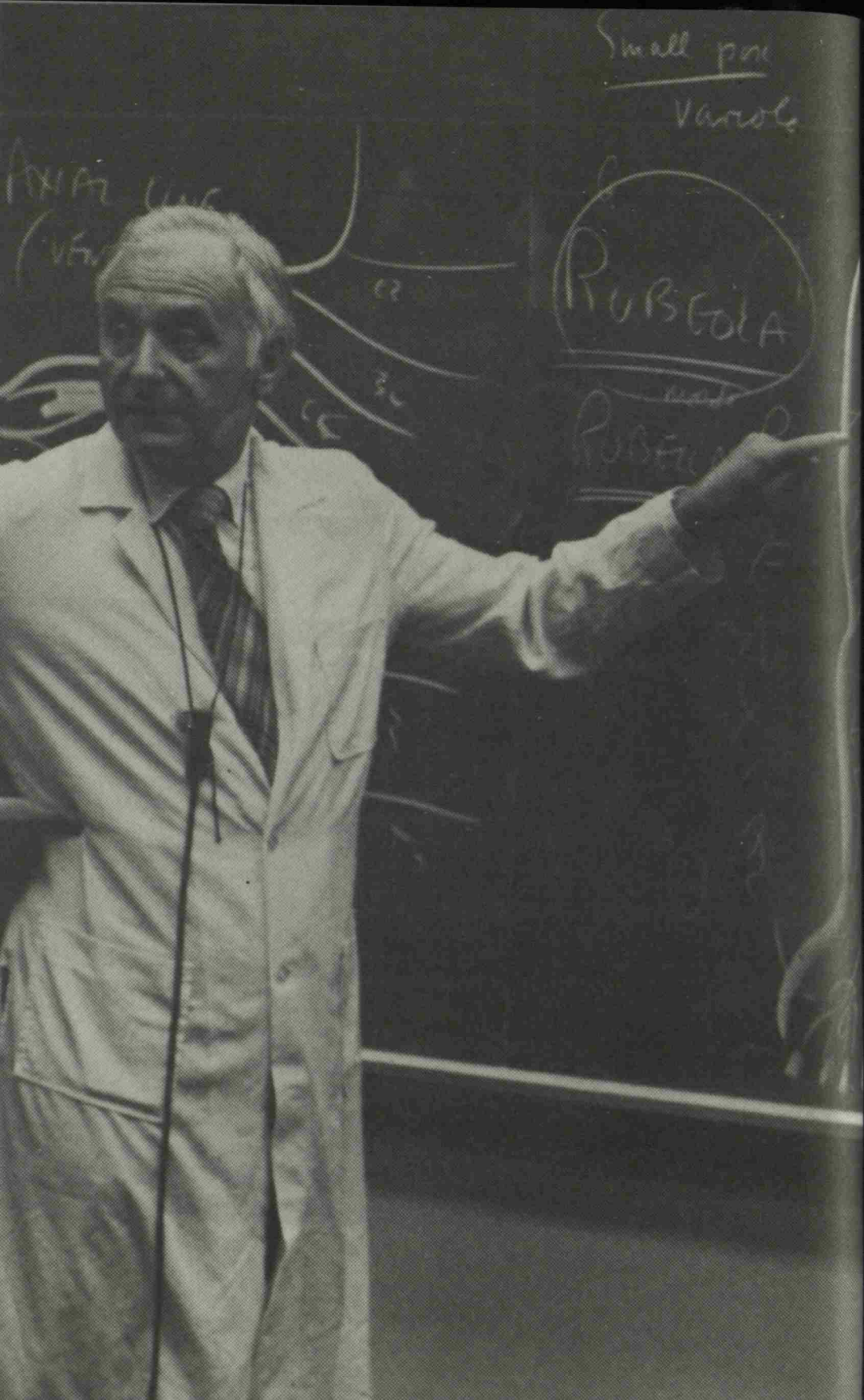
**501. Methods in Clinical Science.** An interdepartmental course designed to acquaint the student with the techniques, methods, and basic principles necessary to take careful histories, perform thorough physical examinations, and to understand and utilize basic laboratory procedures employed in clinical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

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

weekly three-hour assignment in operative surgery conducted in the S.R. Light Laboratory for Surgical Research by the Department of Surgery.

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

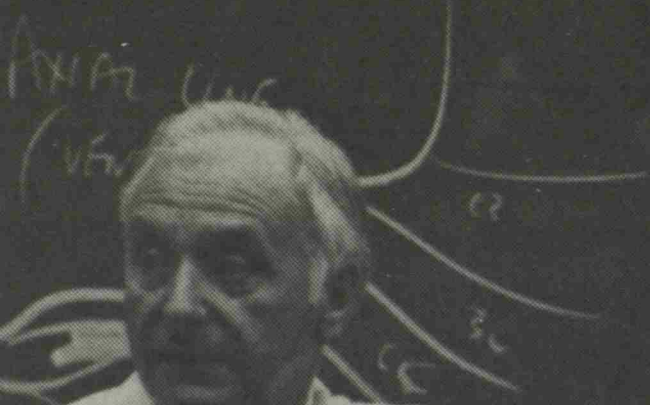




Small pox  
Varicella

RUBELLA

RUBELLA





# Faculty



- VIRGINIA D. ABERNETHY, Professor of Psychiatry (Anthropology); Senior Research Associate, Institute for Public Policy Studies  
B.A. (Wellesley); A.M., Ph.D. (Harvard); M.B.A. (Vanderbilt)
- GEORGINA ABISELLAN, Assistant Clinical Professor of Psychiatry  
B.S. (Institute of Manzanillo); M.D. (Havana)
- MARY L. ABRAM, Instructor in Pathology  
A.B. (Hollins); M.D. (Virginia)
- NADA A. ABUMRAD, Assistant Professor of Physiology  
B.S. (Lebanese); M.S. (American University of Beirut); Ph.D. (State University of New York, Syracuse)
- NAJJ ABUMRAD, Associate Professor of Surgery; Paul W. Sanger Chair in Experimental Surgery; Associate Professor of Medicine; Assistant Professor of Physiology  
M.D. (American University of Beirut)
- MAURICE M. ACREE, JR., Assistant Clinical Professor of Pathology  
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- CRAWFORD W. ADAMS, Clinical Professor of Medicine  
B.S. (Massachusetts); M.D. (Boston University)
- GEORGE A. ADAMS, JR., Clinical Instructor in Dentistry (Pedodontics)  
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- R. BENTON ADKINS, JR., Professor of Surgery; Professor of Anatomy  
B.S. (Austin Peay State); M.D. (Vanderbilt)
- GILBERTO P. AGUSTIN, Instructor in Neurology  
B.S., M.D. (Santo Tomas)
- BARBARA G. ALBERT, Senior Associate in Pathology  
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- ROBERT J. BARRETT, Associate Professor of Psychology, College of Arts and Science; Assistant Professor of Pharmacology, School of Medicine  
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- IBRAHIM S. BARSOUM, Research Assistant Professor of Microbiology  
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M.D. (Tulane)



- RICHARD A. BELDEN, Clinical Instructor in Radiology and Radiological Sciences  
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- HARVEY W. BENDER, JR., Professor of Thoracic and Cardiac Surgery and Chairman of the Department of Thoracic and Cardiac Surgery  
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- GORDON R. BERNARD, Assistant Professor of Medicine  
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- STANLEY BERNARD, Assistant Clinical Professor of Surgery  
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- GEOFFREY BERRY, Associate Clinical Professor of Anesthesiology  
M.B., Ch.B., Diploma (Leeds)
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- MICHAEL W. BERTZ, Assistant Clinical Professor of Anesthesiology  
B.S. (Miami [Ohio]); D.D.S. (Ohio State)
- FRED H. BESS, Professor of Audiology and Director of the Division of Hearing and Speech Sciences  
B.A. (Carthage); M.S. (Vanderbilt); Ph.D. (Michigan)
- ALBERT H. BETH, Assistant Professor of Physiology  
B.S. (Murray State); Ph.D. (Vanderbilt)
- JOHN H. BEVERIDGE, Associate Clinical Professor of Radiology and Radiological Sciences  
B.S., M.D. (Virginia)
- OTTO BILLIG, Clinical Professor of Psychiatry, Emeritus  
B.A., M.D. (Vienna)
- F. TREMAINE BILLINGS, Clinical Professor of Medicine, Emeritus  
A.B. (Princeton); M.Sc. (Oxford); M.D. (Johns Hopkins)
- JEFFREY L. BINDER, Assistant Clinical Professor of Psychiatry (Psychology)  
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B.S. (Union [Tennessee]); M.D. (Vanderbilt)
- EUGENE L. BISHOP, JR., Associate Clinical Professor of Pediatrics  
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- LINDSAY K. BISHOP, Clinical Instructor in Pediatrics  
B.A., M.D. (Vanderbilt)
- MICHAEL ROBERT BISHOP, Clinical Instructor in Obstetrics and Gynecology  
B.S. (Purdue); Ph.D., M.D. (Vanderbilt)
- JOSEPH M. BISTOWISH, Assistant Clinical Professor of Preventive Medicine  
B.S., M.D. (Tulane); M.P.H. (Johns Hopkins)
- PETER F. BLACKMORE, Assistant Professor of Physiology  
B.Sc., Ph.D. (New South Wales)
- IAN A. BLAIR, Professor of Pharmacology, School of Medicine; Professor of Chemistry, College of Arts and Science  
B.Sc., Ph.D. (London)
- CARLA BLOEDEL, Clinical Instructor in Pediatrics  
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- FAYEZ GHISHAN, Associate Professor of Pediatrics  
M.D. (Ankara); Diploma in Child Health
- KRISHNA D. GHOSH, Assistant Professor of Anesthesiology  
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B.A. (Kalamazoo); M.D. (Wayne State)
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B.S. (Idaho); Ph.D. (University of Washington)
- ANN M. SODERQUIST, Research Instructor in Biochemistry  
B.A. (Lake Forest); Ph.D. (Notre Dame)
- PAUL R. SOHMER, Associate Clinical Professor of Pathology  
B.A. (Northwestern); M.D. (University of Health Sciences/Chicago Medical School)
- C. NORMAN SPENCER, Clinical Instructor in Pediatrics  
B.A., M.D. (Vanderbilt)
- DAN M. SPENGLER, Professor of Orthopaedics and Rehabilitation and Chairman of the Department  
B.S. (Baldwin-Wallace); M.D. (Michigan)
- W. ANDERSON SPICKARD, JR., Professor of Medicine  
B.A., M.D. (Vanderbilt)
- BERTRAM E. SPROFKIN, Clinical Professor of Neurology; Associate Clinical Professor of Neuropathology  
B.S. (City University of New York); M.S., M.D. (Vanderbilt)
- STEPHEN M. STAGGS, Clinical Instructor in Obstetrics and Gynecology  
B.S. (David Lipscomb); M.D. (Tennessee)
- MILDRED T. STAHLMAN, Professor of Pediatrics and Professor of Pathology; Director of the Specialized Center of Research in Newborn Lung Diseases  
B.A., M.D. (Vanderbilt); M.D. (hon., Gothenburg); M.D. (hon., Nancy)
- RHONDA G. STANLEY, Assistant in Pediatrics  
B.S. (Florida State); M.S. (Sarah Lawrence)
- DANIEL L. STARNES, Clinical Instructor in Radiology and Radiological Sciences  
A.B., M.D. (Tennessee)
- JAMES V. STAROS, Associate Professor of Biochemistry  
A.B. (Dartmouth); Ph.D. (Yale)
- RICHARD S. STEIN, Associate Professor of Medicine  
A.B., M.D. (Harvard)
- ROBERT E. STEIN, Clinical Instructor in Orthopaedics and Rehabilitation  
B.A. (Rochester); M.D. (State University of New York)
- WILLIAM HOYT STEPHENS, Senior Associate in Radiology and Radiological Sciences  
B.A. (Henderson State Teachers College); M.S. (Ohio State)
- JOSEPH STERANKA, Assistant Clinical Professor of Pediatrics  
B.S., M.D. (Vanderbilt)
- FRANK W. STEVENS, Associate Clinical Professor of Psychiatry  
B.A., M.D. (Vanderbilt)
- FRANK W. STEVENS, JR., Assistant Clinical Professor of Psychiatry  
B.A., M.D. (Vanderbilt)
- RALPH W. STEVENSON, Assistant Professor of Physiology  
B.Sc., Ph.D. (Glasgow)
- HEWIETT B. STEWART, Research Associate in Physiology  
B.S. (Samford); Ph.D. (Alabama, Birmingham)
- RICHARD B. STEWART, Clinical Instructor in Radiology and Radiological Sciences  
B.S. (Georgia Institute of Technology); M.D. (Emory)
- STANFORD J. STEWART, Assistant Professor of Medicine  
B.A. (Rice); M.D. (Baylor)
- C. A. STILLWELL, Clinical Instructor in Pediatrics  
B.A., M.D. (Vanderbilt)
- WILLIAM J. STONE, Professor of Medicine; Associate Professor of Urology  
B.S.E. (Princeton); M.D. (Johns Hopkins)
- WILLIAM S. STONEY, JR., Clinical Professor of Thoracic and Cardiac Surgery  
B.S. (University of the South); M.D. (Vanderbilt); D.Sc. (hon., University of the South)
- CHRISTA M. STOSCHECK, Research Assistant Professor of Medicine (Dermatology)  
A.B. (New York); Ph.D. (Syracuse)
- DENNIS A. STODDER, Assistant Clinical Professor of Medicine  
B.A., M.A., M.D. (Indiana)
- CHARLES W. STRATTON, Assistant Professor of Pathology; Assistant Professor of Medicine  
B.S. (Bates); M.D. (Vermont)
- JOE M. STRAYHORN, Clinical Professor of Pediatrics, Emeritus  
B.A., M.D. (Vanderbilt)
- W. DAVID STRAYHORN, JR., Clinical Instructor in Medicine  
B.A., M.D. (Vanderbilt)
- WILBORN D. STRODE, Clinical Instructor in



- Obstetrics and Gynecology  
B.S. (Western Kentucky); M.D. (Tennessee)
- PAUL R. STUMB, Associate Clinical Professor of Medicine  
B.A., M.D. (Vanderbilt)
- SAMUEL ENOCH STUMPF, Professor of Law, Emeritus; Professor of Philosophy, Emeritus; Research Professor of Medicine, School of Medicine  
B.S. (California, Los Angeles); B.D. (Andover Newton Theological School); Ph.D. (Chicago)
- JAMES N. SULLIVAN, Clinical Instructor in Medicine  
B.A. (University of the South); M.D. (Vanderbilt)
- FRIDOLIN SULSER, Professor of Pharmacology and Director of the Psychopharmacology Research Center  
M.D. (Basel)
- WILLIAM D. SUMPTER, JR., Clinical Instructor in Obstetrics and Gynecology  
B.A., M.D. (Vanderbilt)
- HAKAJI W. SUNDELL, Associate Professor of Pediatrics  
M.D. (Royal Caroline Institute of Medicine Surgery, Stockholm)
- CRAIG R. SUSSMAN, Assistant Clinical Professor of Medicine  
A.B. (Franklin and Marshall); M.D. (Temple)
- W. WADE SUTTON, Clinical Instructor in Medicine  
A.B. (North Carolina); M.D. (Vanderbilt)
- ANNE J. SWEENEY, Assistant Clinical Professor of Medicine (Social Work)(Died 8 December 1984)  
B.A. (Marywood); M.A. (Catholic)
- BRIAN J. SWEETMAN, Research Associate Professor of Pharmacology  
B.Sc., M.Sc. (New Zealand); Ph.D. (Otago)
- BRIAN R. SWENSON, Assistant Clinical Professor of Psychiatry  
B.S. (Gannon); M.D. (Pittsburgh)
- LARRY L. SWIFT, Associate Professor of Pathology  
B.S. (Indiana Central); Ph.D. (Vanderbilt)
- MARC F. SWIONTKOWSKI, Assistant Professor of Orthopaedics and Rehabilitation  
B.A. (California State, Fullerton); M.D. (Southern California)
- DAVID J. SWITTER, Assistant Clinical Professor of Pathology  
B.S. (Mount Union); M.D. (Vanderbilt)
- AGNES K. SYLTE, Lecturer in Psychiatry  
Registered Nurse
- ELIZABETH ANN SZALAY, Assistant Professor of Orthopaedics and Rehabilitation  
B.S., M.D. (New Mexico)
- DAVID S. TABER, Clinical Instructor in Radiology and Radiological Sciences  
M.D. (Indiana)
- DOUGLAS S. TABER, Clinical Instructor in Radiology and Radiological Sciences  
M.D. (Indiana)
- MASAAKI TAMURA, Research Associate in Biochemistry  
D.V.M. (Kitasato); Ph.D. (Azabu)
- ISSEI TANAKA, Research Associate in Biochemistry  
M.D. (Kyoto)
- PATRICIA C. TANLEY, Associate in Pathology  
B.S. (Tennessee, Memphis)
- STEVEN M. TATE, Clinical Instructor in Pediatrics  
A.B. (Tennessee, Knoxville); M.D. (Tennessee, Memphis)
- FRANKLIN WILLIAM TAYLOR, Clinical Instructor in Dentistry (Pedodontics)  
B.S. (Clemson); D.D.S. (Emory); M.S. (North Carolina)
- JONATHAN N. TERHUNE, Clinical Instructor in Ophthalmology  
B.A. (Murray State); M.D. (Vanderbilt)
- RICHARD B. TERRY, Clinical Instructor in Surgery  
B.A. (University of the South); M.D. (Tennessee)
- ROBERT T. TERRY, Associate Professor of Medicine, Emeritus (Died December 1983)  
B.A. (Yale); M.D. (Washington University)
- PAUL E. TESCHAN, Professor of Medicine; Associate Professor of Urology, School of Medicine; Associate Professor of Biomedical Engineering, School of Engineering  
B.S., M.B., M.S., M.D. (Minnesota)
- GEORGE B. THEIL, Professor of Medicine (On leave)  
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- E. NEIGE TODHUNTER, Visiting Professor of Biochemistry (Nutrition)  
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- C. RICHARD TREADWAY, Associate Clinical Professor of Psychiatry  
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D.D.S. (Tennessee)
- JACK P. UETRECHT, Assistant Professor of Pharmacology; Assistant Professor of Medicine  
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- NORMAN B. URMY, Associate Professor of Medical Administration and Director of Vanderbilt University Hospital  
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- WILLIAM K. VAUGHN, Professor of Preventive Medicine (Biostatistics) and Director of the Division of Biostatistics  
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B.Sc., M.Sc. (Mysore); Ph.D. (Indian Institute of Science)
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M.B., B.S., M.D. (Delhi)
- LARRY B. VOGLER, Assistant Professor of Pediatrics  
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Cand. Med., M.D. (Bonn)
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- RAMONA N. WALSH, Clinical Instructor in Obstetrics and Gynecology  
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- LAKEN G. WARNOCK, Assistant Professor of Biochemistry  
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- GEETA WASUDEV, Assistant Professor of Anesthesiology  
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- GEORGE WATERHOUSE, Assistant Clinical Professor of Surgery  
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- DENNIS K. WENTZ, Associate Professor of Medical Administration; Assistant Professor of Medicine; Associate Dean for Graduate and Continuing Medical Education  
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- NEAL T. WETHERALL, Instructor in Pathology  
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- ARVILLE V. WHEELER, Associate Clinical Professor of Pediatrics  
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- PAUL W. WHEELER, Adjunct Instructor in Medicine  
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- HARRY T. WHELAN, Assistant Professor of Neurology; Assistant Professor of Pediatrics  
B.A., M.D. (Wisconsin)
- WILLIAM O. WHETSELL, JR., Professor of Pathology  
B.S. (Wofford); M.S., M.D. (Medical University of South Carolina)
- RICHARD R. WHITESELL, Research Associate in Physiology  
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- THOMAS C. WHITWORTH, Assistant Clinical Professor of Pediatrics  
B.A. (David Lipscomb); M.D. (Vanderbilt)
- BERNARD A. WIGGINS, Clinical Instructor in Pediatrics  
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- ERLE E. WILKINSON, Assistant Clinical Professor of Pediatrics  
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- GRANT R. WILKINSON, Professor of Pharmacology  
B.Sc. (Manchester); Ph.D. (London)
- LAVERGNE WILLIAMS, Assistant Professor of Psychiatric Social Work, Emerita  
B.A. (Peabody); M.S.S.W. (Tennessee)
- LESTER F. WILLIAMS, JR., Professor of Surgery  
A.B. (Brown); M.D. (Boston)
- MELBOURNE A. WILLIAMS, Assistant Clinical Professor of Psychiatry



- B.S. (Western Kentucky); M.D. (Vanderbilt)  
 PHILLIP E. WILLIAMS, Research Instructor in Surgery  
 B.S. (Middle Tennessee State)
- W. CARTER WILLIAMS, Assistant Professor of Preventive Medicine and Public Health, Emeritus  
 M.D. (Vanderbilt); C.P.H., M.P.H. (Johns Hopkins)
- W. CARTER WILLIAMS, JR., Clinical Instructor in Medicine  
 B.A., M.D. (Vanderbilt)
- BENJAMIN J. WILSON, Professor of Biochemistry (On leave)  
 A.B., M.S. (West Virginia); Ph.D. (George Washington)
- JAMES P. WILSON, Assistant Clinical Professor of Medicine  
 B.S. (Michigan State); M.D. (Johns Hopkins)
- RONALD BRUCE WILSON, Clinical Instructor in Pathology  
 B.S., D.V.M. (Michigan State)
- VERNON E. WILSON, Vice-President for Medical Affairs, Emeritus  
 B.S., M.S., M.D. (Illinois)
- WILLIAM H. WILSON, Assistant Professor of Psychiatry (Clinical Psychology)  
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- ALAN C. WINFIELD, Associate Professor of Radiology and Radiological Sciences; Assistant Professor of Urology  
 B.S. (Pittsburgh); M.D. (Hahnemann Medical College)
- NAT T. WINSTON, Assistant Clinical Professor of Psychiatry  
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- EUGEN J. WINTER, Clinical Instructor in Medicine  
 M.D. (Frankfurt)
- FRANK G. WITHERSPOON, Assistant Clinical Professor of Dermatology  
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- JOHN D. WITHERSPOON, Clinical Instructor in Otolaryngology  
 B.A. (Yale); M.D. (Tennessee)
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 B.S. (Florida); M.D. (Meharry)
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 B.S. (Mississippi Southern); M.D. (Tulane)
- LAWRENCE K. WOLFE, Associate Clinical Professor of Medicine  
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- STEVEN N. WOLFF, Assistant Professor of Medicine  
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- SONG WIN WONG, Assistant Professor of Pathology  
 M.B., B.S. (Rangoon Medical College)
- ALASTAIR J. J. WOOD, Associate Professor of Medicine; Associate Professor of Pharmacology  
 M.B., Ch.B. (St. Andrews [Scotland])
- G. WALLACE WOOD, Associate Clinical Professor of Pediatrics  
 B.A., M.D. (Vanderbilt)
- MARGARET WOOD, Associate Professor of Anesthesiology; Assistant Professor of Pharmacology  
 M.B., Ch.B. (St. Andrews [Scotland])
- MAYME L. BLANKENSHIP WOOD, Research Instructor in Microbiology  
 B.S. (Peabody)
- STEPHEN G. WOODWARD, Professor of Pathology  
 M.D. (Emory)
- RAYMOND L. WOOSLEY, Professor of Medicine; Associate Professor of Pharmacology  
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- JOHN K. WRIGHT, Clinical Instructor in Surgery  
 B.S. (Tennessee Technological); M.D. (Tennessee)
- PETER F. WRIGHT, Professor of Pediatrics; Assistant Professor of Microbiology  
 B.A. (Dartmouth); M.D. (Harvard)
- JOHN LANIER WYATT, Assistant Clinical Professor of Medicine  
 B.A. (Vanderbilt); M.D. (Tennessee)
- KENNETH N. WYATT, Clinical Instructor in Pediatrics  
 B.S., M.D. (Michigan State)
- THOMAS D. YEAGER, Instructor in Pediatrics  
 Sc.B. (Brown); M.D. (Pennsylvania)
- CHRISTINA M. YNARES, Clinical Instructor in Medicine  
 B.S., M.D. (Philippines)
- RICHARD M. ZANER, Professor of Medicine (Philosophy) and Ann Geddes Stahlman Professor of Medical Ethics, School of Medicine; Professor of Philosophy, College of Arts and Science; Professor of Health Ethics in Nursing, School of Nursing; Professor of Medical Ethics, Divinity School; Senior Research Associate, Institute for Public Policy Studies (On leave fall semester)  
 B.S. (Houston); M.A., Ph.D. (New School for Social Research)
- KATE SAVAGE ZERFOSS, Associate Clinical Professor of Ophthalmology, Emerita  
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- THOMAS BOWMAN ZERFOSS, Professor of Medicine, Emeritus, and Director, Emeritus, Student Health Service  
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THOMAS B. ZERFOSS, JR., Assistant Clinical Professor of Pediatrics

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SI-YUAN ZHANG, Research Associate in Surgery  
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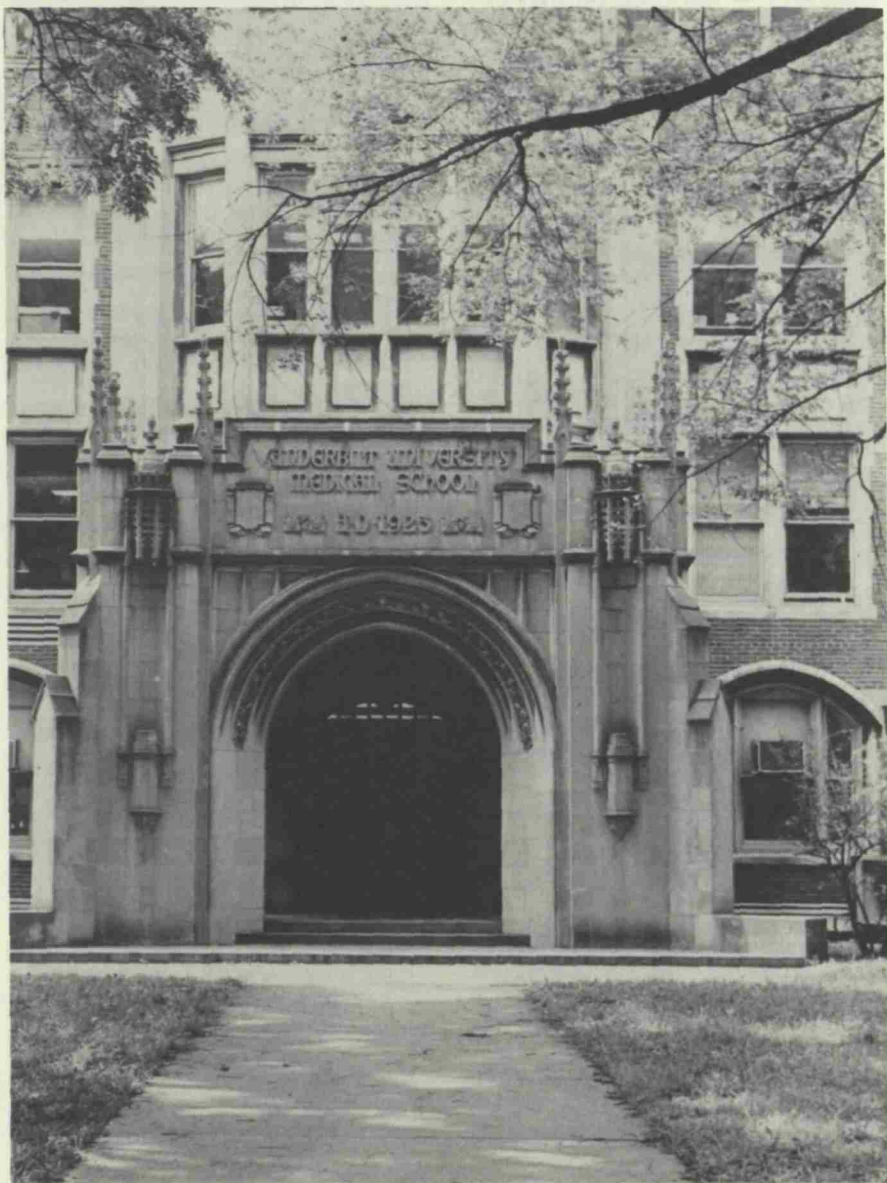
JIA-LING ZHOU, Research Associate in Physiology  
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GUY ZIMMERMAN, Assistant Clinical Professor of Psychiatry

B.A., M.D. (Vanderbilt)



Entrance to Vanderbilt University Medical School, 1925

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## Register of Students 1984-85

### First-Year Class

ADAM COMBS ABRAM (B.A., Vanderbilt)	Nashville, Tenn.
DOUGLAS ARMSTRONG ACKERMAN (B.S., Stanford)	Los Angeles, Calif.
DARRINGTON PHILLIPS ALTENBERN (B.A., North Carolina [Chapel Hill])	Nashville, Tenn.
LUCY POPE ASHLEY (B.A., Radcliffe)	Cooperstown, N.Y.
DEBRA MARIE AUBLE (B.A., Cornell)	Natick, Mass.
JEFFREY RAYMOND BALSER (B.S., Tulane)	Evansville, Ind.
BRETT RONALD BARTLETT (B.A., Mississippi)	Oxford, Miss.
KENNETH TYRONE BASTIN (B.S., Western Kentucky)	Bowling Green, Ky.
THOMAS ARTHUR BIGGS (B.A., DePauw)	Shawnee Mission, Kans.
RAYMOND FRANCIS BLUTH, JR. (B.A., California [Berkeley])	Alamo, Calif.
ROBERT WALLACE BRUCE, JR. (B.S., Davidson)	Greenville, S.C.
FREDERICK CASSIDY (A.B., Columbia)	Yonkers, N.Y.
ALICE CLARK (B.A., Stanford)	Chevy Chase, Md.
PHILIP GERLACH COOGAN (B.A., Harvard)	Johnson City, Tenn.
CHARLES MOORE DAVIS III (B.S., Yale)	Morgantown, W.Va.
JOHN PETER DeVINCENZO (B.S., Stanford)	San Luis Obispo, Calif.
CALVIN ROBINSON DYER (B.E.S., Johns Hopkins)	Terre Haute, Ind.
ANNE VENABLE EDMUNDS (B.A., Sweet Briar)	Lexington, Va.
DEAN ELIOTT (B.S., Duke)	Jericho, N.Y.
JULIE CAROLYN FANBURG (B.A., Haverford)	Lexington, Mass.
MARK ANDREW FLETCHER (B.S., Georgia Institute of Technology)	Chamblee, Ga.
BEVERLY FRANCES FULLER (B.S., Iowa State)	Omaha, Nebr.
DAVID AIKEN GASTON II (B.S., Davidson)	Chester, S.C.

MICHAEL ZANE GILCREASE (B.A., Yale)	Tulsa, Okla.
DAVID MARK GILLIAM (B.S., Louisiana State)	Bossier City, La.
SUSAN CAROL GOLDMAN (B.S., Duke)	Shreveport, La.
DONALD WILLIAMS GRIFFIN (B.S., Louisiana State)	Lafayette, La.
CHARLES HENRY GRIFFITH III (B.A., Vanderbilt)	Gadsden, Ala.
STEVEN ROBERT GROSS (B.S., Vanderbilt)	Springfield, Ill.
NORMAN LINDSAY HARRIS, JR. (B.S., Vanderbilt)	Memphis, Tenn.
CONNOR JOSEPH HAUGH (B.S.E., Princeton)	Poughkeepsie, N.Y.
PAUL JACOB HEIL (B.S., Stanford)	Ames, Iowa
CHRISTOPHER CARPENTER HILL (B.A., North Carolina [Chapel Hill])	Nashville, Tenn.
DEREK LEE HORSTMAYER (B.A., West Virginia)	Weirton, W.Va.
MING HELEN HSU (B.A., Vanderbilt)	Downey, Calif.
ROBERT EUGENE IVY II (B.S., Stanford)	Vicksburg, Miss.
ILYA SIMONE JOHNSON (B.S., State University of New York [Old Westbury])	Kingston, Jamaica
THOMAS STEVAN JOHNSTON (B.S., Tennessee)	Clinton, Tenn.
MICHAEL ROBERT JORDAN (B.S., University of the South)	Nashville, Tenn.
SHELLY PEARL KAFKA (B.S., State University of New York [Binghamton])	Ocala, Fla.
MARK RANDALL KAPLAN (B.S.E., Pennsylvania)	Nashville, Tenn.
GREGORY COLE KELLER (B.S., Vanderbilt)	Harrodsburg, Ky.
PHILIP JAMES KREGOR (B.S., Kentucky)	Louisville, Ky.
ANNE ELIZABETH KRUTCHEN (B.S., Vanderbilt)	Pittsford, N.Y.
TERRY CURTIS LAIRMORE (B.S., Baylor)	Tulsa, Okla.
JARRATT DAVID LARK (B.S., Duke)	West Bloomfield, Mich.
WAI LAU (B.S., Southern California)	South Pasadena, Calif.
THOMAS EUGENE LeVOYER (B.S., Vanderbilt)	Peninsula, Ohio
SCOTT ALAN LILE (B.A., Hendrix)	Little Rock, Ark.



CORNELIA LIU (B.S.E., Princeton)	Bethesda, Md.
DAVID ALAN LOWRY (B.S., Otterbein)	Westerville, Ohio
JAMES THOMAS McCLURE (B.S., David Lipscomb)	Waverly, Tenn.
GARY RAYMOND McDONALD (B.S., Tennessee Technological)	Madison, Tenn.
THOMAS GEORGE McLEOD (B.A., Saint Johns)	Grand Forks, N.Dak.
BARBARA EXCELL MENZIES (B.A., Vanderbilt)	Lexington, Tenn.
JAMIE MARIA MONROE (B.S., Western Kentucky)	Bowling Green, Ky.
THOMAS KELLY MOORE (B.S., Davidson)	Johnson City, Tenn.
JOHN ARTHUR NASH (B.A., Brown)	Columbus, Ind.
JILL NINA NEWMAN (B.S., State University of New York [Binghamton])	Garnerville, N.Y.
BRADLEY DEANE NOBLETT (B.A., Colorado [Boulder])	Colorado Springs, Colo.
BRYAN DEWEY OSLIN (B.S., Furman)	Apison, Tenn.
MICHAEL JOSHUA OSTACHER (B.A., Wesleyan)	New City, N.Y.
STEPHANIE ANNE OTIS (B.E., Vanderbilt)	Atlanta, Ga.
DAVID WILSON PUETT (B.A., Dartmouth)	Miami, Fla.
JASPER CALHOUN RATTERREE (B.S., Davidson)	Charlotte, N.C.
MARK FREDERICK RICH (B.A., Lake Forest)	Madison, Wis.
WILLIAM EDWARD ROBINSON (B.A., Texas Christian)	Overland Park, Kans.
ROGER ALAN SAHM (B.S., Oregon State)	Beaverton, Oreg.
ERIN ELIZABETH SAHR (B.A., Williams)	Littleton, Mass.
SARAH ANN SAMAAAN (B.S., Texas A&M)	Houston, Texas
CHRISTOPHER DAVID SARZEN (B.S., South Carolina)	Dunwoody, Ga.
MARK MATHESON SCHEFFER (B.S., Auburn)	Sherborn, Mass.
JOHN GLENN SCHULTE (B.S., Kentucky)	Bellevue, Ky.
NOEL C. SCIDMORE (B.A., Harvard)	Gainesville, Fla.
ERIC RANDALL SENN (B.S., Birmingham Southern College)	Huntsville, Ala.

SANFORD COLLINS SHARP (B.S., Vanderbilt)	Lewisburg, Tenn.
JOHN KENNETH SHAVER (B.S., California [Davis])	Mission Viejo, Calif.
JANE MEREDITH SIEGAL (B.S., State University of New York [Binghamton])	Irvington, N.Y.
ROBIN BETH SINATRA (B.A., Allegheny College)	Jamestown, N.Y.
JOEL WILSON SLATON (B.S., Vanderbilt)	Nashville, Tenn.
MICHELE RENEE STAUNTON (B.A., Vanderbilt)	Germantown, Tenn.
KENNETH ADAM STEIN (B.S., Oregon)	Boca Raton, Fla.
ANTHONY WAYNE STEPHENS (B.A., Northern Kentucky)	Taylor Mill, Ky.
GEORGE CHRISTOPHER STEPHENS (B.A., Transylvania)	Lexington, Ky.
JACQUELYN BROOKE STEVENS (M.A., Simmons)	Cambridge, Mass.
KURT THOMAS STOCKAMP (B.A., Hanover)	Columbia City, Ind.
STEPHEN MICHAEL STRAKOWSKI (B.S., Notre Dame)	Nappanee, Ind.
MELISSA KAY THOMAS (B.A., Southern Mississippi)	Gulfport, Miss.
JANET LORETTA TIMMERMAN (B.A., Wellesley)	Fort Thomas, Ky.
JUERGEN UNUTZER (B.S., Iowa State)	Munich, W. Germany
MICHAEL THOMAS VALLEY (B.A., Rollins)	Saint Cloud, Minn.
ALEXANDRA NICOLE VORHAUS (B.S., Tufts)	Riverdale, N.Y.
JOHN SCOTT WADLINGTON (B.A., Virginia)	Nashville, Tenn.
MATTHEW IAN WAHL (B.A., New College)	Bay Shore, N.Y.
JOHN ANDERSON WAITES (B.A., Vanderbilt)	Cleveland, Tenn.
JOHN SLOAN WARNER, JR. (B.S., Davidson)	Nashville, Tenn.
JOHN HERBERT WEHNER (B.S., Stanford)	Sunnyvale, Calif.
PAMELA ANNE WELLS (B.S., Stanford)	Santa Monica, Calif.
WILLIAM TIMOTHY WITMER (B.A., Ohio Wesleyan)	Rochester, N.Y.
DAVID ALDEN WOOD (B.A., Dartmouth)	Monkton, Md.
CLAIRE CHENG YANG (B.S., Notre Dame)	Potomac, Md.

JENNIFER LOIS YOST  
(B.A., Virginia) Vienna, Va.

### Second-Year Class

CLINTON MARK ANDERSON  
(B.A., Tennessee) Knoxville, Tenn.

MICHAEL ROBERT ARNSTEIN  
(B.A., Stanford) Rolling Hills, Calif.

CHARLES GREGORY BANKS  
(B.S., Birmingham-Southern) Jasper, Ala.

GREGG ANTHONY BARAN  
(B.S., Vanderbilt) West Bradenton, Fla.

KIMBALL JOSEPH BECK  
(B.A., Clark) Fort Myers, Fla.

DAVID BRADLEY BERRY  
(B.A., Virginia) Palos Verdes, Calif.

GREGORY EDWARD BLACKMAN  
(B.S., Centenary) Bossier City, La.

JEFFREY BRENT BOND  
(B.A., Mississippi) Carthage, Miss.

GILBERT ERICH BOSWELL  
(B.S., Oregon State) Fairfax, Va.

KAREN JEAN BOWEN  
(B.S., David Lipscomb) Cadiz, Ky.

STEPHEN PAUL BRADLEY  
(B.A., California [Santa Barbara]) Tiburon, Calif.

STEVEN EDWARD BRAVERMAN  
(B.A., Virginia) Pikesville, Md.

ANTHONY JOSEPH BURDEN  
(B.S., Oregon) Grants Pass, Oreg.

WILLIAM CARROLL BURNETTE, JR.  
(B.A., Vanderbilt) Celina, Tenn.

MARTHA JEAN BUTTERFIELD  
(B.S., Illinois [Urbana]) Sheridan, Ill.

MARY JANE BUTTERFIELD  
(B.S., Illinois [Urbana]) Sheridan, Ill.

ANNE WINIFRED CAMP  
(B.A., Sarah Lawrence) Sewanee, Tenn.

DOMENIC MICHAEL CANONICO  
(B.S., Notre Dame) Signal Mountain, Tenn.

THEODORE PHILLIPS CHAMBERS  
(B.A., Hampden-Sydney) Baltimore, Md.

KEVIN BERNARD CHURCHWELL  
(B.S., Massachusetts Institute of Technology) Nashville, Tenn.

DAVID ALLEN COOK  
(B.S., Utah) West Bountiful, Utah

DAVID MARK COUSSENS  
(B.A., Hendrix) Russellville, Ark.

ROBERT DOUGLAS CULLOM, JR.  
(B.S., Maryland) Arcadia, Fla.

GREGORY GEORGE DAVIS  
(B.A., Vanderbilt) Hendersonville, Tenn.



BART JOSEPH DeBROCK (B.S., Southeast Missouri State)	Cape Girardeau, Mo.
MICHAEL THOMAS DEL VECCHIO (B.A., Covenant)	Helena, Ala
WILLIAM DAVID DENNY (B.S., Mississippi)	Milan, Tenn.
KURT RICHARD DENNINGHOFF (B.E., Vanderbilt)	Merritt Island, Fla.
STEVEN EDWARD DOMINO (B.S., M.S., Michigan [Ann Arbor])	Ann Arbor, Mich.
RUSS DAVID ERMAN (B.S., Arizona)	Tuscon, Ariz.
LEE ANNE FAULKNER (B.A., Johns Hopkins)	Oak Ridge, Tenn.
ROSEMARY FITZPATRICK (B.A., Baylor)	Little Rock, Ark.
JENNY JO FRANKE (B.S., Illinois)	Edwardsville, Ill.
DAVID ANDREW FUCHS (B.A., Case Western Reserve)	Adelphi, Md.
JOHN DAY GAZEWOOD (A.B., Grinnell)	Fairview, Pa.
TIMOTHY GERARD GIVENS (B.A., Vanderbilt)	Bowie, Md.
CHRISTOPHER WALKER GRAHAM (B.A., Bellarmine)	Louisville, Ky.
BARBARA MARIE GRIPSHOVER (B.A., B.S., Miami; M.S. Purdue)	Franklin, Tenn.
ERICH BRYAN GROOS, JR. (A.B., Princeton)	Nashville, Tenn.
MARK CHARLES HAIGNEY (B.A., Virginia)	Larchmont, N.Y.
DOUGLAS LAMAR HILL (B.A., Mississippi)	Columbus, Miss.
RICHARD LLOYD HOCK (B.A., Dartmouth)	Tampa, Fla.
SALLY SARA HARDISON HOUSTON (B.S., Vanderbilt)	Silver Spring, Md.
DANIEL ALAN ICHEL (B.S., Vanderbilt)	Edison, N.J.
JOHN HARLEM JOHNSON (B.S., Southeast Missouri State)	Millersville, Mo.
KAREN SUE JOHNSTON (B.A., Arizona)	Saline, Mich.
JOHN EDWARD JORDAN III (B.A., Amherst)	Nashville, Tenn.
JAMES CENTRE KING III (B.S., Vanderbilt)	Lexington, Ky.
LONDON STUART KING (B.A., Wake Forest)	Lexington, Ky.
STEPHEN CURTISS KLASSON (B.A., Duke)	Iowa City, Iowa

FRED WIGFIELD KNIFFIN (B.A., Vanderbilt)	New Canaan, Conn.
KRISTINA MAY KOKUBUN (B.A., Johns Hopkins)	South Pasadena, Calif.
NEIL WARREN KOOY (B.S., Iowa State)	Lansing, Ill.
ROBERT PAUL LaGRONE (B.A., Vanderbilt)	Statesboro, Ga.
RACHEL JANE LAMPERT (A.B., Harvard)	Princeton, N.J.
JAMES SCOTT LANE (B.A., Case Western Reserve)	Dayton, Ohio
LAURA LYNN LAYER (B.S., Duke)	Sanford, Fla.
KEITH MICHAEL LEWIS (B.A., Rutgers)	Cherry Hill, N.J.
ROBERT LUTHER LILE (B.A., Hendrix)	Little Rock, Ark.
AMY LIBBY LLEWELLYN (B.A., Middlebury)	Reno, Nev.
DOUGLAS WALTER LOWERY III (B.A., Vanderbilt)	Saint Petersburg, Fla.
ROBERT SCOTT MAHAN (B.S., Auburn)	Winter Park, Fla.
CAROL JEAN MARTIN (B.S., Illinois [Urbana])	Hoopeston, Ill.
CULLEN ASHLEY McALLEN (B.A., Texas A & M)	Weslaco, Tex.
ROBERT WILLIAMSON McCAIN (B.A., Middlebury)	Fairfield, Conn.
STEPHEN FRANKLIN MILLER (B.S., Vanderbilt)	Danbury, Conn.
THEODORE TILLMAN MILLER (B.A., Pennsylvania)	Scarsdale, N.Y.
EUGENE HARRIS NELSON (B.A., University of the South)	Nashville, Tenn.
ELIZABETH ANN NILLES (B.A., Notre Dame)	Edina, Minn.
MICHAEL JOSEPH PAGNANI (A.B., Columbia)	Hyde Park, N.Y.
MARK ALLAN PAVILACK (B.S., Florida)	North Miami, Fla.
PAUL DANIEL PEARIGEN (B.A., University of the South)	Memphis, Tenn.
LEONARD ALAN PLUNKETT (B.S., Tennessee)	Lascassas, Tenn.
BARBARA ANAMARIE POCKAJ (B.E., Vanderbilt)	Mayfield Village, Ohio
LAURA JEAN RAMES (B.S., South Dakota State)	Brookings, S.DAK.
ROSS ALAN RAMES (B.S., South Dakota State)	Wentworth, S.Dak.
RODNEY RENE REID (B.S., Clemson)	Columbia, S.C.

NEIL MARK RICHTAND (B.A., Carleton, Ph.D., Vanderbilt)	Eggertsville, N.Y.
MICHAEL EARL RUFF (B.A., Vanderbilt)	Bloomington, Ind.
ERIC LaMAR SAUNDERS (B.S., Southern California)	Yorba Linda, Calif.
THEODORE JOHN SAWCHUK (B.S., North Dakota)	Rolette, N.Dak.
ROBERTA DIANE SCHLESINGER (B.S., California [Davis])	Palm Springs, Calif.
MARY JANE SCHMIDT (B.S., Georgia)	Alpharetta, Ga.
KATHLEEN ANNE SCHWARTZ (B.S., William and Mary)	Orchard Park, N.Y.
ROBERT ANTHONY SCIORTINO (B.S., Stanford)	Saint Louis, Mo.
RICHARD STANLEY SHERRY (B.A., Washington)	Seattle, Wash.
DANIEL EDWARD SMITH, JR. (B.A., Mississippi)	Pachuta, Miss.
JEFFREY SCOTT SPENCER (B.S., Vanderbilt)	White Plains, N.Y.
TROY FARR STOREY (B.S., Florida)	Mims, Fla.
JOHN STEWART SWANSON (B.A., Hendrix)	Pine Bluff, Ark.
HAROLD MARK SWINDLE (B.S., Birmingham-Southern)	Jasper, Ala.
DAVID EDMOND TAYLOR (B.A., Vanderbilt)	Memphis, Tenn.
NICOLAS STEVEN VEACO (B.A., California State [Fresno], D.D.S., M.S., California [Los Angeles])	Fresno, Calif.
TERRI JO VRTISKA (B.A., Doane)	Table Rock, Nebr.
VAN RUSSELL WADLINGTON (B.S., Vanderbilt)	Nashville, Tenn.
MALCOLM HOUSTON WEATHERS III (B.A., Vanderbilt)	Loretto, Tenn.
DOUGLAS RAY WEIKERT (B.S., Vanderbilt)	French Lick, Ind.
THOMAS ALEXANDER SYMINGTON WILSON, JR. (B.S., Washington and Lee)	Birmingham, Ala.
MARK THOMAS WORTHINGTON (B.A., Arizona State)	Tempe, Ariz.
BENJAMIN CONRAD WOUTERS (B.S., Emory)	Huntsville, Ala.

### Third-Year Class

BESS APPERSON ADKINS (B.S., Vanderbilt)	Nashville, Tenn.
NEWTON PERKINS ALLEN, JR. (B.S., Davidson)	Memphis, Tenn.



MARK WEBSTER ALLEY (B.S., Emory and Henry)	Kingsport, Tenn.
DOUGLAS CARLTON ALTENBERN, JR. (B.A., Mississippi)	Brentwood, Tenn.
JOHN EUGENE ANDERSON (B.A., Virginia)	Nashville, Tenn.
KYLE RAYMOND ANDERSON (B.S., Oklahoma State)	Little Rock, Ark.
PHILIP BRADLY ANDERSON (B.S., Oregon)	Halsey, Oreg.
JACQUELYN VALERIE RAVAN ANDREWS (B.S., Vanderbilt)	Dunwoody, Ga.
THOMAS CHARLES ANDREWS (B.S., Vanderbilt)	Canton, Ill.
ROBIN SUE ARCHER (B.S., Dayton)	Fairborn, Ohio
JEFFREY LAWRENCE BALLARD (B.S., Stanford)	Fullerton, Calif.
JENNIFER LYNN BELL (A.B., Michigan [Ann Arbor])	Nashville, Tenn.
BETH JOAN BENSON (B.S., Rutgers; D.M.D., M.P.H., Harvard)	Morris Plains, N.J.
KATHERINE ALICE BERTRAM (B.S., Tennessee Technological; M.S., Memphis State)	Cookeville, Tenn.
SCOTT EUGENE BINGHAM (B.A., Utah)	Santa Rosa, Calif.
ELIZABETH ANN BIRECREE (B.S., Peabody)	Lake Grove, N.Y.
PATRICIA ANN BRISCOE (B.A., Oregon [Eugene])	Salem, Oreg.
DAVID HUNTER BROWN (B.A., Emory)	Fort Myers, Fla.
KRISTIN LEVITAN BROWN (B.A., Williams)	San Francisco, Calif.
MARTIN ALAN BURNS (B.S., Vanderbilt)	Macon, Ga.
ROBERT WILLIAM CAIN (B.A., Southwestern at Memphis)	Damascus, Md.
THOMAS HOWARD CALLAWAY (B.A., Duke)	Maryville, Tenn.
TERESA TWILA CHARNIGA (B.S., Arizona State)	Scottsdale, Ariz.
MICHAEL STEVEN CITAK (B.A., Texas Technological)	Park Forest, Ill.
CLAUDIA LOU CLOPTON (B.S., Southwestern at Memphis)	Jonesboro, Ark.
GREGORY LLOYD COMBS (B.S., Colorado State)	Silver Springs, Md.
JOHN LEONARD COOPER (B.A., Reed)	Hawthorne, Calif.
DEIRDRE HUNTER DONALDSON (B.A., Yale; Ph.D., California [Berkeley])	Woodbridge, Conn.
DOUGLAS WAYNE DOTHAGER (B.S., Southern Illinois [Edwardsville])	Godfrey, Ill.

MARCIA JUNE EGLES (B.S., Eastern Nazarene)	Holbrook, Mass.
BETH ANN EHRENFRIED (B.A., Duke)	Wayne, N.J.
MARY ANN ELLIS (B.S., Oregon State)	Bend, Oreg.
WILLIAM MYRON FERRIN III (A.B., Stanford)	Bend, Oreg.
RANDALL PARKS FRAZIER (B.E., Vanderbilt)	Harrington Park, N.J.
R. EVERETT FRERICHS (B.S., Nebraska Wesleyan)	Beatrice, Nebr.
SUSAN GAY GLOVER (B.A., Agnes Scott)	Tullahoma, Tenn.
THOMAS JOSEPH GRABOWSKI (B.A., Vanderbilt)	Roseville, Calif.
DAVID WILLIAM GRAMBOW (B.S., Wisconsin [Milwaukee])	Cudahy, Wis.
JAMES RONALD GRAY, JR. (B.S., Tennessee)	Oak Ridge, Tenn.
RICHARD MATTHEW GRAY (B.A., Vanderbilt)	Lewisburg, Pa.
KELLI CHARNELL GREEN (B.A., Yale)	Clinton, Tenn.
SANDRA KAY GUSTAD (B.S., South Dakota State)	Volin, S.Dak.
DANIEL MOYER HARTMANN (B.S., Vanderbilt)	Franklin, Tenn.
MICHAEL JAMES HERHUSKY (B.S., California [Davis])	Olympic Valley, Calif.
ROLAND ARTHUR HESTER IV (B.S., Alabama)	Montgomery, Ala.
STEVEN ELLIS HILL (B.A., Duke)	Clinton, Tenn.
LINDA HUMPHREYS (B.A., Tennessee [Nashville])	Brentwood, Tenn.
THOMAS RUSSELL HUNT III (B.S., Stanford)	Shawnee Mission, Kans.
STEVEN ALLEN HUTTO (B.A., Illinois [Urbana])	Bellflower, Ill.
STUART MARK JACOBSON (B.S., McGill)	Poughkeepsie, N.Y.
CHARLES WEST JACOBS IV (B.S., South Carolina)	Columbia, S.C.
ROBERT DOUGLAS BENJAMIN JAQUISS (B.A., Wabash)	New Harmony, Ind.
JOHN AMIS JERNIGAN (B.S., Southwestern at Memphis)	Kingsport, Tenn.
JOYCE EVELYN JOHNSON (B.A., Rice)	Nashville, Tenn.
DAN TODD JOHNSTON (B.S., North Dakota State)	Fargo, N.Dak.
AMY MEREDITH JOSEPH (B.A., Johnston)	Saint Louis, Mo.

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PAUL DOMINIC KOUNTZ, JR. (B.S., A.B., Wofford)	Spartanburg, S.C.
JULIE ROBIN LANGE (B.S., Georgia Institute of Technology)	Atlanta, Ga.
JILL JEAN LEGG (B.S., Arizona [Tucson])	Tucson, Ariz.
RACHEL KATHERINE LENOX (B.S., Purdue [West Lafayette])	Beaver Falls, Pa.
CHARLES EDWARD LEONARD II (B.A., Vanderbilt)	Jackson, Miss.
CRAIG HARRISON LINGER (B.A., Colorado [Boulder])	Louisville, Ky.
ALEXANDER LOCKE III (B.A.S., A.M., Stanford)	Sacramento, Calif.
MATTHEW ALAN LOVITT (A.B., Stanford)	Pasadena, Calif.
WHITSON LOWE (B.A., Yale)	Cookeville, Tenn.
STEVEN COURTNEY LYNCH (B.S., United States Air Force Academy)	Morristown, Tenn.
JOHN WITHERSPOON MACEY, JR. (B.A., Vanderbilt)	Nashville, Tenn.
JOHN VICTOR MARYMONT (B.A., Northwestern)	Wichita, Kans.
ROBERT DEAN MATTHEWS (B.S., Alabama)	Jasper, Ala.
DANIEL CHARLES MAYES (B.A., California)	Redmond, Oreg.
CYNTHIA ELIZABETH MAYFIELD (B.S., Illinois [Urbana])	Cantrall, Ill.
ROBERT WALLACE McCCLURE (B.S., David Lipscomb)	Waverly, Tenn.
JOEL EMERY McCULLOUGH (A.B., Stanford)	Charlotte, N.C.
EDWARD JAMES McPHERSON (B.S., California [Irvine])	Bakersfield, Calif.
GINNY MERRYMAN-HEBB (B.S., Western Maryland; M.S., Maryland)	Upperco, Md.
DANIEL RICHARD MITCHELL (B.E., Vanderbilt)	Topeka, Kans.
DIANE ELIZABETH OLIVER (B.S., University of Washington)	Bethesda, Md.
CHRISTOPHER KENNERLY PAYNE (B.A., Virginia)	New Fairfield, Conn.
RAY STOKES PEEBLES, JR. (B.S., Davidson)	Concord, Tenn.
MICHAEL PIRKOWSKI (B.S., Notre Dame)	Linden, N.J.
JEFFREY ROBERT PRINSELL (B.S., Houghton; D.M.D., Tufts)	Houghton, N.Y.
MARK PUDER (B.S., Midwestern State)	Wichita Falls, Tex.



RICHARD EPES RAINEY (A.B., Harvard)	Petersburg, Va.
NEAL EDWARD READY (B.S., Massachusetts [Amherst]; Ph.D., California [Irvine])	Somerset, Mass.
MAYME FLORENCE RICHIE (B.S., Vanderbilt)	Nashville, Tenn.
CARLTON FRIEDRICH ROOS (B.A., Vanderbilt)	Nashville, Tenn.
LAWRENCE RAYMOND SHOEMAKER (B.S., Birmingham-Southern)	Huntsville, Ala.
JON FOE SNIDER (B.A., Dartmouth)	Fort Smith, Ark.
PRENTICE DAVID STEFFEN (Oklahoma [Norman])	Enid, Okla.
SCOTT ANDREW STRELOW (B.A., Covenant)	Bentwood, Mo.
DEEANNE MARIE STROOP (B.A., Virginia)	Fairfax Station, Va.
ROGER LYNN SWINGLE, JR. (B.S., Georgia)	Athens, Ga.
GRACE PORTERFIELD TEAL (B.A., Washington University)	Lincoln, Nebr.
SALLY ANNE THOMAS (B.S., Arizona State)	Tempe, Ariz.
ANNE MARIA TIMMERMAN (A.B., Smith)	Fort Thomas, Ky.
DAVID SCOTT TROCHTENBERG (B.A., Brown)	Crève Coeur, Mo.
RHONDA RENEE VOSKUHL (B.S., Phillips)	Hennessey, Okla.
JORY DAVID WILLIAMS (B.A., Rollins)	Orlando, Fla.
JOSEPH JOHN WUJEK (B.A., Westmont)	Livermore, Calif.
LUCY LO-HWA YANG (A.B., M.A., California [Berkeley])	New York, N.Y.

#### Fourth-Year Class

GLORIA BETH ABELS (B.A., Wake Forest)	Gallipolis, Ohio
TIM EUGENE ADAMSON (B.S., Oregon State)	Edmonds, Wash.
NANCY CAROL ALLEN (B.A., Tennessee)	Oak Ridge, Tenn.
JEFFREY PETER ALPERT (B.S., Yale)	New York, N.Y.
STEVEN ALLEN BARRINGTON (B.S., United States Air Force Academy)	Austin, Tex.
ROBERT STEVEN BASS (B.S., Florida)	Clewiston, Fla.

KENNETH EUGENE BERKOVITZ (B.S., Purdue)	West Lafayette, Ind.
GEORGE BLAINE BISHOP, JR. (B.S., Bryan College)	Knoxville, Tenn.
MICHAEL LAWRENCE BLEI (B.S., College of Idaho)	Twin Falls, Idaho
SHARON SUE BLOOM (B.S., Stanford)	Minneapolis, Minn.
LAURA LYNNE BOEHLKE (B.S., Minnesota)	White Bear Lake, Minn.
THOMAS JOHN BOLAND (B.S., Pennsylvania State; D.M.D., Pennsylvania)	Conyngham, Pa.
WESLEY RONALD BROWN (B.A., Utah)	Washington, Mo.
THOMAS SMILEY BURGOON (B.S., Villanova)	Chester Springs, Pa.
TIMOTHY ALAN BURKE (B.S., Emory)	Riverdale, Ga.
MICHAEL GLENN CARLSON (B.A., Illinois Wesleyan)	Lockport, Ill.
JEFFREY CHARLES CARLTON (B.E., Vanderbilt)	Tullahoma, Tenn.
KAREN ALICE CLEMENCY (B.S., State University of New York [Buffalo])	Tonawanda, N.Y.
DANIEL LEE CLEMENS (B.S., Vanderbilt)	Tullahoma, Tenn.
JOHN FRANKLIN COOPER (B.A., Indiana [Purdue])	Mobile, Ala.
SUSAN PATRICIA DAVIS (B.A., Harvard)	Tenafly, N.J.
BRUCE ALAN DAVISON (B.A., Rutgers)	Maplewood, N.J.
JOSEPH DeMAY (B.A., Illinois Wesleyan)	Dunedin, Fla.
STEVEN DON (B.A., Johns Hopkins)	Glencoe, Ill.
LOUIS GEORGE DUSSEAULT, JR. (B.A., Tufts)	Palmer, Mass.
MARK WILLIAM ELLIOTT (B.S., Butler)	Clarksville, Ind.
TAHSIN MARK ERGIN (B.S., Boston)	West Hartford, Conn.
THOMAS JAY FAILINGER (B.A., Vanderbilt)	Cohasset, Mass.
ROBERT VITO FARESE, JR. (B.S., Florida)	Tampa, Fla.
FRANCIS MILLER FESMIRE, JR. (A.B., Harvard)	Chattanooga, Tenn.
JAMES ALLMON FLATT (B.A., Vanderbilt)	Riceville, Tenn.
DOUGLASS WILLIAM FORSHA (B.A., Brigham Young)	Leeds, Utah
ROBERT LOUIS FORTI (B.A., Canisius; Ph.D., Vanderbilt)	Buffalo, N.Y.

LESA DeANNE FRAKER (B.A., Ph.D., Vanderbilt)	Nashville, Tenn.
WILLIAM LEE GARNER (B.A., Arkansas College)	Hazelwood, Mo.
JONATHAN GERSON (B.A., Tufts)	Newburgh, N.Y.
JAMES WILLIAM GIGANTELLI (B.S., Southern California)	Landing, N.J.
GREGORY EARL GINN (B.S., M.S., Vanderbilt)	Nashville, Tenn.
ROBERT FREDERICK GLENN (B.S., Furman)	Greer, S.C.
THOMAS JOSEPH GRUBER (B.A., Bethel)	St. Paul, Minn.
WILLIAM QUINTON GURLEY, JR. (B.S., Vanderbilt)	Hixson, Tenn.
EDDIE DEWAYNE HAMILTON (B.S., Tennessee)	Paducah, Ky.
MICHAEL BLAIN HARDING (B.S., University of the South; B.S., Columbia)	NWhites Creek, Tenn.
RAY MARTIN HARGREAVES (B.A., Franklin and Marshall)	Stanhope, N.J.
DAVID LEONARD HARSHMAN (B.A., Vanderbilt)	Nashville, Tenn.
BILL FRANK HEFLEY, JR. (B.S., Harding)	Little Rock, Ark.
RICHARD JAMES HEMPEL (B.A., Kentucky)	Lexington, Ky.
RENEE YVETTE HILL (B.S., Loma Linda)	San Bernardino, Calif.
CHARLES WAYNE HOLLEY, JR. (B.S., Southwestern at Memphis)	Chattanooga, Tenn.
LINDA LEE ISAACS (B.S., Kentucky [Lexington])	Lexington, Ky.
JOHN EDWIN JAYNE (B.A., Tennessee [Chattanooga])	Chattanooga, Tenn.
DONALD WAYNE JENKINS, JR. (B.A., Tennessee)	Knoxville, Tenn.
RICHARD JOHNSTON, JR. (B.S., Georgia)	Woodstock, Ga.
SAMUEL MARTIN KNEECE (B.S., Wofford)	Columbia, S.C.
SAMUEL HUSBANDS LANGSTAFF III (B.A., Williams)	Littleton, Colo.
GREGORY McKINNON LEWIS (A.B., Harvard)	Little Rock, Ark.
KAREN LEE LINDSLEY (B.E., Vanderbilt)	Nashville, Tenn.
JAMES VANBUREN LITTLE III (B.A., Vanderbilt)	San Antonio, Tex.



THOMAS HERBERT MAGNUSON (A.B., Stanford)	Menlo Park, Calif.
LAURA MONE McALPIN (B.S., Vanderbilt)	Atlanta, Ga.
DAVID ALAN McDONOUGH (B.S., David Lipscomb)	Nashville, Tenn.
STACEY WAYNETTE McKENZIE (B.S., University of the South)	Kingsport, Tenn.
NEAL JAY MEROPOLO (A.B., Princeton)	Teaneck, N.J.
JAMES HOWARD MILLER, JR. (B.A., Tennessee [Knoxville])	Knoxville, Tenn.
IB RASK ODDERSON (B.S., Aarhus [Denmark]; M.S., Copenhagen [Denmark]; Ph.D., Indiana [Bloomington])	Thisted, Denmark.
CINDY ROBIN PARNES (B.S., Tufts)	Emerson, N.J.
DAVID WAYNE PATTERSON (B.A., Vanderbilt)	Franklin, Ky.
DENNIS PEARMAN (B.S., United States Air Force Academy)	Merrillville, Ind.
BRADFORD MORRIS PIATT (B.A., California)	Orinda, Calif.
MICHAEL PIETRO (B.A., Chicago)	Hillsborough, Calif.
WILLIAM HOWARD POLK, JR. (B.A., Arkansas)	Fort Smith, Ark.
DEAN LOUIS QUIMBY (B.S., Eastern Nazarene)	Skowhegan, Maine
DAVID GRADY RATCLIFF (B.A., Hendrix)	North Little Rock, Ark.
GEORGE DANIEL RATH (B.S., Stanford)	Omaha, Nebr.
EDMUND WILLIAM RAYCRAFT (B.A., Illinois Wesleyan)	Hudson, Ill.
DAVID RALPH REAGAN (B.S., East Tennessee State; Ph.D., Vanderbilt)	Johnson City, Tenn.
DAVID ROY REPASKE (A.B., Cornell University; Ph.D., Wisconsin [Madison])	Nashville, Tenn.
DAVID FRANKLIN RHODES (A.B., Davidson)	Nashville, Tenn.
NORMAN ROLAND RICHARDS II (A.B., Princeton)	Grand Forks, N.Dak.
ROBERT DAVID RIEDEL (A.B., Occidental)	Pacific Palisades, Calif.
MICHAEL VITO ROCCO (B.S., Seton Hall)	South Orange, N.J.
MATTHEW BRANDL ROSSI (B.A., Illinois Wesleyan)	Hopedale, Ill.
LEO JOSEPH ROTHBARTH (B.A., Emory)	Saint Louis, Mo.
JON LEONARD SCHRAM (B.S., Calvin)	Spring Lake, Mich.

JON ALAN SHERROD (B.S., Harding)	Florence, Ala.
MARK EDWARD COOK SHOGRY (B.S., Davidson)	Charleston, S.C.
ELIZABETH BARLOW SIMPSON (B.A., Brown)	Birmingham, Ala.
VALERIE ADREAM SMARTT (B.A., Vanderbilt)	Nashville, Tenn.
GREGORY DEAN SMITH (B.S., Vanderbilt)	Huntsville, Ala.
WAYNE THOMAS SPEARS (B.S., Duke)	Longwood, Fla.
CLARISSA SYLVANA TENDERO (B.S., Wisconsin)	La Crescent, Minn.
KEITH ALEXANDER THOMPSON (B.S., Auburn)	Wetumpka, Ala.
PAUL EUGENE THOMSON (B.A., Wabash)	Cincinnati, Ohio
JEFFREY ALLEN TRAIL (B.S., Pepperdine)	Roseburg, Oreg.
SONYA MARIAM VAZIRI (B.A., Duke)	Huntington, W.Va.
PHILLIP ASHLEY WACKYM (B.A., California State [Fullerton])	Villa Park, Calif.
STEPHEN GREGORY WERTH (B.A., Emory)	Chevy Chase, Md.
DAVID MARVIN WHEELER (B.S., Georgetown College)	Ashland, Ky.
KEVIN DANIEL WHITELAW (B.S., California [Davis])	Laguna Beach, Calif.
ROBERT CHRISTOPHER WILLE (B.S., Cincinnati)	Cincinnati, Ohio
ALAN THORNE WILLIAMS (B.S., Mississippi)	Greenwood, Miss.
LAURA ELLEN WITHERSPOON (B.A., Vanderbilt)	Signal Mountain, Tenn.
MICHAEL RODGER WOOTTEN (B.A., Vanderbilt)	Nashville, Tenn.
SHARON MARIE WYATT (B.A., East Tennessee State)	Johnson City, Tenn.
STEVEN HENRY YOOD (B.S., Davidson)	Chattanooga, Tenn.

## Fellows

- JUAN J. ALBERTI-FLOR, Medicine  
(Gastroenterology)
- STEPHEN L. ALESHIRE, Pathology
- LOWELL B. ANTHONY, Medicine (Oncology)
- ROBERT SCOTT APPLETON, Pediatrics
- PAOLA ALESSANDRINI, Medicine
- KENNETH A. AULSEBROOK, Pharmacology
- MARIA R. BAER, Medicine (Hematology)
- JEAN T. BARBEY, Medicine (Cardiology)
- JOHN BARNARD, Pediatrics
- BRUCE BARON, Pharmacology
- JEFFREY K. BECKMAN, Pharmacology
- ITALO O. BIAGGIONI, Pharmacology
- JEROME BIOLLAZ, Pharmacology
- JAMES N. BLACK, Medicine (Cardiology)
- JOHN M. BOLDS, Medicine (Pulmonary)
- STEPHEN MARK BOROWITZ, Pediatrics
- WILSON BURGESS, Pharmacology
- JEANNE K. Y. CARTER, Microbiology
- MICHAEL CHINTERS, Pharmacology
- ROBERT H. CHRISTENBERRY, Cardiology
- BRIAN W. CHRISTMAN, Medicine (Pulmonary)
- JOSEPH COCHRAN, Medicine
- JACK W. COGGESHALL, Medicine (Pulmonary)
- H. WADE COLLINS, Medicine (Cardiology)
- RICHARD E. COWART, JR., Biochemistry
- VICTORIA CRUZ, Pathology
- LARRY J. DANGOTT, Pharmacology
- JaiDEV (J. D.) DASGUPTA, Pharmacology
- MICHAEL D. DECKER, Medicine (Infect.  
Diseases)
- MICHAEL JOSEPH DeLEO, Medicine  
(Oncology)
- GILBERT DERAY, Medicine
- CHRISTINE DICKINSON, Radiology
- CAROL R. DIRAIMONDO, Medicine  
(Nephrology)
- LINDA M. DISTLERATH, Biochemistry
- CATHERINE DOLISI, Pediatrics (Neonatology)
- JOHN FREDERICK DUNN, Surgery
- WILLIAM H. EDWARDS, Surgery
- BARBARA ENGELHARDT, Pediatrics
- RAYMOND ENGLUND, Surgery
- RICHARD D. FERNANDEZ, Pathology
- HOWARD FUCHS, Medicine (Rheumatology)
- EDWARD B. GERHARDT, Surgery
- LEONARD GIANNONE, Medicine (Oncology)
- C. DELP GIVENS, Medicine (Pulmonary)
- JOHN H. GLEATON, Medicine (Hematology)
- MARIAPPAN GNANADESIGAN, Medicine  
(Gastroenterology)
- RICHARD GOLDSTEIN, Surgery
- HAROLD LESLIE GORDON, Pharmacology
- THOMAS B. GORE, Medicine (Cardiology)
- BARNEY S. GRAHAM, Medicine (Infectious  
Diseases)
- ROBERT T. GRAMMER, Biochemistry
- JAMES C. GRAY, Pediatrics
- SUSAN B. GREGG, Pathology
- MARY LOUISE GUERRY, Pathology
- RAMESH C. GUPTA, Pharmacology
- VIBHA RANI GUJRARTI, Pharmacology
- STEPHEN DAVID HALL, Pharmacology
- WILLIAM O. HARTNESS, Medicine (Cardiology)
- DAN J. HAWKINS, Pharmacology
- DEAN A. HEALY, Surgery
- GADI HOREV, Radiology
- MARK ALLAN HORST, Pharmacology
- BENJAMIN T. HOXWORTH, Surgery
- ANWAR HUSSEIN, Medicine
- PHILIP B. INSKEEP, Biochemistry
- EVELYNE JACQZ, Pharmacology
- PHILIP R. JOHNSON, JR., Pediatrics
- DAVID RAYMOND JONES, Pharmacology
- GEORGE KALEMERIS, Pathology
- MASARU KAWABUCHI, Pharmacology
- THOMAS A. KEITH, Pathology
- KATHLEEN A. KENNEDY, Pediatrics
- THERESE KERAVIS, Pharmacology
- DOUGLAS S. KERNODLE, Medicine (Infectious  
Diseases)
- HARRY A. KOPELMAN, Medicine (Cardiology)
- ELIZABETH DUKE KRUEGER, Pediatrics  
(Neonatology)
- RICHARD N. LIND, Medicine (Hematology)
- ALAN F. LIST, Medicine (Oncology)
- CHRISTOPHER J. LYNCH, Physiology
- FARRIN ALAN MANIAN, Medicine (Infectious  
Diseases)
- MARY M. McGRANE, Microbiology
- SUSAN G. MCGREW, Pediatrics (Cardiology)
- JAMES C. McKENZIE, Biochemistry
- SNEHAL D. MEHTA, Radiology
- JERRY RUSSELL MILLER, Pharmacology
- DAVID C. MONTEFIORI, Pathology
- CHARLOTTE MOREL, Pediatrics
- ELIZABETH MORROW, Medicine  
(Endocrinology)
- BARBARA MROCZKOWSKI, Biochemistry
- JOHN JOSEPH MURRAY, Pharmacology
- GARY STEPHEN NACE, Medicine (Nephrology)
- THOMAS D. NOLAND, Pharmacology
- TADAO OKANO, Medicine (Endocrinology)
- BJARKI OLAFSSON, Medicine (Cardiology)
- JOHN MICHAEL ONROT, Pharmacology
- KAILASH N. PANDEY, Biochemistry
- JOHN P. PENDRYS, Microbiology
- WILLIAM H. PETTUS, Medicine (Nephrology)



BRIAN J. PHELAN, Medicine (Cardiology)  
 CHARLES R. PRINCE, Medicine (Cardiology)  
 C.S. RAMARAO, Pharmacology  
 CHARLES S. REILLY, Anesthesiology  
 IRENE ANN GRAHAM REILLY, Pharmacology  
 JAMES WALTER RIGBY, Pharmacology  
 DANIEL M. ROBERTS, Pharmacology  
 RICHARD M. RODRIGUEZ, Medicine  
 (Pulmonary)  
 KENNETH SANDBERG, Pediatrics  
 OMAR M. SHAHEEN, Pharmacology  
 JAMES PAUL SHEA, Biochemistry  
 MICHAEL M. SHERRY, Medicine (Oncology)  
 GREGORY W. SHIELDS, Medicine (Pulmonary)  
 THOMAS C. SMITH, Medicine (Pulmonary)  
 ANN SODERQUIST, Biochemistry  
 C. CRAIG STAFFORD, Medicine (Nephrology)  
 HEWIETT B. STEWART, Physiology

JAMES B. STEWART, Thoracic Surgery  
 CHARLES MARTIN STRNAD, Medicine  
 (Oncology)  
 MARIA V. TANTENGCO, Medicine  
 KYI TOE THAM, Pathology  
 KATHERINE A. THOMPSON, Pharmacology  
 BARRY F. TILLMAN, Medicine (Pulmonary)  
 CAROL VANDIVEER, Psychiatry  
 MICHAEL M. WANG, Medicine  
 (Gastroenterology)  
 THOMAS DAVID WARD, Medicine (Nephrology)  
 TORU WATANABE, Medicine (Endocrinology)  
 CHRISTOPHER J. WEHR, Surgery  
 B. HADLEY WILSON, Medicine (Cardiology)  
 GEORGE D. WRIGHT, Medicine  
 JOHN STEVEN ZAWAD, Pharmacology  
 RAYMOND E. ZIELINSKI, Pharmacology  
 RICARDO N. ZUREK, Neurology



## Class of 1985

### Residency Assignments

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

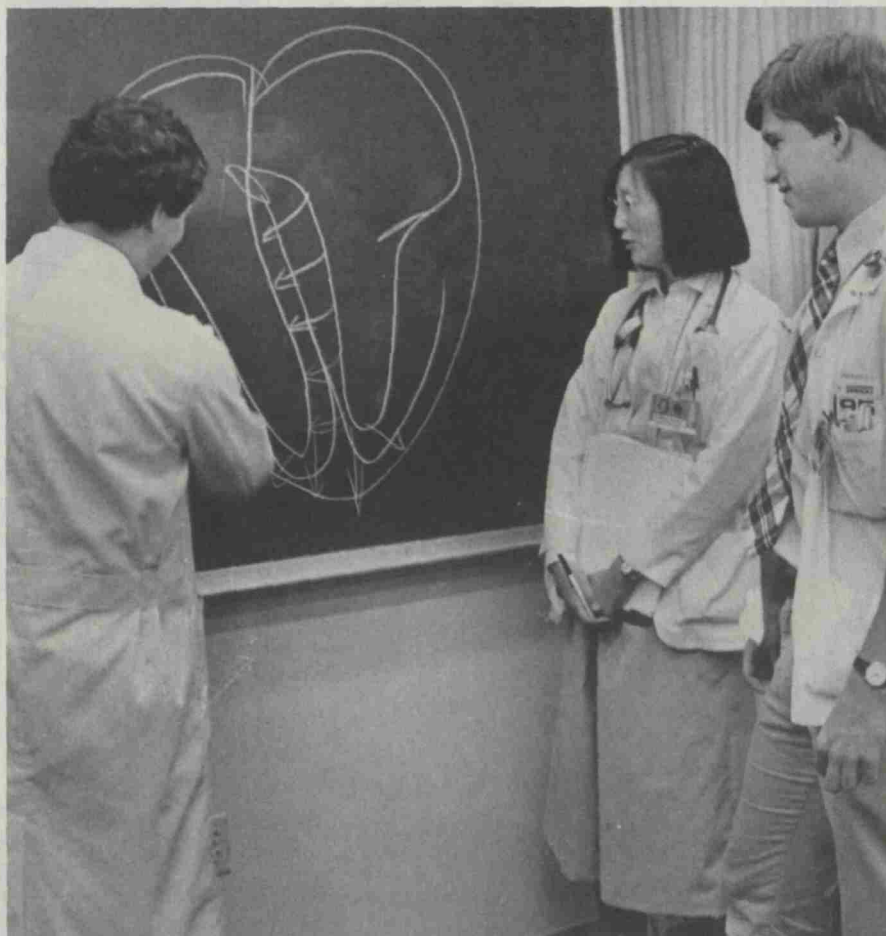
- JOSEPH DeMAY  
Naval Regional Medical Center, San Diego, Calif. (Pediatrics) Dunedin, Fla.
- STEVEN DON  
University of Minnesota Hospitals, Minneapolis (Pediatrics) Glencoe, Ill.  
Indiana University Medical Center, Indianapolis (Pediatric Radiology-PGY 2)
- LOUIS GEORGE DUSSEAU, Jr.  
Saint Elizabeth's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



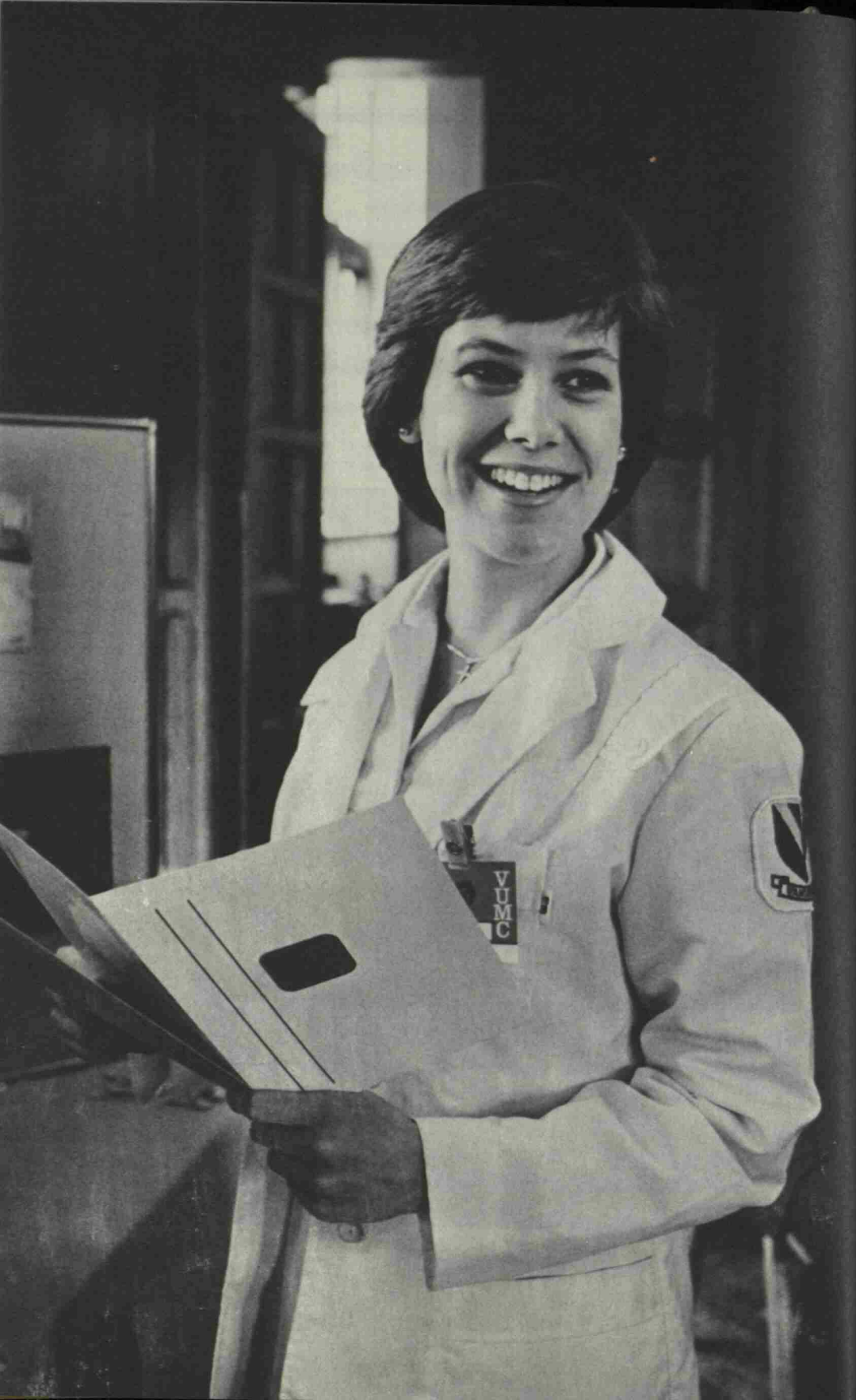
- CHARLES WAYNE HOLLEY, JR. Chattanooga, Tenn.  
Chicago Medical School Affiliated Hospitals, Chicago (Surgery)
- LINDA LEE ISAACS Lexington, Ky.  
University of South Florida Affiliated Hospitals, Tampa (Medicine)
- JOHN EDWIN JAYNE Chattanooga, Tenn.  
University of Minnesota Hospitals, Minneapolis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

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

- DAVID MARVIN WHEELER  
Mountain Area Health Education Center, Asheville, N.C. (Family Practice) Ashland, Ky.
- KEVIN DANIEL WHITELAW  
University of California, San Diego Medical Center (Pediatrics) Laguna Beach, Calif.
- ROBERT CHRISTOPHER WILLE  
Vanderbilt University Affiliated Hospitals (Medicine, Therapeutic Radiology-PGY 2) Cincinnati, Ohio
- ALAN THORNE WILLIAMS  
Vanderbilt University Affiliated Hospitals (Medicine) Greenwood, Miss.
- LAURA ELLEN WITHERSPOON  
Valley Medical Center (University of California, San Francisco), Fresno (Surgery) Signal Mountain, Tenn.
- MICHAEL RODGER WOOTTEN  
University of Minnesota Hospitals, Minneapolis (Family Practice) Nashville, Tenn.
- SHARON MARIE WYATT  
Vanderbilt University Affiliated Hospitals (Pediatrics) Johnson City, Tenn.
- STEVEN HENRY YOOD  
Emory University Affiliated Hospitals, Atlanta, Ga. (Medicine) Chattanooga, Tenn.







# The School of Nursing

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# The School of Nursing



COLLEEN CONWAY-WELCH, Ph.D., C.N.M., Professor of Nursing and Dean  
BARBARA CHRISTMAN ADAIR, M.S.N., Interim Associate Dean for Academic Programs  
ELIZABETH KERR HAY, M.S.N., Interim Associate Dean for Community Service, Faculty Practice and International Studies  
KENNETH A. WALLSTON, Ph.D., Interim Associate Dean for Research and Evaluation  
VIRGINIA BETTS, M.S.N., Interim Department Chair for Mental Health and Organizational Behavior  
JUDY JEAN CHAPMAN, B.S.N., Interim Department Chair for Family and Community Health  
LARRY LANCASTER, Ph.D., Interim Department Chair for Adult Health  
PATRICIA A. PEERMAN, M.S., Director of Student Advising

## Committee of Visitors

LESLEE "HONEY" ALEXANDER, Nashville  
ANN BURGESS, West Newton, Mass.  
EMILY FORD, Brea, Calif.  
JENNIFER GAULT, Birmingham  
JULIA JANE HEREFORD, Nashville (Died January 1985)  
MARGARET JACOBSON, San Jose  
DAVID ROGERS, Princeton, N.J.

## Faculty Council 1985-86

SHIRLEY CALDWELL  
JUDY JEAN CHAPMAN, Chair Elect  
NANCY CHANDLER  
JANE DADDARIO  
LYDIA GRUBB  
SUE JONES  
JOAN KING, Senior Senator  
LARRY LANCASTER, Chair  
JUDITH SWEENEY

## Standing Committees

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

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

**Nominating 1985-86**

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.

Antoinette Rawls, *Chair*. Virginia Betts, Helen Bigler, Cynthia Burbach, Joan King.

**Faculty Promotion and Review 1985-86**

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

*Chair to be elected.* Helen Bigler, Barbara Brown, Shirley Caldwell, Frances Carson, Mary Louise Donaldson, Margie Gale, Elizabeth Hay

**Tenure 1985-86**

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.

*Chair to be elected.* Barbara Adair, Lucille Aulsebrook, Virginia Betts, Helen Bigler, Judy Jean Chapman, Catherine Dennis, Mary Louise Donaldson, Virginia George, Barbara Grimes, Elizabeth Hay, Joyce Laben, Larry Lancaster, Michael Miller, Roberta Smith (LOA), Kenneth Wallston.

**Curriculum**

(New members appointed in May, 1985)

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

**Faculty Recruitment and Appointment**

(New members appointed in May, 1985)

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

**Student Recruitment, Admissions, and Affairs**

(New members appointed in May, 1985.)

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

# Nursing Education at Vanderbilt

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

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

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

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

## **Philosophy of the School**

Vanderbilt and its School of Nursing are committed to freedom of inquiry into the natural, social, and human orders of existence. The school fosters excellence in scholarship and service.

The nursing faculty believes that persons are bio-psycho-social beings with individual needs, rights, and obligations, who can be understood only in the context of their total environment.

The faculty sees nursing as an applied science, to be used in the service of individuals, families, and communities. Nursing helps persons cope with problems of everyday living and achieve maximum health potential—it enables individuals to make responsible decisions about themselves, their families, and at times their community. Nursing initiates and implements change in the health care delivery systems of society. To achieve the goals of nursing, practitioners must be able continuously to learn, to change, to relate to others, and to utilize the nursing process.



### **Sigma Theta Tau**

The Iota chapter of Sigma Theta Tau, national honor society of nursing, was installed at Vanderbilt University on 3 June 1953. Election to membership in the society is limited to students who have shown marked qualities of character, leadership, and ability in nursing, and who have maintained a high scholastic average. Graduate students are eligible for membership after having completed one-fourth of the required curriculum.

### **Graduate Student Affairs**

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

### *School Committees*

Graduate students have representation on many school committees. These include, among others, the Curriculum Committee, Library Committee, Career Day Committee, and Alumni Association Board. Representation is also present on the University Committee on the Status of Women and Minorities and the Graduate Student Conduct Council. Representatives are elected by the students to serve for one calendar year, September through August.

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

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

### **Employment**

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







## The Undergraduate Program

THE undergraduate program in the School of Nursing leads to a Bachelor of Science in Nursing (B.S.N.) degree. The program attracts several types of candidates: high school graduates who will require four years of study, college students who will require three to four years of study, college graduates seeking nursing as a career opportunity, and registered nurses with associate degrees or diplomas, who will require two to four years depending on the advanced standing granted by the School of Nursing.

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

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

The graduate of the School of Nursing is expected to progress rapidly in developing advanced skills in nursing and client care, and should be able to assume responsibility and exert leadership. The program serves as a foundation for post-baccalaureate/professional study in nursing.



# The Graduate Nursing Program

THE Graduate Program of the School of Nursing reflects the belief that the continuously evolving practice of professional nursing must be based on nursing theories, their concepts and principles, as well as on the knowledge provided by the biological and behavioral sciences. Only a practice so conceived can help health care consumers attain their highest feasible level of wellness, of providing them with the most competent care, and of assisting them to achieve a peaceful, dignified death.

The Graduate Program emerges from the belief that the human being is a bio-psycho-social being functioning within a diverse and multicultural environment. Systems theory, as exemplified in the life processes of humans and in the nursing process, is central to the program. The interaction of human and environmental systems influences behavior and health status throughout the life cycle.

Graduate studies in nursing are based in part on undergraduate nursing content. There is continuity in the tenets of the conceptual framework, humanity and nursing, introduced in the baccalaureate nursing program. Post-baccalaureate study extends and complements undergraduate study through in-depth exploration of selected topics, provides impetus toward attainment of leadership qualities, and develops beginning research skills.

Within a climate of scholarliness and professional excellence, the major thrust of the Graduate Program is to provide students with the stimulus and opportunity to develop a specialized practice in primary, secondary, or tertiary nursing care and their potential in research. In addition, the program provides learning experiences in teaching and management functional areas. Students are given opportunities to gain and to synthesize new knowledge, and to extend their skill in critical thinking and in the use of independent judgment.

In addition to the education of students, a master's degree program in nursing provides other outcomes. Faculty 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. This provides a role model for students, for the profession, and for society. Consequently, the program constitutes an arena for excellence in nursing practice and in nursing research as well as a forum for discussion, analysis, and planning of issues which affect health care, consumers, the nursing profession, and society.



## Goals

The goals of the Graduate Program are to prepare nurses who are:

1. Clinical nurse specialists with expertise in a selected clinical track, who (a) have advanced knowledge of nursing concepts and theories, and relevant concepts and theories from the physical and behavioral sciences, and (b) function independently and collaboratively with other health care team members in the health and illness care of clients with complex problems.
2. Seekers of new knowledge by means of critical thinking, creative reasoning, and scientific investigation in relation to nursing practice and theory.
3. Disseminators of nursing knowledge and research in both oral and written presentations.
4. Leaders capable of determining and initiating effective strategies which stimulate change within the profession and within the health care delivery system.
5. Decision-makers who utilize advanced knowledge and consider ethical principles in serving the needs of both individuals and society.
6. Learners who possess the foundation for doctoral study.

## The Clinical Tracks

The School of nursing offers programs for Clinical Nurse Specialists in five clinical tracks.

### Family Nursing

This clinical track prepares students for roles as primary care clinicians. The focus of the curriculum is on wellness and intervention in illness. A family-centered approach is emphasized. A knowledge of physiology, pathophysiology, family dynamics, and therapeutic intervention in illness problems supports the clinical experience in child and adult health care settings. The preceptorship permits a student to select a clinical area of interest for further development of knowledge and skills.

Graduates of this program are eligible to take the nurse practitioner certification examination of the American Nurses' Association.

### Parent-Child Nursing

This clinical track in parent-child nursing prepares students to provide advanced nursing and leadership in primary, secondary, or tertiary care of mothers and children from a family-centered developmental ap-

proach. Students may select the care of mothers, infants, or children, based on their own professional goals.

*Perinatal Nursing.* The clinical specialty in perinatal nursing prepares students to provide advanced nursing and leadership in level one, level two, or level three care of mothers and infants from a family-centered developmental approach. Students may select the care of mothers or infants, based on their own professional goals.

The focus of the first semester is on assessment and counseling of the expectant family. The second semester concentrates on care of high-risk mothers and/or infants in a family-context. In the third semester practicum, students concentrate on advanced nursing in level one, level two, or level three care of mothers and/or infants.

Graduates of this track who specialize in primary care of the obstetrics/gynecology patient are eligible to take NAACOG Certification Corporation examinations in that area. Graduates specializing in the care of high-risk newborns are eligible to take the NAACOG neonatal nurse clinician practitioner examination if they complete a six-week preceptorship.

*Pediatric Nursing.* In this clinical specialty track, students are prepared to provide nursing care at an advanced level in parent-child care. The program focuses on clinical practice, with emphasis on data collection and utilization of theory and research knowledge to identify, define, and investigate clinical nursing problems in parent-child nursing. Students select specific areas of study, such as oncology or cardiovascular care.

### **Gerontological Nursing**

The focus of this track is on the primary care of older adults. Emphasis is placed upon 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, taking place in institutional and community settings, are required throughout the program. During the preceptorship, which is the final clinical experience, the student is placed in a primary care setting for eight weeks. The preceptorship calls on the knowledge and skills acquired throughout the course of study.

### **Adult Health Nursing**

In this clinical track, students are prepared to function at an advanced level in adult practice settings. A major portion of the program focuses on clinical practice, with emphasis on data collection and implementation of theory through creative approaches to patient care. Physical assessment skills, physiology, and pathophysiology are the foundations on which advanced practice is developed.

This clinical track prepares clinical specialists in oncology, cardiovascular, renal, and emergency/trauma nursing. Other specialties may be planned based on individual student interests and available resources.

### **Psychiatric–Mental Health Nursing**

This program of study prepares clinical nurse specialists to assess and provide therapeutic interventions for adults and families. All students selecting the psychiatric–mental health track will study core theoretical content related to the mental health of individuals, groups, and families using crisis intervention and short-term or long-term treatment modalities in community and institutional settings. Early detection of mental health problems and consultation with other health care givers is stressed. The legal, political, and ethical implication of caring for individuals with mental health problems in the 1980's is explored. Multi-disciplinary collaboration for practice and scholarship is encouraged.

*Family Abuse.* This unique specialty focuses on interventions in family abuse. Theoretical content specific to family abuse is taught including psychological and sociological theories of aggression and victimization. Primary prevention is emphasized for early identification of families "at risk." Various treatment modalities including crisis intervention and short- and long-term therapy are practiced by the student to decrease trauma and prevent the continuation of the abusive cycle. Clinical experience in a variety of community agencies and institutions provides an opportunity to practice primary, secondary, and tertiary care.

*Adult Psychiatric Nursing.* This program prepares the graduate to function as a clinical specialist and primary therapist for individuals, groups, and families experiencing moderate to severe psychiatric–mental health problems. Clinical placements are provided in numerous community and institutional settings. Subspecialty emphasis in alcohol and drug abuse, forensic services, or other areas can be negotiated by interested students.

### **Core Curriculum**

Core courses encompass those content areas considered important for all master level students in addition to the clinical track courses. The core offerings provide an opportunity for students across clinical tracks to share their experiences and learn together.

The nursing theory development core consists of a basic course designed to promote an understanding of theory development. Further application of nursing theory occurs in the clinical major offerings subsequent to the basic course.



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

The research core consists of a basic course in research methods, followed by two options for further development in the research area. Students select either Quantitative or Qualitative Research Methods based on the type of research to be done to meet the thesis requirement. The thesis is the culminating research experience for the program. Thesis guidelines are available from the Office of the Nursing Registrar, Room 103, Godchaux Hall.

Students select a major adviser and committee to assist them with preparing the thesis.

### Electives

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

### Degree Requirements

The M.S.N. degree is granted on the basis of a minimum of 38 credit hours, an acceptable thesis, and an eight-week preceptorship for the gerontological and family nursing majors. 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 course and no required clinical major course may be taken Pass-Fail. No audit courses apply to the degree. Up to 6 hours of credit may be transferred from other schools for graduate courses taken within 5 years. No credit is awarded toward the degree for courses designated as prerequisite for admission.

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 not later than fourteen days before the degree is to be granted. The candidate for the degree must have satisfactorily completed the M.S.N. curriculum, have passed all prescribed examinations, and be free of indebtedness to the University.

### Program of Studies

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

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



# Academic Regulations

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

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

## *Graduate Nursing Honor Council*

The Honor Council is an organization that seeks to preserve the integrity of the Honor Code. The membership consists of one elected representative from each clinical major. Representatives serve for one year from September through August. Officers of the council must be full-time students in good standing. One alternate from each clinical major is elected to serve in the absence of the representative.

## **Registration**

Formal registration takes place at the beginning of each semester. Pre-registration for subsequent semesters takes place at mid-semester for enrolled students. A student who reports to preregister or register off schedule is charged a \$30 late registration fee.

Out-of-town students may register by mail for required thesis credit per semester until the thesis is completed. Students are responsible for writing the School of Nursing Registrar each semester to request registration materials.

## **Change of Course**

The first five class days of the semester are allocated for necessary changes of course. A fee of \$5 is charged for each course change during that period. After the change period, the fee is \$10.

Courses may be dropped without entry in the final record within two weeks of the first day of classes. After that time, and until two weeks



before the last class, courses may be dropped only after consultation with the adviser and the course instructor. Students must withdraw from courses taken in other schools on campus according to the date published in the University Calendar. If the course in question is a nursing course, the student will receive the grade of W. If the course is taken outside the School of Nursing, grade regulations of the appropriate school will apply.

### **Pass-Fail Courses**

Graduate students are permitted to take up to 9 hours on a Pass-Fail basis. No more than 9 hours graded Pass will be accepted toward the degree. No required core graduate course and no required clinical major course may be taken Pass-Fail. Grades of B or above are recorded as Pass.

Grades of Pass are not counted toward quality point averages. The grade of F applies as in any other course; although an F earns 0 hours, the hours attempted are counted in calculating the quality point average. If the student has a choice about taking a course for a grade or Pass-Fail, she or he may register on a Pass-Fail basis or may change to Pass-Fail basis within one month of the first day of classes. After this time, one may change from a Pass-Fail to a letter grade basis prior to the final two weeks of classes, but not vice-versa.

### **No-Credit Courses**

A student taking a course on a no-credit basis is required to attend class, take examinations, and do all the work of the course. The student's grade is recorded with the notation that no credit toward graduation is received. No-credit courses do count in computation of the student's academic load and in the computation of tuition.

### **Audit Courses**

Students may wish to audit courses in the School of Nursing for which they will receive no credit. Auditing courses requires registration and payment of tuition, and is subject to the following conditions:

1. Permission of the instructor must be obtained.
2. The instructor sets the conditions under which a course may be audited. Failure to meet those conditions is justification for withdrawal of the audit designation.
3. Audits carry no credit.

### **Class Attendance**

At the beginning of the semester the instructor will explain the expectations regarding attendance and participation for a course and their in-

fluence on the evaluation process. Attendance will not affect the evaluation of the student unless the instructor announces otherwise at the beginning of the semester.

### Academic Status

Progression in the graduate program is dependent upon at least a *B* average each semester and at least *B* in each clinical course.

A student who has not met these requirements, but for whom the faculty can validate a strong possibility of successful performance in succeeding work, may be placed on probation. A student may be placed on probation only once. The student receives written notice of probationary status; copies are sent to the Associate Dean for Academic Programs and the School of Nursing Registrar.

### Grading System

- A* = Excellent 4 quality points
- B* = Good 3 quality points
- C* = Minimum pass 2 quality points
- W* = Withdrew

*F* = The grade of *F* indicates failure. All *F* grades are counted in the computation of quality point ratio, except if the course in which the grade of *F* is earned is subsequently retaken with a passing grade.

*Abs* = The designation of *Abs* (absent) will be given to a student absent from the final examination who has communicated with the instructor or academic director about the absence. A grade of *F* will be given if the student could not have passed the course even with a passing grade on the final examination or if the instructor or academic director had not been notified. The final examination must be taken at a time designated by the instructor.

*I* = Students for whom an extension has been authorized by the instructor receive the grade of *I* (incomplete). The grade of *I* will stand until the work is completed at a time designated by the instructor, but no later than the day of grade reporting of the next semester. An *I* grade not removed by this deadline will become an *F*. When an *I* grade is authorized, an agreement for completion of work must be signed by the student and instructor. Copies of the agreement are given to the student, the instructor, and the Registrar.

### Examinations

Examination policies are determined by the individual instructor. A record of all grades given during the course, and all final examinations and major papers, are kept on file by the instructor for one year following the conclusion of the course.

**Grade Reports**

Students are notified of mid-semester deficiencies by conference and in writing; copies of the notice are sent to the Academic Director and the Registrar in the School of Nursing.

A final grade reported and recorded in the books of the University Registrar may be changed only upon written request of the instructor.

**Program Evaluation**

Students are expected to participate in program evaluation activities while they are enrolled in the program and after they have left Vanderbilt. These data will be used for research purposes only and procedures to protect individual confidentiality will be followed.

**Leave of Absence**

Leaves of absence are granted for one semester or one year; application forms and information are available from the office of the School of Nursing Registrar. Leaves must be approved by the Academic Director and the Associate Dean for Academic Programs. A Change in Program form is also filed. The student must exchange the regular Identification Card for a special Leave of Absence Identification Card. At the end of the leave of absence, the student must notify the Registrar in writing of the intent to return or not return. A student failing to register at the conclusion of the stated leave period will be withdrawn from the University, and must reapply for admission unless the leave is extended by the Associate Dean for Academic Programs. Those without authorized leave who do not register are dropped from the rolls and are not considered students. If they wish to resume graduate study, they must reapply for admission.

**Withdrawal from the University**

Students planning to withdraw from the University must report to their Academic Director to initiate proper clearance procedures.

**Calendar**

The calendar on page 5 is the official calendar of the School of Nursing. A detailed calendar for each semester is distributed at registration. Students are expected to be familiar with these dates and to conform to them. The Vanderbilt *Register*, issued weekly by the Office of News and Public Affairs, contains all events and announcements pertaining to the University community. It is the responsibility of the student to keep informed of any event or announcement applicable to the School of Nurs-



ing. Failure to know of an officially required event is not an excuse for non-attendance.

### **Transportation**

Students are responsible for their own transportation to and from clinical facilities and field trips.

### **Uniform**

The requirement for uniform varies by clinical track. The faculty designates appropriate professional dress for students in each major.

A name pin available through the School of Nursing is worn when the student is in a clinical area.

### **Change of Address**

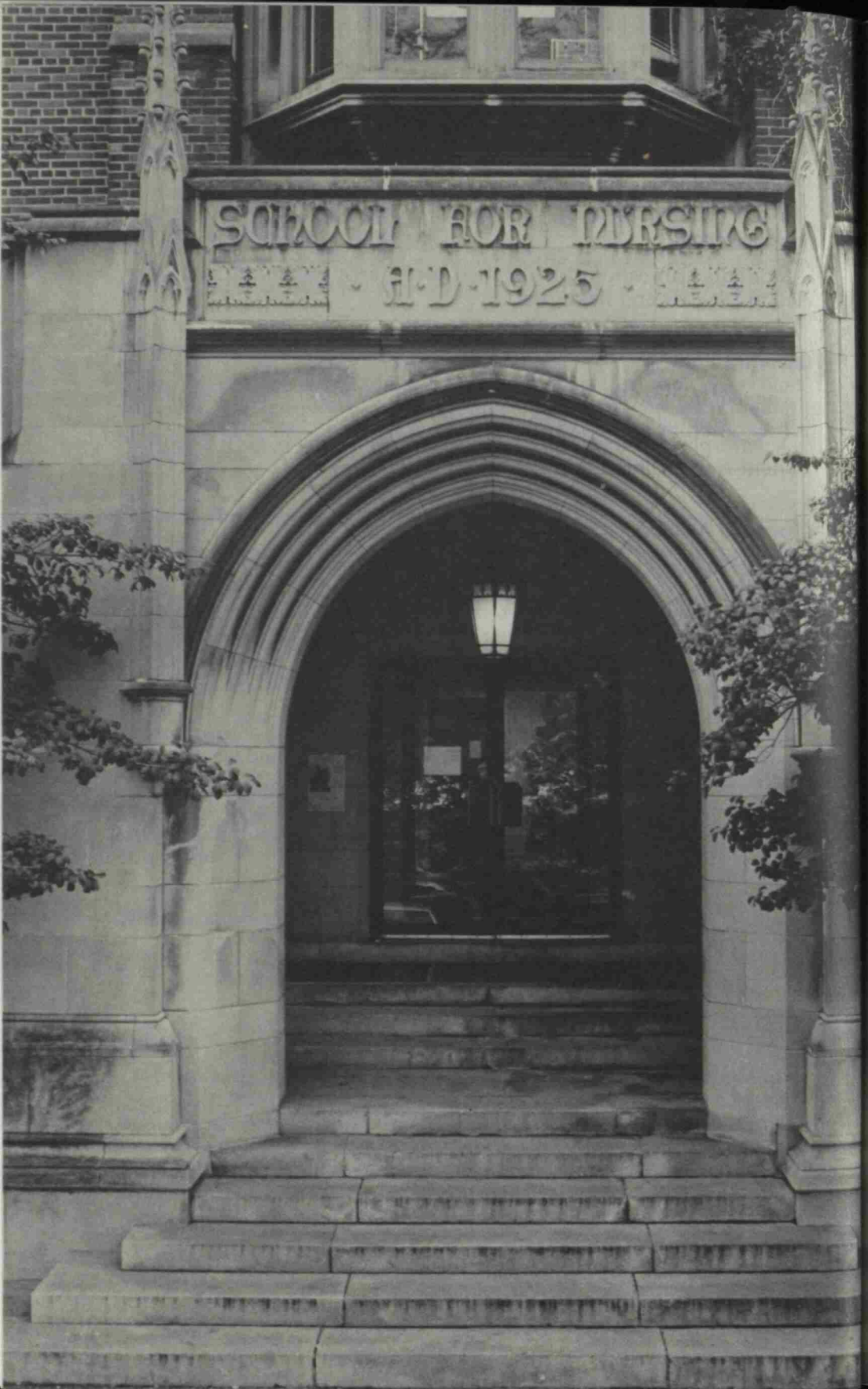
Students who change either their local or permanent mailing address are expected to notify the School of Nursing Registrar immediately. Candidates for degrees who are not in residence should keep the Nursing School Registrar informed of their current mailing address.

### **Graduation**

Degree candidates must have satisfactorily completed all curriculum requirements, have passed all prescribed examinations, and be free of all indebtedness to the University.

SCHOOL FOR NURSING

1925



# Admissions

**A**DMISSION to the graduate program for full-time or part-time study requires graduation from an NLN-accredited baccalaureate program with an upper division major in nursing. Applicants from a non-accredited nursing program will be considered on an individual basis.

Admission is based on consideration of the following factors:

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

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

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

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

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

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

7. *Health History.*

## Application Procedure

Application forms for the M.S.N. program may be secured from the Registrar of the School of Nursing. A \$25 non-refundable fee is required



when the application is submitted. Admission decisions are made as soon as all application materials are received. Applications are considered current for one year; applicants who do not enroll during that time must reapply for admission.

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

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

Full-time and part-time study is possible. Students may be admitted for any term during the year. Full-time students carry at least 9 credit hours per term. Students desiring to take courses in the program but not to work toward a degree may enroll as special students for up to 7 credit hours.

### **Transfer Credit**

Transfer credit is considered for post-baccalaureate courses taken elsewhere within five years of admission, if the student makes request on the application form. Upon formal request by the applicant and subsequent approval by the Academic Director prior to registration, 6 semester hours may be transferred. No credit is awarded toward the degree for courses designated as prerequisite for admission.

### **Credit by Examination**

Graduate students may earn up to 6 hours of credit by examination in the research core courses and/or Nursing 306, Physiological Basis of Nursing.

### **International Students**

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

*Admissions.* Students from other countries are required to complete all the normal admission requirements of the University. Applicants whose native language is not English must present the results of the Test of English as a Foreign Language (TOEFL) with their application. The minimum suggested TOEFL score for admission to the School of Nursing is 550. Students who score below 550 may be required to enroll in an intensive English language program prior to beginning work on their degree. Vanderbilt offers such a program. It is recommended, though

not required, that students who have demonstrated competence while attending an American institution should take the TOEFL to enhance the possibility of admission. Inquiries and requests for application forms should be addressed to TOEFL, Box 899, Princeton, New Jersey 08541-0008, USA.

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

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

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

Prior to admission, foreign student applicants must have taken two examinations, which are 1) Commission on Graduates of Foreign Nursing Schools and 2) Tennessee licensing exam. Information on the Commission on Graduates of Foreign Nursing Schools exams may be obtained by writing 3624 Market Street, Philadelphia, Pennsylvania 19104 or by calling (215) 349-8767. The Commission on Graduates of Foreign Nursing Schools exam is given in April and October in 35 different countries and 5 U.S. cities, not including Nashville. Information on the Tennessee licensing exam may be obtained by contacting the Tennessee Board of Nursing, 283 Plus Park Boulevard, Nashville, Tennessee 37219-5407.

### **Graduate Student Classification**

The following classifications apply to graduate students:

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

A full-time student normally will enroll for 9 to 15 credit hours of study a semester. Part-time students carry less than 9 credit hours per semester. All degree requirements must be met within six years of first enrollment.

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

To be considered as a special student, an applicant must submit a completed application form with transcripts. Acceptance into a course is de-

pendent upon availability of space and facilities after full-time and part-time graduate students have been registered.

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





# Financial Information



## Tuition

Tuition for 1984-85 in the School of Nursing was \$3,750 for 12 to 18 hours per term: fall, spring, or summer session. Students taking less than 12 hours were charged \$313 per credit hour.

*Rates for tuition and fees are set annually by the Board of Trust and are subject to review and change without further notice. Tuition and fees for 1985/86 were under review when this catalog went to press.*

Tuition, fees, and all other University charges should be paid by registration. Students who withdraw officially or who are dismissed from the University for any reason after the beginning of a term may be entitled to a partial refund in accordance with a schedule available in the Office of Student Accounts. No refund will be made after the eighth week of classes in any semester.

## Deferred Payment Programs

Deferred payment programs are available through two independent agencies, the Tuition Plan and Richard Knight New Insured Tuition Payment Plan. Pamphlets describing these plans are available on request from the Office of Accounts Receivable, the Office of Financial Aid, or the Office of Undergraduate Admissions.

## Late Payment of Fees

Charges not paid by registration or when otherwise due will be automatically deferred (the Office of Accounting may refuse to allow a deferment of charges if in its judgment the deferment is unwarranted) and the student's account will be assessed a monthly late payment fee at the following rate: \$1.50 on each \$100 that remains unpaid after registration (\$5 minimum). An additional monthly late payment fee will be assessed unless payment is received in full on or before the 25th day of the following month; and late payment fees will continue for each month thereafter, based on the outstanding balance unpaid as of the 25th day of each month. All amounts deferred are due not later than 25 November for fall semester, 25 April for spring semester, and 25 July for May Period and summer session.

### Financial Clearance

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

### Required Fees (1984/85)

Application	\$ 25
Matriculation	100
Student Activities (approximate)	31
Thesis binding (per copy)	12

### Other Academic Fees (1984/85)

Hospitalization insurance (approximate)	\$140
Late registration	30
Change of course during change period	5
Change of course after change period	10
Recorded audit (per course)	20
Preceptorship administration	354

Expenses for books and supplies will vary by clinical major. Equipment, such as tape recorders and diagnostic sets needed during the program, will be required for certain majors.

Hepatitis B vaccine is available, at student expense, for students who select patients in Hepatitis B high-risk settings for their clinical experience.

### Activities Fee

Graduate students pay a student activities fee of approximately \$31. The fee for summer session is \$5, which enables students to use the facilities of Sarratt Student Center. By payment of an additional fee, graduate students may have their identification cards validated for admission to athletic events. There is a specific and announced period at the beginning of the semester during which cards may be validated.

### Transcripts

Academic transcripts are supplied by the University Registrar on the basis of request in the form of written authorization from the student. One transcript is provided free of charge; a fee of \$2 per transcript is

charged thereafter. Transcripts are not released for students with delinquent accounts.

### **Liability Insurance**

Graduate students must obtain their own professional liability insurance coverage.

### **Preceptorship**

Students and faculty share the responsibility for locating preceptorship sites. Guidelines for selecting an appropriate site are available from the Academic Director. The administrative fee is assessed at the beginning of the semester in which the preceptorship begins.

### **Thesis**

Students are required to register for 1 credit hour each semester from the time of committee selection until final approval of the completed thesis. The graduate is expected to publish the thesis by having it micro-filmed. A fee is charged for this service.

Students who fail to register for the 1 credit hour each semester will automatically be withdrawn from the University and will have to reapply for admission.

Students are required to complete their thesis within six years of registering for their first course.

## **Scholarships**

THE FRANCES HELEN ZIEGLER TUNNELL GRADUATE HONOR SCHOLARSHIP was endowed through the will of this former dean of the School of Nursing. The annual award is \$2,000.

THE DEAN'S GRADUATE HONOR SCHOLARSHIP is awarded to a graduate student each year. The stipend covers full tuition for three semesters. Selection is based on academic excellence and potential for contribution to the nursing profession; financial need is not a criterion.

THE JULIA HEREFORD ALUMNI SCHOLARSHIP FUND. Open to School of Nursing alumni admitted to a Vanderbilt graduate nursing program, non-Vanderbilt alumni admitted to a graduate program of the School of Nursing, or School of Nursing faculty members who have made a contribution to the school and who are expected to return to Vanderbilt. Recipients are selected by a committee of faculty members and alumni. Inquiries should be directed to the president of the Nursing Alumni Association, Office of the Dean, School of Nursing.



## Financial Aid

Financial aid may be available from several sources for those who wish to study full time. Students receiving financial assistance are bound by the requirements of the funding source as to credit hours and employment policies. Enrollment for 9 to 15 credit hours per semester is considered full time for funding purposes.







# Courses of Study



## Explanation of Symbols

300-level courses are graduate courses.

SECOND DIGIT in course number indicates:

0—general offerings: required or elective

1—functional area (teaching or management) offering

2—required in Gerontological Clinical Nurse Specialist track

3—required in Parent-Child Clinical Nurse Specialist track

4—required in Adult Health Clinical Nurse Specialist track

5—required in Psychiatric-Mental Health Clinical Nurse Specialist track

6—required in Family Clinical Family Nurse Specialist track

7—advanced general offerings: required or elective

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

## Graduate Curriculum 1985/86

### Required Core Courses

<b>308</b>	Theory Development in Nursing		3	
<b>309</b>	Research Methods		3	
<b>374</b>	Issues and Strategies in Nursing		3	
<b>376</b>	Qualitative Research Methods	}	Student selects one of these options	2
<b>377</b>	Quantitative Research Methods			2
<b>379</b>	Thesis		1	
	Electives (hours vary with clinical track)		<u>3-6</u>	
TOTAL			<b>15-18</b>	

### Clinical Tracks

#### *Family Clinical Nurse Specialist*

<b>305</b>	Family Dynamics		2
<b>306</b>	Physiological Basis of Nursing		4
<b>307</b>	Clinical Pharmacology for Primary Care		2
<b>360</b>	Basics of Primary Care Nursing		6
<b>361</b>	Primary Care Nursing: Adult Health Care		3
<b>362</b>	Primary Care Nursing: Child Health Care		3
<b>363</b>	Preceptorship		—
TOTAL			<b>20</b>

#### *Gerontological Clinical Nurse Specialist*

<b>306</b>	Physiological Basis of Nursing		4
<b>307</b>	Clinical Pharmacology for Primary Care		2
<b>320</b>	Management of Health Care of Aged		5
<b>321</b>	Psychosocial Aspects of Aging		3
<b>322</b>	Health Care of Aged I		3
<b>323</b>	Health Care of Aged II		3
<b>324</b>	Preceptorship		—
TOTAL			<b>20</b>

*Parent-Child Clinical Nurse Specialist**Perinatal Nursing*

<b>305</b> Family Dynamics or	
<b>335</b> Child Health II: Parent Education and Counseling	2
<b>306</b> Physiological Basis of Nursing	4
<b>330</b> Reproductive Health	4
<b>331</b> Reproductive Risk	3
<b>332</b> Clinical Application of Advanced Concepts	3
<b>333</b> Practicum	4
	TOTAL <b>20</b>

*Pediatric Nursing*

<b>306</b> Physiological Basis of Nursing	4
<b>334</b> Child Health I: Developmental Theory	2
<b>335</b> Child Health II: Parent Education and Counseling	2
<b>336</b> Child Health III: Practicum	2
<b>337</b> Child Health IV: Care of the Ill Child	4
<b>338</b> Child Health V: Practicum	3
<b>339</b> Child Health VI: Practicum	3
	TOTAL <b>20</b>

*Adult Health Clinical Nurse Specialist*

<b>306</b> Physiological Basis of Nursing	4
<b>340a&amp;b</b> Pathophysiological Basis of Adult Health	7
<b>341</b> Psychosocial Basis of Adult Health	3
<b>342</b> Adult Health Practicum I	3
<b>343</b> Adult Health Practicum II	3
<i>Students select one of the following specialties:</i>	
<b>344</b> Advanced Concepts in Oncology Nursing	3
<b>345</b> Advanced Concepts in Cardiovascular Nursing	3
<b>346</b> Advanced Concepts in Renal Nursing	3
<b>347</b> Advanced Concepts in Emergency/Trauma Nursing	3
	TOTAL <b>23</b>



## *Psychiatric-Mental Health Clinical Nurse Specialist*

### *Adult Psychiatric-Mental Health Nursing*

350	Theoretical Foundations	3
351	Clinical Theoretical Foundations	3
356	Behavioral Theories	3
357	Family Theory Concepts	3
358	Family Counseling	3
359	Advanced Mental Health Practicum	3
370	Independent Study	<u>2</u>
TOTAL		<b>20</b>

### *Family Abuse*

350	Theoretical Foundations	3
351	Clinical Theoretical Foundations	3
352	Family Abuse Theoretical Foundations I	3
353	Clinical Family Abuse I	3
354	Family Abuse Theoretical Foundations II	3
355	Clinical Family Abuse II	3
370	Independent Study	<u>2</u>
TOTAL		<b>20</b>

## *Graduate Nursing Courses*

**303. Consultation.** An elective course which emphasizes the dynamics of interaction between consultant and client system, kinds of intervention, focal issues for intervention, and units for change. Seminar. [3]

**305. Family Dynamics.** Explores theoretical frameworks inherent in the understanding of family dynamics. Family systems, family interactional patterns, and intervention in family crises are major areas of study. [2]

**306. Physiological Basis of Nursing.** Normal physiological processes are explored on an advanced level. Basic knowledge of anatomy, physiology, chemistry, and biochemistry is expected of each student as this course will build on basic concepts. [4]

**307. Clinical Pharmacology for Primary Care.** Presents the pharmacologic effects and clinical uses of specified drug groups as related to primary health care. Pharmacological mechanisms in association with drug interactions, incompatibilities, side effects, contraindications, and patient education will be discussed as a basis for clinical judgments in the nursing management of individual clients. [2]

**308. Theory Development in Nursing.** An overview and rationale for theory development and utilization as the basis for systematic practice and an introduction to professional nursing practice, multiple roles of clinical specialists and practitioners. Additional topics to be discussed are: the historical evolution and rationale for the development and utilization of theories in nursing, existing conceptual models in nursing and a comparison of several models, approaches to theory development, and problems in the development of theory. Lecture and seminar format. [3]

- 309. Research Methods.** A core course that focuses on understanding and applying the research process, evaluating nursing research studies, and incorporating research methods into clinical practice. Includes defining research problems, using theory in research, developing hypotheses, operationalizing variables, selecting research designs, and choosing various methods of data collection. A research proposal is required at the conclusion of the course. [3]
- 310. Curriculum Development in Nursing.** Course goals include exploring the major influences on curriculum formation, the inherent issues and trends, and the process of curriculum development. [3]
- 311. Independent Study in Nursing Management.** Students select a topic within the framework of management theory or practice and develop objectives to explore a topic in depth. Includes theoretical as well as experiential activities. Students negotiate with faculty, develop a contract, and independently and collaboratively work to achieve goals. Prerequisite: an approved course in management. [3]
- 314. Instructional Design.** Content includes process of systematic matching of learning strategies and learning assessment tools with objectives to plan a course of study. [3]
- 316. Clinical Teaching.** An elective course designed to provide graduate students directed experience in clinical teaching. Each student is assigned to a preceptor and assists in clinical instruction and supervision as well as evaluating student performance, grading papers, and counseling students in the practice area. [3]
- 317. Introduction to Nursing Administration.** A survey course designed to introduce the student to nursing administration: roles and functions of nurse managers and administrators, and stresses and demands on nurse administrators, such as research, publications, and professional involvement. The open systems theory, change theory, communication theory, assertiveness training, staffing patterns, budgeting, recruitment of qualified nursing personnel, and performance evaluation will be explored. [3]
- 318. Independent Study in the Teaching of Nursing.** Students develop objectives for a teaching practicum and select a faculty preceptor accordingly. The selected experience requires approval of the associate dean. [3]
- 320. Management of Health Care of the Aged.** Course focuses on the acquisition of knowledge and skills necessary for primary health care management of elderly persons. Emphasis is placed on recognition of the abnormal as opposed to what is considered 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 co-requisite: 306. [5]
- 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 emphasis is given to the interrelatedness of the self, family, and community, and the multi-disciplinary organization and delivery of health services and practices. Problems of nutrition, transportation, housing, finance, and medical care are identified and specific strategies for need attainment are discussed. Legislation and economic and social trends affecting the aged are included. [3]
- 322. Health Care of the Aged I.** This course is designed to enable students to utilize and build upon the principles of primary care. This practicum focuses on health care of the older adult with emphasis on early detection of problems, preventive and restorative care, and management of common acute and chronic health problems. Students will be assigned to

selected clients in health care facilities. Prerequisite: 306, 320, 321 (may be taken concurrently). [3]

**323. Health Care of the Aged II.** Clinical experience takes place 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. There is opportunity to explore the organization and delivery of health care and social services in the community. Prerequisite: 306, 320, 321, 322. [3]

**324. Gerontological Nursing Preceptorship.** This culminating clinical experience takes place in a primary health care setting with a preceptor. Students and faculty cooperatively select clients, facilities, and preceptors. Students function with increasing independence and utilize health care and social services in the community and are expected to apply theory, demonstrate leadership and management skills, and focus on their role as change agent to improve quality of care to the aged. [No credit]

**330. Reproductive Health.** The nursing assessment and management of the maternity patient, fetus, and infant will be studied from a physiological, psychological, and sociological basis, building on knowledge acquired at the undergraduate level. Emphasis will be on promotion of health and recognition of abnormal states. Students will select families to follow who are in the childbearing process and will provide continuity of care through the semester or longer for selected families. [4]

**331. Reproductive Risk.** The pathophysiological and psychosocial basis for nursing identification, assessment, and intervention with high-risk mothers and infants will be studied. A developmental approach will be utilized with focus on mother, fetus, and infant in high-risk situations occurring during conception, the prenatal, intraparturial, and postparturial periods, and the first four weeks of life. The collaborative role of the nurse will be stressed. Prerequisite or corequisite: 332. Prerequisite: 306, 330. [3]

**332. Clinical Application of Advanced Concepts in Parent-Child Nursing.** The nursing process will be utilized to apply pathophysiological and psychosocial concepts to the care of high-risk mothers and/or infants or children. The student may select a maternal, and/or infant or child focus. Components of the nurse clinician role will be discussed and implemented in the clinical setting. Prerequisite: 306, 330, 331. [3]

**333. Practicum.** A clinical laboratory under direction of clinical mentor designed to facilitate implementation of the clinical specialist role and oriented toward meeting the expressed needs of individual students. Prerequisite: 306, 330, 331, 332. [4]

**334. Child Health I: Developmental Theory.** The focus of this course is the theoretical basis for child development. Emphasis will be on the development of the child as an individual within the context of family and society. Consideration will be given to factors and techniques which facilitate or interfere with healthy development and to issues in developmental assessment and developmental consultation. [2]

**335. Child Health II: Parent Education and Counseling.** The focus of this course is the theoretical foundations for parent education and counseling. Theories of adult development and adult education will be considered, along with other theoretical concepts from family development and family dynamics. The parent education and counseling needs of special groups such as adolescent parents, step-parents, and single parents will also be explored. [2]

**336. Child Health III: Practicum.** Students will develop competence in developmental screening and in facilitating positive child development through child-centered and parent-centered education and counseling. Clinical experiences will be arranged to meet the individual needs of students as much as possible. Toward the end of the semester the student will function in the clinical specialist role of consultant in relation to child development. [2]



- 337. Child Health IV: Care of the Ill Child.** The focus of this course is the nursing care of ill children. Includes embryonic development and 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 and will build upon knowledge developed in 334 and 335. An in-depth study of a content area of the student's choice will be required. Prerequisite: 306, 334, 335, 336. [4]
- 338. Child Health V: Practicum.** The emphasis of this course will be on development of the clinical specialist roles of practitioner, teacher, and collaborator in providing care. Within that framework, students will define individual interests and write individual objectives for their clinical experiences. Students will write short papers on selected nursing problems or issues, and will apply a nursing theory to patient care. Prerequisite: 306, 308, 334, 335, 336. Prerequisite or corequisite: 337. [3]
- 339. Child Health VI: Practicum.** Building upon previous course work, students will add the clinical specialist roles of manager, researcher, and change agent in a setting of their choice. [3]
- 340a. Pathophysiological Basis of Adult Health.** Explores the nursing process and pathophysiology of vital organ system failure. Students practice in the clinical area through systematic utilization of the nursing process. Course is offered concurrently with 306, Physiological Basis of Nursing. Lecture, seminar, clinical practice, group and individual conferences. [4]
- 340b. Pathophysiological Basis of Adult Health.** A continuation of 340a. The student will continue to apply concepts from 340a and will explore additional pathophysiological concepts. Each student chooses a specific aspect of adult health nursing for concentrated study. Taken concurrently with 342, Adult Health Practicum I. Prerequisite: 340a. Lecture and seminar. [3]
- 341. Psychosocial Basis of Adult Health.** Seminar format with a focus on concepts from anthropology, psychology, and sociology which explain human behavior and are relevant to nursing care. Prerequisite: 340a, concurrent 340b. [3]
- 342. Adult Health Practicum I.** Clinical practice and seminars with emphasis on practice within a selected theoretical framework and further development of clinical specialist roles. Prerequisite: 306, 308, 340a. [3]
- 343. Adult Health Practicum II.** Clinical practice and group and individual conferences, designed to facilitate implementation of the clinical specialist role and oriented toward meeting the expressed needs of individual students. Prerequisite: 308, 340ab, 341, 342. [3]
- 344. Advanced Concepts in Oncology Nursing.** This didactic course will culminate in the theoretical component of the oncology specialty curriculum. This course and the related practica will enable graduates to demonstrate advanced clinical expertise, knowledge of theory, and independent scientific inquiry in oncology nursing practice. To be taken concurrently or prior to 343. Prerequisite: 306, 308, 309, 340ab, 341, and 342. [3]
- 345. Advanced Concepts in Cardiovascular Nursing.** Using 340a and 340b as a basis, this didactic course provides advanced content in cardiovascular nursing. Physiological and psychosocial concepts are presented with an acute care focus for care of the adult patient with cardiovascular disorders. To be taken concurrently or prior to 343. Prerequisite: 306, 308, 340ab, 341, and 342. [3]
- 346. Advanced Concepts in Renal Nursing.** Course description not available at time of bulletin printing. To be taken concurrently with or prior to 343. Prerequisite: 306, 308, 309, 340ab, 341, and 342. [3]

**347. Advanced Concepts in Emergency/Trauma Nursing.** Course description not available at time of bulletin printing. To be taken concurrently with or prior to 343. Prerequisite: 306, 308, 309, 340ab, 341, and 342. [3]

**350. Theoretical Foundations.** Focuses on basic knowledge in the areas of communication theory, crisis theory, and family systems theory. Provides essential information in theoretical components of crisis and intervention strategies. Focuses on components of effective communication including types and levels of communication and emphasizes importance of the feedback process in effective one-to-one communication. Various family systems frameworks are examined and compared. Those presented include Minuchin's Structural, Satir's Communication, and Bowen's Family Systems. Concepts central to all frameworks are emphasized, such as structure, hierarchy, triangling, and communicating. FALL. [3]

**351. Clinical Theoretical Foundations.** This course provides students with the experiential opportunity to be participant-observers with experienced individual and family therapists. In addition to participating in therapy sessions, students will identify, discuss, and analyze individual and family concepts and dynamics in supervision following the therapy sessions. The course provides students with the opportunity to make use of the concepts from 350, Theoretical Foundations, into clinical practice. FALL. [3]

**352. Family Abuse Theoretical Foundations I.** Course integrates concepts and principles from various disciplines in the areas of the abuse cycle, aggression, and victimization. Information concerning neurophysiology and neuropharmacology is provided. Examines concepts and dynamics essential for group work with abusive families. Prerequisite: 350 and 351. SPRING. [3]

**353. Clinical Family Abuse I.** This course provides students with the experiential opportunity to be co-therapists with experienced group and family therapists. As the students' expertise level increases, they will assume primary therapist roles and functions with abusive families. Prerequisite: 350 and 351. Corequisite: 352. SPRING. [4]

**354. Family Abuse Theoretical Foundations II.** This course provides essential knowledge in the area of early assessment of family abuse and families "at risk" for family abuse. The student utilizes knowledge gained from previous courses in the areas of psychosocial assessment and characteristics of family abuse to assess families "at risk." Intervention strategies are planned. The course provides a framework for legal-ethical decision making in the field of family abuse. Prerequisite: 350, 351, 352, 353. SUMMER. [3]

**355. Clinical Family Abuse II.** This course provides students with the experiential opportunity to identify families early in the abuse cycle and to intervene in order to minimize or prevent the occurrence of family abuse. The focus will be on developing early assessment criteria and intervention skills for abusive families. Students will provide treatment interventions based on assessments of levels of abuse and the needs of individual members of the family, as well as the family as a unit. Prerequisite: 350, 351, 352, 353. Corequisite: 354. SUMMER. [3]

**356. Behavioral Theories.** An eclectic approach to the study of human group behavior, focusing on interpersonal processes and dynamics related to individuals in small groups. Experiential data are collected from work with small groups of individuals in a variety of settings. The student learns to assume the roles of facilitator, participant, and consultant as part of the group process. Prerequisite: 350, 351. [3]

**357. Family Theory.** An introductory course exploring various theoretical frameworks inherent in the understanding of family systems. This course prepares the student for 358. The seminar format is used. [3]

**358. Family Counseling.** Theory and practice in counseling high-risk families. The system theory is utilized in exploring modes of crisis intervention and/or prevention. Psychosocial and cultural aspects of family interaction are emphasized. Prerequisite: 350, 351, 357. [3]

- 359. Advanced Mental Health Practicum.** The student develops and implements a protocol for a defined area of clinical study and practice. The student's interest, career goals, and background greatly influence the choice of topic and content of study. Evaluation measures are determined by the student in consultation with a preceptor. Prerequisite: 350, 351, 357, 358. [3]
- 360. Basics of Primary Care Nursing.** A didactic course in which students learn the principles of ambulatory health care with emphasis on patient education, wellness, and management of common acute and chronic health problems within the family. The role of the nurse as primary health care provider is emphasized. [6]
- 361. Primary Care Nursing: Adult Health Care.** A clinical practicum focusing on the physical, psychological, and sociocultural aspects of adult health, with emphasis on wellness, health education, and early detection and management of common health problems of adults. In the clinical setting, the student has the opportunity to apply knowledge acquired in prerequisite courses to assessment of the health status of the adult patient and formulation of a comprehensive plan of care. Clinical conferences explore patient health problems for enhancement of decision-making ability. Prerequisite: 306, 360. [3]
- 362. Primary Care Nursing: Child Health Care.** A clinical practicum focusing 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 has the opportunity to apply knowledge acquired in prerequisite courses to assessment of the health status of the child and formulation of a comprehensive plan of care. Clinical conferences explore patient health problems for enhancement of decision-making ability. Prerequisite: 306, 360. [3]
- 363. Primary Care Preceptorship.** Focuses on maintaining wellness in the individual and/or family at various developmental stages, and on the formulation of a plan of intervention encompassing psychosocial and physiological needs. Students practice in a clinical area of interest or with a select patient population as a culminating clinical experience. [No credit]
- 370. Independent Study.** Content varies according to individual needs and interest. Requires faculty sponsor. [Variable credit: 1-6 each semester]
- 374. Issues and Strategies in Nursing .** Explores social, political, and economic forces affecting the professional practice of nursing. Analyzes and synthesizes strategies and tactics for problem solving and making changes in clinical practice as well as in health care institutions, health education, and government. [3]
- 376. Qualitative Research Methods.** Provides understanding of more advanced concepts of design, methodology, measurement techniques, data handling, analysis, and interpretation. Focuses on analysis of qualitative data. Prerequisite: 309. [2]
- 377. Quantitative Research Methods.** Provides understanding of more advanced concepts of design, methodology, measurement techniques, data handling, analysis, and interpretation. Focuses on analysis of quantitative data using packaged statistical programs on a mainframe computer. Prerequisite: 309. [2]
- 379. Thesis.** Topic must be related to student's clinical track. Prerequisite: 309 and successful completion of competency examination of statistical knowledge. [1]



## Elective Opportunities

The following 200-level nursing courses have been approved for graduate credit:

**240. Issues in Women's Health.** Explores women's health issues across the age span. The didactic presentation includes female reproduction, gynecology, communication, and health care alternatives. The course is designed for individuals in all schools of the University who are interested in women's health. Limited to rising juniors, seniors, and graduate students. FALL. [3] *Ms. Beaver and Ms. Jones.*

**241. Courses offered jointly with the School of Medicine.** Schedule of course booklet available in the School of Nursing Registrar's Office. Prerequisite: Consent of the instructor. FALL & SPRING. [Variable credit]

**244. International Perspectives In Nursing and Health Care.** This three-week course offers opportunities for learning experiences about nursing education, practice, and health care delivery in a variety of foreign settings. Lectures, discussion groups, and field trips place emphasis on comparison and contrast of current health problems and issues. Students are responsible for all academic and personal expenses. Open to juniors, seniors, graduate students, and community nurses. MAY PERIOD or SUMMER. [3] *Ms. Morgan and staff.*

**262. Gerontology: Process of Aging.** A theory course to present a broad basis of physiological and psychological theories upon which to build evaluation and intervention in the problems presented by the aging process in this society. Lectures, discussion groups, field trips. Open to seniors or graduate students within the University and appropriate persons in the community at the discretion of the course director. FALL. [3]

**268. Legal Aspects of Nursing Practice.** Designed to afford an opportunity for detailed analysis of the interaction of the law and nursing which, when combined with knowledge of the behavioral sciences, will add another dimension to the student's nursing practice. Open to seniors and graduate students. SPRING. [2] *Ms. Laben.*

**271. Ethics of Nursing.** Provides an introduction to bioethical issues with emphasis on ethical reasoning, and the context in which bioethical issues arise. SPRING. [3] *Ms. Culpepper.*

**281. Nursing: Historical Perspectives.** Designed to help students appreciate their nursing heritage, its relevance to nursing today, and its potential future impact. Lectures and small group discussions. FALL. [3] *Ms. Culpepper.*

NOTE: The following course is offered to meet the prerequisite to the graduate program. Credit does not apply toward the M.S.N. degree.

**296. Methods of Health Assessment.** *For RN's only.* Basic principles and techniques of data collection through patient health history, developmental assessment, and physical examination. Emphasizes knowledge of physiological and pathophysiological processes related to findings. Skills of data collection are developed in laboratory practice. SUMMER. [2]







# Faculty



- BARBARA CHRISTMAN ADAIR, Associate Professor of Medical-Surgical Nursing and Interim Associate Dean for Academic Programs  
B.S.N. (Michigan); M.S.N. (Vanderbilt); Registered Nurse
- FRANCES C. ADKINS, Adjunct Instructor in Nursing Administration  
B.S. (San Jose State); M.S. (Colorado); Registered Nurse
- WILLIAM A. ALTEMEIER III, Professor of Pediatrics, School of Medicine; Instructor in Nursing  
B.A. (Cincinnati); M.D. (Vanderbilt)
- ADRIENNE AMES, Associate Professor of Community Health Nursing and Assistant Hospital Administrator, Vanderbilt University Hospital  
B.S.N. (Virginia); M.S.N. (Vanderbilt); Registered Nurse; Certified Family Nurse Clinician
- DEBORAH C. ANDERSON, Adjunct Instructor in Medical-Surgical Nursing  
B.S.N., M.S.N. (Vanderbilt); Registered Nurse
- MICHAEL J. ANTANAITIS, Adjunct Instructor in Community Health Nursing  
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- LUCILLE H. AULSEBROOK, Associate Professor of Anatomy in Nursing; Assistant Professor of Anatomy, School of Medicine  
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- BARBARA BARRETT, Assistant in Psychiatry, School of Medicine; Instructor in Psychiatric-Mental Health Nursing  
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- SANDRA M. BASIL, Adjunct Assistant Professor of Medical-Surgical Nursing  
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- ETHEL H. BATTLE, Adjunct Instructor in Psychiatric Nursing  
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- BETSY JEAN BRACH, Adjunct Instructor in Parent-Child Nursing  
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- JAMIE S. BRODIE, Adjunct Instructor in Community Health Nursing  
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- ELIZABETH PERRY BROOKING, Adjunct Instructor in Psychiatric-Mental Health Nursing  
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- ANNE W. BROWN, Adjunct Instructor in Adult Health  
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B.S.N. (D'Youville); M.S.N. (Wayne State); Ed.D. (Temple); Registered Nurse
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- NORMA CALWAY-FAGEN**, Adjunct Instructor in Mental Health Nursing  
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- O. STEPHEN CARTER**, Assistant Professor of Physiology in Nursing  
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B.S.N. (Murray State); M.S.N. (Vanderbilt); Registered Nurse
- JUDY JEAN CHAPMAN**, Associate Professor of Maternal and Child Nursing  
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- VICKY R. CLARK**, Instructor in Pediatric Nursing  
B.S. (Harding); M.N.Sc. (Arkansas); Registered Nurse
- ELIZABETH ANN COLVIN**, Adjunct Instructor in Medical-Surgical Nursing; Assistant in Obstetrics and Gynecology, School of Medicine  
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- COLLEEN CONWAY-WELCH**, Professor of Nursing and Dean of the School of Nursing  
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- REBECCA C. CULPEPPER**, Assistant Professor of Nursing Administration and Assistant Hospital Administrator, Vanderbilt University Hospital  
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- JANE B. DADDARIO**, Instructor in Maternal-Child Nursing  
B.S.Nur. (Villanova); M.S. (Boston); Registered Nurse
- F. DENISE DAILEY**, Adjunct Instructor in Psychiatric Nursing  
B.S. (Middle Tennessee State); M.S.N. (Vanderbilt); Registered Nurse
- DARWYN DAVIS**, Adjunct Instructor in Community Health Nursing  
Registered Nurse
- VIRGINIA L. DAVIS**, Assistant Professor of Psychiatric Nursing  
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CATHERINE E. DENNIS, Associate Professor of Community Health Nursing  
B.S.N. (Arizona State); M.S.N., C.A.G.S. (Boston); Registered Nurse
- SUE S. DETERS**, Lecturer in Medical-Surgical Nursing  
B.S.N., M.S.N. (Cincinnati); Registered Nurse
- MARY LOUISE DONALDSON**, Professor of Nursing Education and Director of the Helene Fuld Instructional Media Center  
B.S.N., M.S.N. (Vanderbilt); Ph.D. (Peabody); Registered Nurse
- MARILYN A. DUBREE**, Assistant Professor of Medical-Surgical Nursing and Assistant Hospital Administrator, Vanderbilt Hospital  
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- MARY B. ECCARD**, Assistant Professor of Psychiatric Nursing  
B.S.N. (Capital); M.S.N. (Ohio State); Registered Nurse
- FRANCES M. EDWARDS**, Adjunct Instructor in Psychiatric-Mental Health Nursing  
B.S.N., M.S.N. (Vanderbilt); Registered Nurse
- SUSAN F. ELLIOTT**, Adjunct Instructor in Maternal-Infant Nursing  
B.S.N. (Tennessee, Nashville); M.S.N. (Vanderbilt); Registered Nurse
- CAROL ETHERINGTON (FOSSICK)**, Adjunct Instructor in Mental Health Nursing  
B.S. in Nur. (Catherine Spalding); M.S.N. (Vanderbilt); Registered Nurse
- ROSAMOND GABRIELSON**, Assistant Professor of Nursing Administration and Assistant Dean of the School of Nursing for Clinical Practice; Associate Hospital Director and Director for Nursing Services, Vanderbilt University Hospital  
B.S., M.A. (Arizona State); Registered Nurse
- MARGIE NICKS GALE**, Assistant Professor of Psychiatric Nursing  
B.S.N., M.S.N. (Vanderbilt); Registered Nurse
- SCOTT J. GALE**, Adjunct Instructor in Psychiatric Nursing  
B.A. (Vanderbilt); M.A., Ed.S., Ed.D. (Peabody)
- VIRGINIA M. GEORGE**, Associate Professor of Maternal and Child Nursing and Director of Family Clinical Nurse Specialist Track  
B.S.N. (Vanderbilt); M.S.N. (Alabama); M.A. (Peabody); Registered Nurse; Family Nurse Clinician
- STEPHEN C. GILBERT**, Adjunct Instructor in Psychiatric Nursing  
B.S., B.S. (Middle Tennessee State); M.S.N. (Vanderbilt); Registered Nurse
- FRANCIS W. GLUCK, JR.**, Assistant Professor of Medicine, School of Medicine; Instructor in Nursing  
B.A. (Williams); M.D. (Johns Hopkins)
- ERLINE H. GORE**, Professor of Psychiatric Nursing, Emerita

- B.S.N., M.S.N. (Vanderbilt); Registered Nurse  
**BARBARA FOX GRIMES**, Associate Professor of Medical-Surgical Nursing  
 B.S.N. (Vanderbilt); M.S. in N. (Case Western Reserve); Registered Nurse
- LYDIA LUTTRELL GRUBB**, Assistant Professor of Medical-Surgical Nursing  
 B.S., B.S.N. (Tennessee); M.S.N. (Vanderbilt); Registered Nurse
- MARY F. HAIRE**, Associate in Obstetrics and Gynecology, School of Medicine; Assistant Professor of Maternal-Infant Nursing  
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- ROSALIE HAMMOND**, Lecturer in Pediatric Nursing  
 B.S.N. (Vanderbilt); M.S. (Rochester); Registered Nurse
- VICTORIA S. HARKINS**, Lecturer in Mental Health Nursing  
 B.S.N. (Emory); Registered Nurse
- ELIZABETH K. HAY**, Associate Professor of Medical-Surgical Nursing  
 B.A. (Randolph-Macon); B.S. (Columbia); M.S.N. (Vanderbilt); Registered Nurse
- JULIA JANE HEREFORD**, Professor of Nursing, Emerita (Died 10 January 1985)  
 B.A. (Cumberland); B.S.N. (Vanderbilt); M.A. (Columbia); Ph.D. (Chicago); Registered Nurse
- LESLIE J. HIGGINS**, Assistant Professor of Community Health Nursing  
 B.S.N., M.S.N. (Vanderbilt); Registered Nurse; Certified Family Nurse Clinician
- DERENDA SUE HODGE**, Adjunct Instructor in Maternal-Infant Nursing  
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 Registered Nurse
- SUE M. JONES**, Assistant Professor of Community Health Nursing; Assistant in Obstetrics and Gynecology, School of Medicine  
 B.S.N., M.S.N. (Vanderbilt); Registered Nurse; Certified Family Nurse Clinician; Certified Obstetrics/Gynecology Nurse Practitioner
- MARY EVELYN K. KEMP**, Professor of Maternal and Child Nursing, Emerita  
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- DOROTHY M. KENT**, Assistant Professor of Psychiatric-Mental Health Nursing  
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- JOAN M. KING**, Assistant Professor of Medical-Surgical Nursing  
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- JOYCE K. LABEN**, Professor of Psychiatric Nursing  
 B.S.N. (Michigan); M.S. (California, San Francisco); J.D. (Suffolk); Registered Nurse
- JOANNE LAGERSON**, Assistant Professor of Pulmonary Nursing  
 B.S., M.A. (Columbia); Ph.D. (Union for Experimenting Colleges and Universities [Cincinnati]); Registered Nurse; Registry of Respiratory Therapists
- LARRY E. LANCASTER**, Associate Professor of Medical-Surgical Nursing and Director of Adult Health Clinical Nurse Specialist Track  
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- ELLEN G. LEVITT**, Lecturer in Pediatric Nursing  
 B.S. (Vanderbilt); M.S. (Emory); Registered Nurse
- JANIE LIPPS**, Adjunct Instructor in Community Health Nursing  
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- SANDRA ALLEN LONG**, Adjunct Assistant Professor of Medical-Surgical Nursing  
 B.S.N. (Catherine Spalding); M.S.N. (Vanderbilt); Registered Nurse
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- JANIE CAPPS MACEY**, Associate Professor of Psychiatric-Mental Health Nursing  
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- EUNICE E. MADSEN**, Adjunct Instructor in Adult Health  
 B.S. (Gustavus Adolphus); Registered Nurse
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- MICHAEL H. MILLER**, Associate Professor of Sociology in Nursing; Associate Professor of Sociology, College of Arts and Science  
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- ROYANNE MOORE**, Adjunct Instructor in Maternal-Child Nursing  
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- JOYCE A. NORRIS**, Adjunct Assistant Professor of Nursing Administration and Assistant Dean of the School of Nursing for Veterans Administration



- Nursing Affairs  
B.S. (Sacred Heart College); M.A. (Columbia);  
Registered Nurse
- SUSAN M. O'CONNOR, Assistant Professor of Pediatrics, School of Medicine; Instructor in Nursing  
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- PATRICIA A. ONEY, Adjunct Instructor in Community Health Nursing  
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- JANET GREN PARKER, Assistant Professor of Medical-Surgical Nursing  
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- DEBRA JENKINS PARTÉE, Adjunct Instructor in Psychiatric-Mental Health Nursing  
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- ROBERTA ANN SMITH, Associate Professor of Psychiatric Nursing  
B.S.N. (Illinois Wesleyan); M.S.N. (Illinois, Chicago Medical Center); Ph.D. (Peabody); Registered Nurse
- GAIL P. SMITHWICK, Instructor in Community Health Nursing  
B.S. (Loyola); M.S.N. (Vanderbilt); Registered Nurse
- MITCHELL J. STEIN, Research Assistant Professor of Nursing

- B.A. (Kentucky); M.A. (Middle Tennessee State); Ph.D. (Peabody)
- CAROL M. STOLTZ, Adjunct Instructor in Community Health Nursing  
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- KENNETH A. WALLSTON, Professor of Psychology in Nursing; Professor of Psychology, College of Arts and Science; Senior Research Associate, Institute for Public Policy Studies  
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- THELMA LEE WILSON, Adjunct Assistant Professor of Nursing Administration  
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- WANDA F. WILSON, Adjunct Instructor in Medical-Surgical Nursing  
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- MARY ANN WOODWARD-SMITH, Adjunct Instructor in Psychiatric Nursing  
B.S. (Athens State); M.S.N. (Vanderbilt); Registered Nurse
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B.A. (South Florida); M.S.N. (Vanderbilt); Registered Nurse
- RICHARD M. ZANER, Professor of Medicine (Philosophy) and Ann Geddes Stahlman Professor of Medical Ethics, School of Medicine; Professor of Philosophy, College of Arts and Science; Professor of Health Ethics in Nursing, School of Nursing; Professor of Medical Ethics, Divinity School; Senior Research Associate, Institute for Public Policy Studies (On leave fall semester)  
B.S. (Houston); M.A., Ph.D. (New School for Social Research)

## Class of 1984

## Family Nurse Clinician

- CINDY KATE ANDERSON Nashville, Tenn.  
B.S. in N., Southern Mississippi  
Clinical Paper Title: *Development of a Parent Information Booklet for the Vanderbilt Neonatal Intensive Care Unit and Observations on its Effectiveness in Reducing Parental Anxiety*
- JOHN WILLIAM COLLINS San Antonio, Texas  
B.S., Texas [Austin]  
Thesis Title: *The Effect of Non-Contact Therapeutic Touch on the Relaxation Response*
- JAMIE THOMAS DAVIS Columbia, Tenn.  
B.S., New York [Albany]  
Thesis Title: *Emergency Room Census and the Full Moon*
- NETTIE JEAN ENOCHS Oak Ridge, Tenn.  
B.S. in N., Saint Louis  
Thesis Title: *Conceptualizing Spiritual Health: A Qualitative Investigation*
- DEBRA SUSAN FOX Roslyn, N.Y.  
B.S.N., Vanderbilt  
Clinical Paper Title: *Weight Loss Maintenance on Nutrisystem Diet Program*
- KATY ELIZABETH PEEBLES GARTH East Prairie, Mo.  
B.S. in N., Murray State  
Thesis Title: *The Effect of Two Telephone Reminder Systems on Appointment-Keeping in a Pediatric Clinic*
- THERESA HERRIN HILL Nashville, Tenn.  
B.S. in N., Tennessee [Memphis]  
Thesis Title: *Maternal Characteristics, Behaviors, and Perinatal Outcome of Participants in Two Tennessee Prenatal Programs*
- KATHLEEN ANNE JONES Fort Wayne, Ind.  
B.S. in N., Saint Teresa  
Thesis Title: *A Holistic Health Needs Assessment of College Students*
- BARBARA ANNE KIRK Ithaca, N.Y.  
B.S.N., Emory  
Thesis Title: *Holiday Stress in Business Women in Age 30 Transition*
- VALEREE JEAN KRUEGER Lincoln, Nebr.  
B.S. in N., Union [Nebraska]  
Thesis Title: *Changes in Students' Attitudes and Knowledge Following a Semester Course in Human Sexuality*
- KAREN JOYNER MOSLEY Louisville, Ky.  
B.S.N., Louisville  
Clinical Paper Title: *A Survey of the Knowledge and Attitudes of Primary Health Care Providers on Contraceptive Efficacy*
- SHARON COLEEN POWERS Nashville, Tenn.  
B.S.N., Vanderbilt  
Thesis Title: *The Demographic Characteristics of Women Who Failed Appointments in a Family Planning Clinic*
- REBECCA JONES RICHEY Brentwood, Tenn.  
B.S.N., Emory
- SUSAN LORI SHAW Richardson, Texas  
B.S. in N., Baylor  
Thesis Title: *The Family: A Neglected Aspect of Emergency Room Care*
- LOIS JEAN WAGNER Cincinnati, Ohio  
B.S.N., Catholic  
Thesis Title: *Attitudes of Professional Nurses Toward Obese and Non-Obese Male and Female Clients*



- SHIRLEY MARGARET WALKER Maryville, Tenn.  
 B.S. in N., Tennessee [Knoxville]  
 Thesis Title: *Use of the Health Belief Model in Predicting Maternal Compliance in Immunizing Infants*
- BARBARA HUPP WILSON Bowling Green, Ky.  
 B.S.N., Virginia  
 Thesis Title: *Determinants of Infant-Feeding According to the Theory of Reasoned Action*

### Gerontological Nurse Clinician

- SUE ELLYN JOHNSTON Arlington Heights, Ill.  
 B.S. in N., Evansville  
 Thesis Title: *Medication Errors in an Elderly-At-Home Population*
- ANGELA FLOERSH MAYO Nashville, Tenn.  
 B.S., Tennessee [Knoxville]  
 Thesis Title: *Selected Factors for Providing, Maintaining, and Supporting Inservice Programs for Registered Nurses in Nursing Homes*
- REITA TYRRELL VARNEY Hendersonville, Tenn.  
 B.S. in N., Tennessee State  
 Thesis Title: *A Comparison of the Nursing Care Problems Identified by the Nurse Using Two Different Nursing Admission Assessment Tools for the Adult Over Age 65*

### Medical-Surgical Nurse Clinician

- APRIL JEANETTE BRASHER Sulphur, La.  
 B.S.N., Harding College  
 Thesis Title: *Perceived Sexually-Related Interests of Oncology Patients*
- NANCEY MORELAND FRANCE Murray, Ky.  
 B.S. in N., Murray State  
 Thesis Title: *Registered Nurses' Decision-Making Skills for Patient Care as Related to Their Propensity to Risk and Levels of Risk-Taking Behavior*
- LINDA LEHEW GRAHAM Smyrna, Tenn.  
 B.S. in N., New York [Albany]  
 Thesis Title: *Temperature Assessments of Pre- and Post-Radical Neck Dissection with Total Laryngectomy*
- SHERYL ANN JACKSON Nashville, Tenn.  
 B.S. in N., Tennessee [Memphis]  
 Thesis Title: *The Effect of Increased Fraction of Inspired Oxygen on Wound Oxygen Tension in the Gastrocnemius Muscle of Patients With Below Knee Amputations*
- NICKY RODGER LINVILLE Nashville, Tenn.  
 B.S., Tennessee [Martin]  
 Clinical Paper Title: *Development and Use of a Hospital Discharge Teaching Plan for the Patient Requiring Home Parenteral Nutrition*
- MOLLY LOUISE McFADDEN Phillipsburg, N.J.  
 B.A., Franklin and Marshall  
 Thesis Title: *A Descriptive Correlation Study of the Choice for Dialysis Setting*
- THERESA LYNCH MORRISON Nashville, Tenn.  
 B.S.N., Maryland [Baltimore]  
 Thesis Title: *Analysis of Nurses' Attitudes About Passive Euthanasia for the Terminal Patient and Variables Affecting Those Attitudes*
- JENNIE STARLIN PAYNE Nashville, Tenn.  
 B.S.N., Western Kentucky  
 Thesis Title: *Infection Related to Flow-directed, Balloon-tipped, Pulmonary Artery Catheters*

- JOYCE GRIMES PEVAHOUSE Nashville, Tenn.  
 B.S.N., Vanderbilt  
 Clinical Paper Title: *Music Intervention as an Adjunct Method of Pain Control for Patients After Coronary Artery Bypass Surgery*
- PATRICIA JANE PRESSON Ripley, Tenn.  
 B.S. in N., Tennessee [Memphis]  
 Clinical Paper Title: *Development, Implementation, and Evaluation of a Nursing Plan for Patients Who are Transferred from a Coronary Care Unit to a Cardiac Step-Down Unit*
- KATHY PHILLIPS SIMS Madison, Tenn.  
 B.S.N., Vanderbilt  
 Thesis Title: *Perceptions of the Attire of the Registered Nurse as an Identifying Mark*
- CAROL JEANNE WIDENER Johnson City, Tenn.  
 B.S.N., East Tennessee State  
 Thesis Title: *A Study of the Relationships Among Coping Style, Anxiety, and Learning in Patients with Acute Myocardial Infarctions*

### Mental Health Nurse Clinician

- VICTORIA SMITH HARKINS Tucker, Ga.  
 B.S.N., Emory  
 Thesis Title: *Effects of Peer Support Groups on the Self-Concepts of Pregnant Adolescents*
- LILLIAN COLLINS HAVEN Antioch, Tenn.  
 B.S., Saint Joseph's [Maine]  
 Thesis Title: *Pressures on Clinical Nurse Specialists: Self vs. Hospital Role Expectations*
- JYL SUSANNE NEUFELD Goshen, Ind.  
 B.S. in N., Goshen  
 Clinical Paper Title: *Use of Imagery to Reduce Stress in Post Partum Women*

### Parent-Child Nurse Clinician

- MARY CATHERINE CASHION Memphis, Tenn.  
 B.S. in N., Tennessee [Memphis]  
 Thesis Title: *The Effect of Pain and Fear on Adolescents' Satisfaction with Labor and Delivery*
- ANGELA PRESTIA CHAPMAN Pensacola, Fla.  
 B.S.N., West Florida  
 Thesis Title: *Developing a Tool to Determine Factors That Influence Breast-Feeding Success*
- MARIAN J. KOLODZIE Milford, Mich.  
 B.S.N., Madonna  
 Clinical Paper Title: *The Effect of In-Service Education in Nursing Performance in the Neonatal Intensive Care Unit: Nursing Management of Sterile Technique in Central Venous Therapy*
- IRENE MEYERS RICH Clarksville, Tenn.  
 B.S.N., North Carolina [Greensboro]  
 Thesis Title: *Women's Responses During Early Pregnancy*
- SALLY CALDWELL TUCKER Nashville, Tenn.  
 B.S.N., Vanderbilt  
 Thesis Title: *A Comparison of Inborn vs. Transported Infants with Birthweights 750 to 1500 Grams: Short-Term Outcomes*







# The University Hospital

**Administration 229**

Hospital Medical Board  
Standing Committees

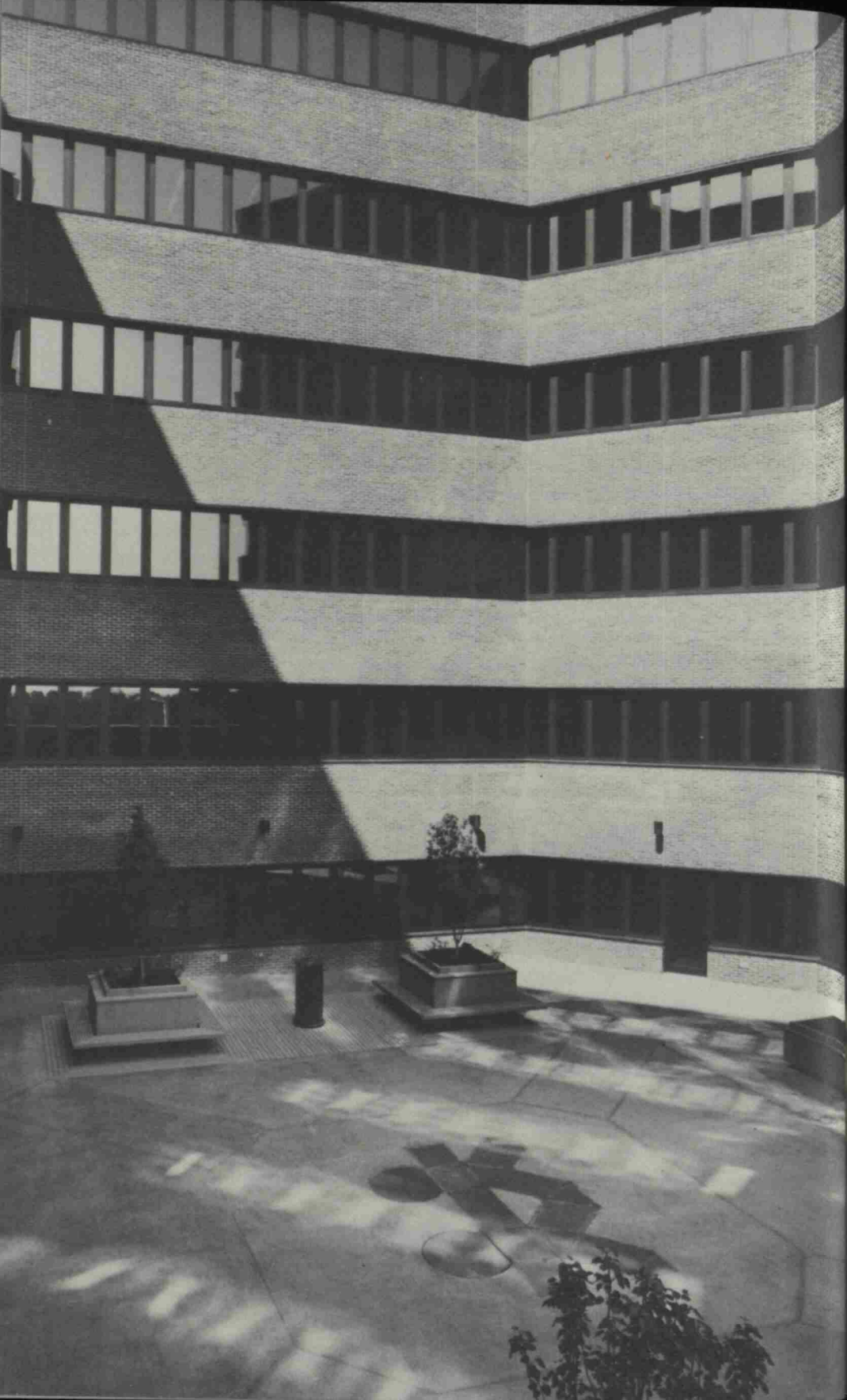
**Patient-Centered Care:**

**Hallmark of Vanderbilt Hospital 233**

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**Hospital Staff 243**

**House Staff 251**





# Vanderbilt University Hospital



NORMAN B. URMY, M.B.A., Director  
ROSAMOND GABRIELSON, M.A., R.N. Associate Director and Director of Nursing Services  
DAVID J. HANDEL, M.B.A., Associate Director  
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REBECCA C. CULPEPPER, M.S., R.N., Assistant Administrator  
MARILYN A. DUBREE, M.S.N., R.N., Assistant Administrator  
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DIANE SKEIRIK, M.H.A., Assistant Administrator  
DEBRA L. UHL, M.H.A., Assistant Administrator  
RAYBURN L. WARD, M.B.A., Assistant Administrator  
WANDA F. WILSON, B.S., R.N., Assistant Administrator  
RONALD SOCHA, M.B.A., Director of Hospital Marketing

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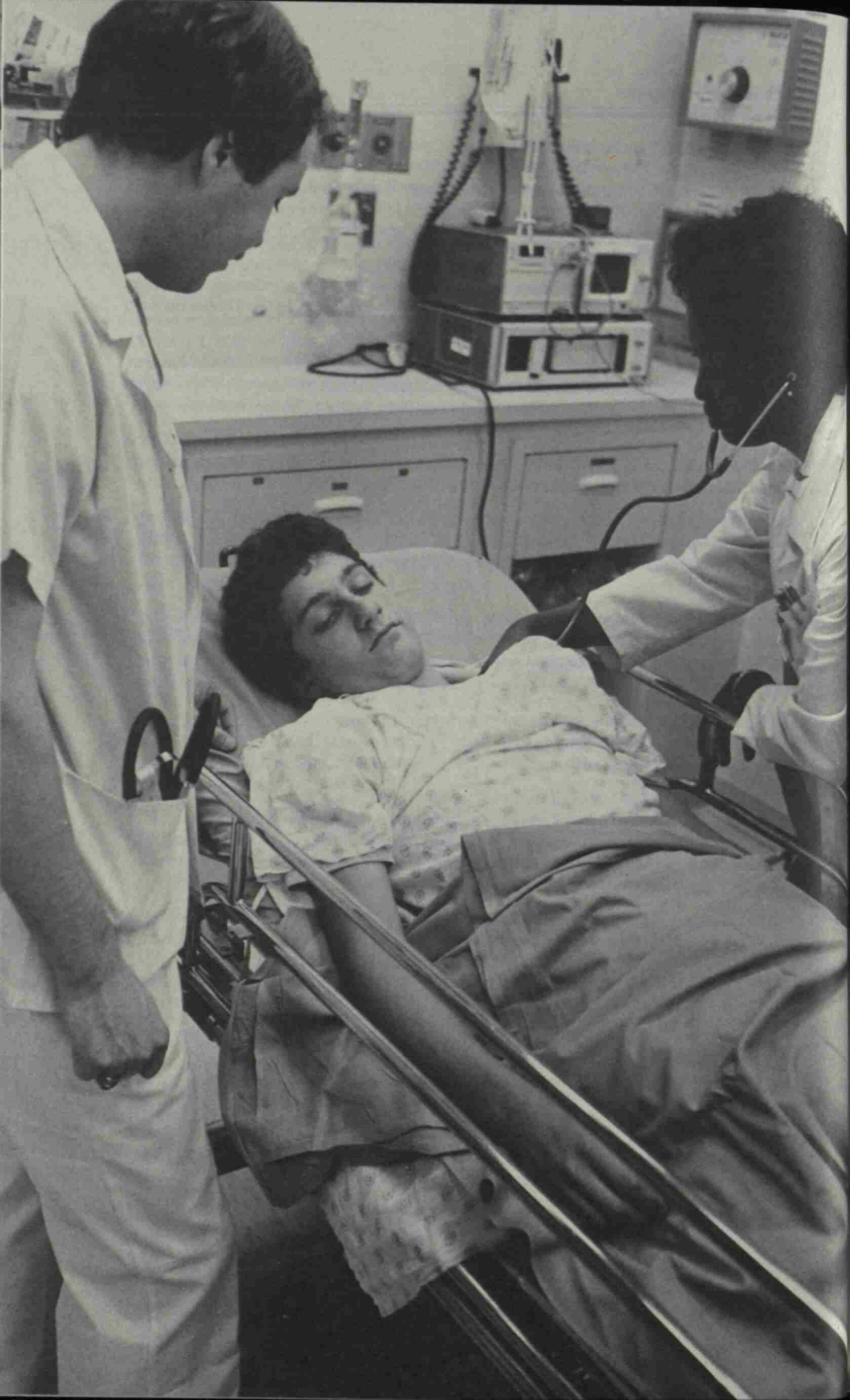
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## Patient-Centered Care: Hallmark of Vanderbilt Hospital

**F**ROM concept through construction, inside and out, the new Vanderbilt University Hospital was designed with the patient in mind.

A twelve-story structure whose windows reflect the sun from many angles, the hospital has been planned to promote relaxation and healing. Growing plants, comfortable furnishings in warm colors, and works of art humanize its environment. The University Hospital sponsors a closed-circuit television program, which serves to lessen stress and lift the spirits of patients and staff alike.

The hospital's lower floors house the emergency area (serviced by special elevators that convey patients directly to the operating rooms or to labor and delivery), ancillary services (such as EEG and EKG) radiology, twenty operating rooms, an obstetrical floor with nurseries, surgical intensive care units, the pharmacy, the supply distribution system, the clean supply room, and the mechanical support systems.

Each of the inpatient towers has a nursing core, so that no room is far from the nurses' station. The building is designed to provide every patient an outside view. A central core, connecting the two patient towers, contains elevators, conference rooms, and waiting rooms for visitors.

Medically-related areas have been placed in careful proximity, so that patients needing specialized care can be grouped to best advantage, as in the Neurological Step-Down Unit. Because of Vanderbilt's role as a tertiary care center, specialized treatment and diagnostic facilities have been included in the building. The Doppler laboratory utilizes an ultrasound device that can "listen" to the flow of blood and determine from the sound the site of arterial blockage. The Magnetic Resonance Imaging (MRI) system in use in the Department of Radiology and Radiological Sciences is one of the most powerful of such devices in the U.S. and was one of the first in clinical use. The system uses a powerful magnetic field, rather than radiation, to look inside the body. The evoked-response laboratory conducts noninvasive tests for diagnosing nerve and brain-stem conditions.

Communication and distribution systems in the new hospital were developed to help provide quality care on a cost-efficient basis. When a patient pushes the nurse-call button, vital information about her or his condition appears on the CRT screen at the nurses' station, enabling the nurse to respond appropriately without delay. The hospital employs the unit-dose system of medication, which is safer, more economical, and

more efficient. The Spectra, pneumatic tube, and telelift systems facilitate communication and distribution.

Patient-centered care is the nursing philosophy that governs the hospital. A specific nurse is assigned to each patient, assuming total responsibility for that patient's care from admission through discharge from the unit. Patient-centered care insures continuity in the patient/nurse relationship and helps to alleviate the stress of hospitalization.

### *Ambulatory Surgery*

Ambulatory surgery may be ideal for patients with limited anesthetic and surgical risks who require relatively short procedures. Such operations are performed without overnight hospitalization, decreasing the cost but not the quality of care. Currently, such procedures are performed in the VUH operating suite. The Ambulatory Care Center, when completed, will have a separate four-room suite designed for ambulatory care.

### *Children's Hospital*

Contained within the University Hospital on the fourth, fifth, and sixth floors is Vanderbilt Children's Hospital, designed and built to meet the special needs of children. This facility provides a complete range of medical services and treatment for children from birth through adolescence. Children's Hospital was founded in 1970 with a small staff and limited space. Now, in its new facilities, it has 164 beds and a staff of nearly 500 members.

Children's Hospital includes a nursery and neonatal intensive care unit, pediatric intensive care and stepdown units, surgical units, a psychiatric program, the Junior League Home for long-term care, and outpatient clinics and medical specialties covering virtually all diseases that affect children. Parents are encouraged to remain with their child, and facilities in the new hospital allow them to do so in comfort. Each room has a day-bed or sleeper chair.

Vanderbilt Children's Hospital is the only facility of its kind in the mid-South and serves as a referral center for the region. More than half its patients come from outside Nashville, some from distant states and foreign countries. Children's Hospital is also an important educational resource for medical students and residents in pediatrics and pediatric surgery.

Angel II, a neonatal intensive care unit on wheels, makes well over five hundred trips a year to pick up critically ill newborn infants at regional hospitals and bring them to Vanderbilt where they can receive life-saving specialized medical treatment.

The combined concentration of pediatric research, education, and patient care has led to new techniques and discoveries. Children's Hospital



was one of the first hospitals to use artificial ventilation on a newborn. Procedures allowing cardiothoracic surgery for infants were pioneered at Vanderbilt. Other discoveries have come as a result of research in nutrition, infant metabolism, and infectious diseases.

#### *Burn Center*

The Vanderbilt University Burn Center is a 20-bed specialized facility dedicated solely to the treatment and rehabilitation of burn victims. A highly trained multidisciplinary team of burn specialists provides the latest methods for treating and caring for the burned adult or child. The Burn Center is located on the fourth floor of the Round Wing, in Medical Center North.

#### *Cooperative Care Center*

The Cooperative Care Center is a 50-bed specialized inpatient unit, whose goal is to help patients and their families learn more about health care needs and medications, broaden their health knowledge, and develop skills to return home independent and self-assured. A homelike atmosphere promotes self-care and a feeling of wellness. Patients are urged to administer their own medications and assist in their own care. All patients are encouraged to bring a care partner with them. Nurses, pharmacists, social workers, nutritionists, and educational coordinators provide individualized educational programs for patients during their stay in the Cooperative Care Center. It is located on the sixth and seventh floors of the Round Wing, in Medical Center North.

#### *Rehabilitation Center*

The Rehabilitation Center is a unit of Vanderbilt Hospital serving both inpatients and outpatients, located in Medical Center North, on the third floor of the Round Wing.

The primary objective of the Rehabilitation Service is to provide comprehensive medical evaluation and treatment programs which help restore physical, social, and vocational capabilities to people with severe physical handicaps. This is accomplished by offering appropriate medical and surgical care, training in independence techniques, emotional adjustment, pre-vocational evaluation, and post-discharge planning which includes close liaison with family and community resources.

#### *Vanderbilt Institute for Treatment of Alcoholism*

The Vanderbilt Institute for Treatment of Alcoholism (VITA) is a 14-bed treatment unit for alcoholics. Minor detoxification is performed in the unit, and patients enter a three-week inpatient rehabilitation program

with six months of after-care. Residents and students are assigned to treatment groups as part of the training program. The Institute occupies space in the Zerfoss Building of Medical Center North.

### *LifeFlight*

The LifeFlight helicopter ambulance service is designed to provide quick access to medical care in emergencies. The service operates within a 130-mile radius of Nashville and is staffed by a team of three pilots and twelve nurses.

### *Emergency Room and Trauma Center*

The Emergency Room and Trauma Center located at the south end of the hospital is available to deal with medical emergencies 24 hours a day, seven days a week. In addition to being the base for LifeFlight, it also contains the regional poison control center for Middle Tennessee.

### *Ambulatory Care Center*

Construction is underway on the \$72 million Ambulatory Care Center, to be located south of the present emergency room entrance. The ACC will house, in addition to the ambulatory care areas, a new cafeteria and food service facility, new diagnostic laboratories, elements of the Comprehensive Cancer Center, and the Stallworth Rehabilitation Center.

## The Division of Allied Health Professions

Vanderbilt University Hospital conducts training programs in nine technical areas of allied health professions. One of these, the program in Hearing and Speech Sciences, offers the master's and Ph.D. degrees through Vanderbilt Graduate School. The other programs are generally post-baccalaureate programs leading to certification in an allied health field or associate degree programs conducted jointly by Vanderbilt and Aquinas Junior College.

*Program for Specialists in Blood Bank Technology.* The one-year program in blood bank technology is jointly sponsored by the American Red Cross and Vanderbilt University Medical Center. Students in the program, who must be medical technologists with two years experience in blood banking or have a B.S. degree with three years of experience in an accredited blood bank, spend six months of the program at Vanderbilt University Hospital and six months with the Red Cross. Students receive salary for 30 hours of laboratory work a week and pay no tuition

unless graduate credit is sought for the program (18 hours toward a master's degree in pathology or science education).

*Program in Cardiovascular Perfusion.* The year-long program in cardiovascular perfusion and perfusion technology prepares graduates for positions as perfusionists on open-heart surgery teams. It is designed for students who have completed a minimum of two years of college, or are registered nurses, or already work in a discipline of medical technology. The program meets the criteria established by the American Board of Cardiovascular Perfusion.

The Department of Cardiac and Thoracic Surgery directs the program in coordination with the Division of Allied Health Professions. Following satisfactory completion of course work and clinical experience, graduates are eligible to apply for board examinations in cardiovascular perfusion.

*Program in Diagnostic Sonography.* The year-long sonography program offers training in the technical and clinical aspects of sonographic imaging. Applicants must have at least two years' experience in a medically-related field, preferably radiology technology.

Course work covers the areas of physics and instrumentation of sonographic imaging; the bio-effects of ultrasound; anatomy, physiology, and pathology pertinent to diagnostic imaging; supervised scanning in obstetrical, gynecological, abdominal, renal, pediatric, and other applications; and daily case review and discussion. Clinical experience is offered at Vanderbilt University Hospital, Baptist Hospital, and in a private outpatient surgical center.

Program graduates are eligible to take the Sonographers Registry examination.

*Dietetic Internship Program.* The forty-four-week dietetic internship program is designed for the generalist practitioner. It provides an opportunity for practical experience in food service systems management, acute and ambulatory nutritional care, and community nutrition.

Through diverse learning opportunities provided by Vanderbilt's Department of Nutrition Services and specialty units, and several area hospital and community agencies, the dietetic intern achieves an understanding of the dietitian's role in a variety of settings.

Program applicants must have a baccalaureate degree from an accredited college or university and have completed Plan IV requirements established by the American Dietetic Association. Upon completion of the dietetic internship, the intern will be eligible to take the national registration examination to become a registered dietitian.

*Program in Medical Technology.* The one-year medical technology program operates in the Department of Clinical Pathology under the supervision of a medical director, a program director, and an educational coordinator. Lectures, laboratory exercises, and clinical laboratory rotation in the areas of chemistry, hematology, coagulation, immunology/



serology, blood bank, Red Cross, urinalysis, microbiology, and venipuncture constitute the program.

Applicants must have a baccalaureate degree from an accredited college or university or be eligible to receive their degree after successful completion of the clinical year. Program graduates are eligible to take national and state examinations conducted by certification agencies for clinical laboratory personnel.

*Program in Nuclear Medicine Technology.* The year-long training program in clinical nuclear medicine methodology is designed primarily for students who have completed a minimum of three years of pre-radiologic technology work in an accredited college or university. The program is approved as the fourth-year externship in a baccalaureate degree program at Austin Peay State University, Clarksville, Tennessee, and at Belmont College in Nashville.

Students receive training in atomic and nuclear physics, radiochemistry, patient care and nursing, radiation safety, radiobiology, instrumentation, and computer applications, as well as clinical nuclear medicine (both imaging and *in vitro*). A lecture series and clinical laboratory rotations are integral parts of the program.

Program graduates are eligible to take national examinations conducted by certification agencies for nuclear medicine technologists.

*Program in Radiation Therapy Technology.* Facilities for the one-year radiation therapy program are located in the Center for Radiation Oncology.

Students, who must be graduates of an accredited two-year radiologic technology program, spend approximately 1,200 hours in clinical education. Another 800 hours are divided between courses and participation in conferences, tumor boards, and chart rounds.

Following completion of the program, students are eligible to take the national examination for certification conducted by the American Registry of Radiologic Technologists. The certified technologist works under the general supervision of a radiation oncologist, applying ionizing radiation in the treatment of malignant disease.

*Program in Radiography.* The two-year associate degree program in radiologic technology is designed to train students to perform the many varied diagnostic imaging procedures utilizing x-ray and other forms of ionizing radiations. It is conducted by Aquinas Junior College in association with the Division of Allied Health Professions.

Clinical education begins the first semester and continues throughout the two-year program. Baptist Hospital, Saint Thomas Hospital, and Vanderbilt Hospital are all affiliated as clinical sponsors.

Graduates receive an Associate of Science degree from Aquinas and a certificate of completion from Vanderbilt University, and are eligible to take the national examination given by the American Registry of Radiologic Technologists.

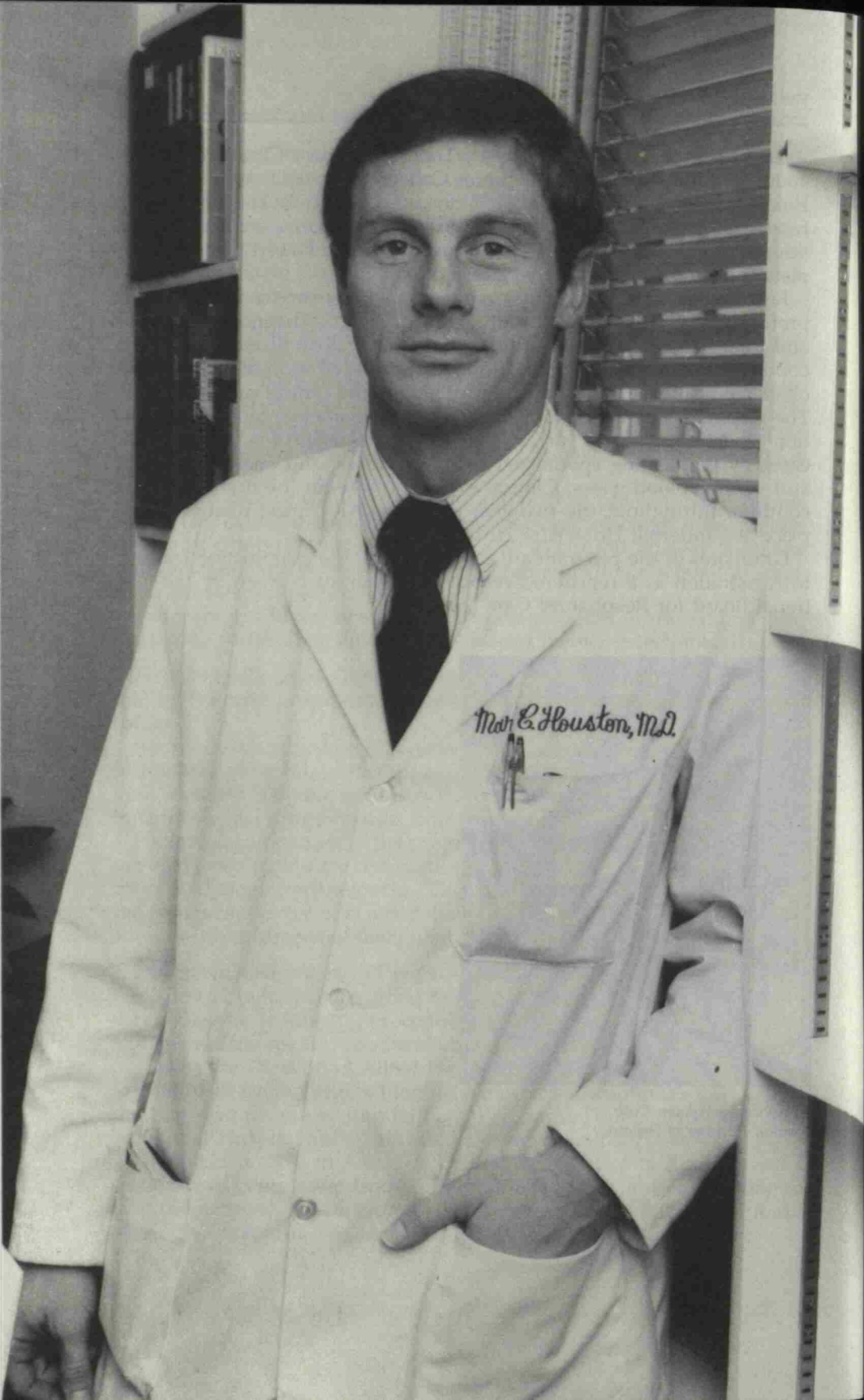
*Program in Respiratory Therapy.* The Respiratory Care program is sponsored jointly by Aquinas Junior College and the Division of Allied Health Professions of Vanderbilt University Hospital. The program is two years in length. Graduates of the program receive an Associate of Science degree in respiratory care from Aquinas and a certificate of completion from Vanderbilt University.

Respiratory Care is a rapidly growing ancillary service in the health professions. Graduates of the program are able to diagnose, evaluate, and treat patients who are afflicted with respiratory disease or related conditions. The treatment includes the administration of oxygen and other medical gases, mechanical ventilation, and critical care medicine. The respiratory care practitioner has a vital role in emergency resuscitation of victims of cardiac arrest, aids in the diagnosis of respiratory diseases by performing specialized test procedures, and analyzes arterial and venous blood gases. Clinical experiences begin the first week and continue throughout the two-year program. All clinical rotations take place at Vanderbilt University Hospital.

Graduates of the program are eligible to take the examination leading to registration as a registered respiratory therapist, given by the National Board for Respiratory Care (NBRC).



*Sculpture by William Doak  
Clinical Professor of Pediatrics*



Mr. E. Houston, M.D.



# Staff Officers of Vanderbilt Clinic



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### GYNECOLOGY GROUP PRACTICE

Stephen S. Entman

### CENTER FOR FERTILITY AND REPRODUCTIVE RESEARCH

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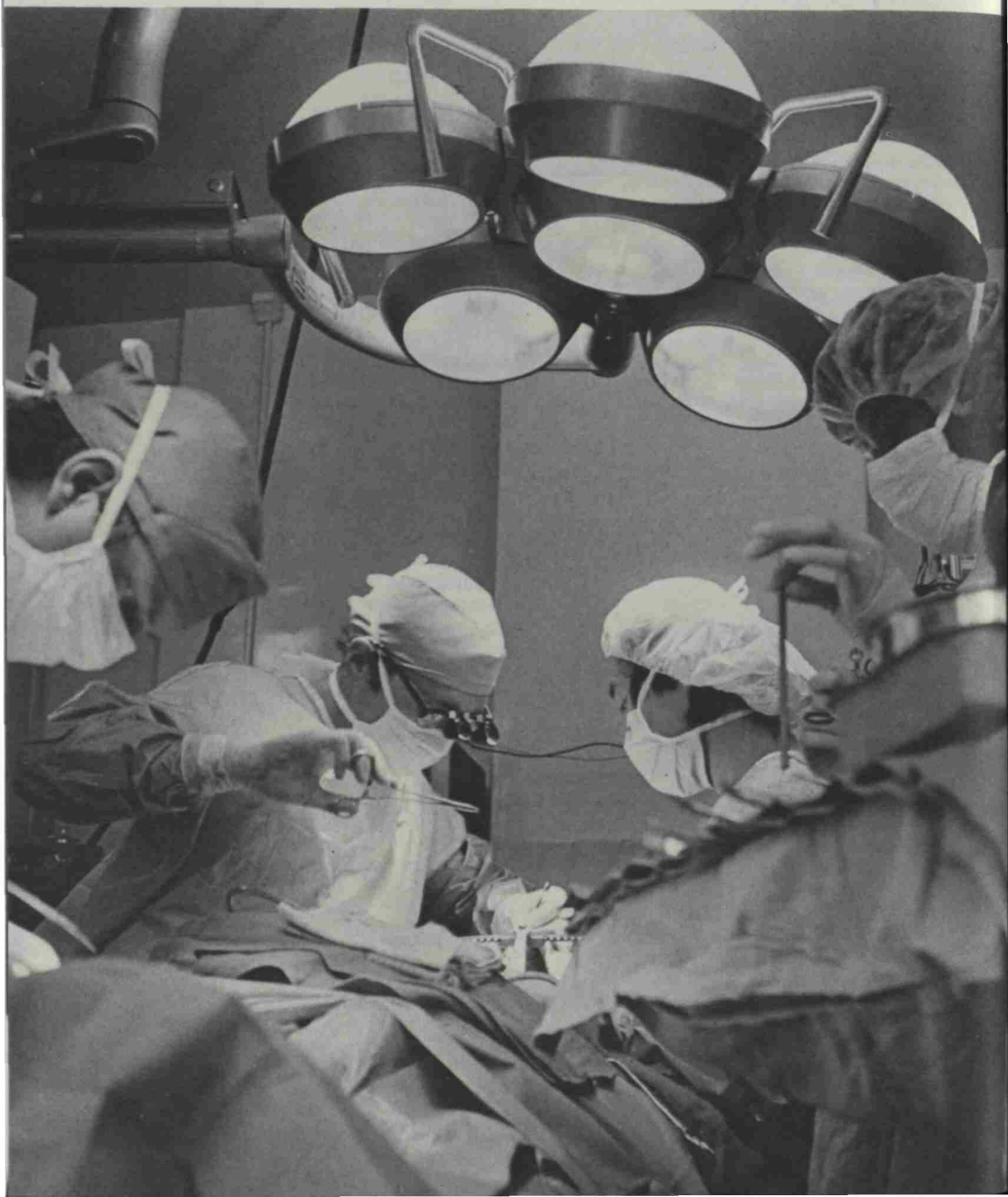
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Margaret Wood

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Paul H. Barnett  
Jack M. Batson, Sr.  
Gordon R. Bernard  
Frederic T. Billings, Jr.  
James D. Bomboy, Jr.  
Robert A. Branch  
Dean E. Brenner  
Kenneth L. Brigham  
Robert N. Buchanan, Jr.  
Brenda J. Butka  
Benjamin F. Byrd III  
W. Barton Campbell  
John E. Chapman  
Douglas A. Clark  
Alan G. Cohen  
Robert S. Cooper  
Orrie A. Couch  
Frederic E. Cowden  
Oscar B. Crofford  
Mario P. Curzi  
Thomas J. Davis  
C. Rowan DeBold

George DeCherney  
Roger M. Des Prez  
Emmanuel N. Dessypris  
John H. Dixon  
George D. Dunn  
Debra S. Echt  
Roy O. Elam, III  
Darrel L. Ellis  
Irwin B. Eskin  
Ernest W. Ewers  
Philip W. Felts  
Stephen K. Felts  
J. Vance Fentress  
James P. Fields  
Garrett A. FitzGerald  
John M. Flexner  
Howard R. Foreman  
Mervyn B. Forman  
Richard France  
Gottlieb C. Friesinger  
Thomas F. Frist  
John R. Gibson  
Richard L. Gibson  
Francis W. Gluck, Jr.  
Fred Goldner  
Robert A. Goodwin, Jr.  
Alan L. Graber  
Stanley E. Graber  
Frank A. Greco  
John P. Greer  
Clark R. Gregg



David Wilson Gregory  
 John H. Griscom  
 William W. Grosh  
 Laurence A. Grossman  
 Jean M. Guyton  
 John D. Hainsworth  
 Frederick L. Haley  
 Gerald M. Halprin  
 Thomas B. Haltom  
 James R. Hamilton  
 Kenneth R. Hande  
 Robert W. Harrison III  
 William E. Harston  
 William B. Harwell  
 James B. Haynes  
 James H. Haynes  
 J. Taylor Hays  
 Craig R. Heim  
 Stephen L. Hines  
 Alan S. Hollister  
 Robert M. Hollister  
 Mark C. Houston  
 Joseph W. Huston III  
 John W. Interlandi  
 Henry S. Jennings III  
 James Thomas John, Jr.  
 David H. Johnson  
 Harry K. Johnson  
 Hollis E. Johnson  
 John S. Johnson  
 Allen B. Kaiser  
 Rudolph H. Kampmeier  
 Herman J. Kaplan  
 Peter R. Kaplan  
 James S. Kennedy  
 Lloyd E. King  
 John P. Kinnard  
 Otto M. Kochtitsky  
 Mark J. Koury  
 Sanford B. Krantz  
 Marvin W. Kronenberg  
 Michael E. Kuzur  
 William W. Lacy  
 Dana L. Latour  
 Lewis B. Lefkowitz  
 Russell B. Leftwich  
 John M. Leonard  
 Michael J. Lichtenstein  
 Grant W. Liddle  
 James E. Loyd  
 George V. Mann  
 John J. Marini  
 Samuel R. Marney, Jr.  
 Ralph W. Massie  
 William R. McDaniell  
 Wallace R.G. McGrew  
 Guat-Siew L. McKee  
 Lonnie C. McKee, Jr.  
 Thurman D. McKinney  
 Alexander C. McLeod  
 John R. McRae  
 Cullen R. Merritt  
 Alvin H. Meyer, Jr.

Paul R. Michael  
 Michael E. Miller  
 Michael P. Miller  
 Fernando T. Miranda  
 Douglas P. Mitchell  
 John H. Nadeau  
 John H. Newman  
 David N. Orth  
 Harry L. Page, Jr.  
 Jagdish Patel  
 John G. Pearson  
 Thomas F. Paine, Jr.  
 Thomas G. Pennington  
 James M. Perry  
 Theodore Pincus  
 Lester L. Porter  
 James S. Powers  
 Ann H. Price  
 Robert S. Quinn  
 Robert W. Quinn  
 William B. Ralph, Jr.  
 Lloyd H. Ramsey  
 Frank M. Rembert  
 Samuel S. Riven  
 Lyman J. Roberts II  
 David H. Robertson, Jr.  
 Rose Marie Robertson  
 Kenneth S. Robinson  
 Roscoe R. Robinson  
 Richard Rodeheffer  
 Dan M. Roden  
 Howard E. Rosen  
 Marvin J. Rosenblum  
 Sol A. Rosenblum  
 Joseph C. Ross  
 William D. Salmon, Jr.  
 Howard Lee Salyer  
 William Schaffner  
 Stephen Schillig  
 Richard P. Schneider  
 Herbert J. Schulman  
 John R. Schweikert  
 Addison B. Scoville, Jr.  
 John S. Sergent  
 James R. Sheller  
 Harrison J. Shull  
 Harrison J. Shull, Jr.  
 Lucien C. Simpson  
 Paul E. Slaton  
 Murray W. Smith  
 Raphael F. Smith  
 James R. Snapper  
 James D. Snell, Jr.  
 W. Anderson Spickard, Jr.  
 Richard S. Stein  
 Stanford J. Stewart  
 William J. Stone  
 William David Strayhorn III  
 Paul R. Stumb  
 James N. Sullivan  
 Craig R. Sussman  
 Paul E. Teschan  
 George B. Theil

Charles B. Thorne  
 Stephan T. Ticaric  
 W. Spencer Tilley  
 Aubrey L. Tucker  
 Howard D. Uderman  
 Jack P. Uetrecht  
 Frank K. VanDevender  
 Laurel Von Hoffman-Curzi  
 James W. Ward, Jr.  
 Dennis K. Wentz  
 W. Carter Williams, Jr.

James P. Wilson  
 Joseph S. Wilson, Jr.  
 Eugene P. Winter  
 Lawrence K. Wolfe  
 Steven N. Wolff  
 Alastair J.J. Wood  
 Raymond L. Wosley  
 Robert J. Workman  
 John L. Wyatt  
 Christina M. Ynares  
 Thomas B. Zerfoss, Sr.

### Dermatology

ROBERT N. BUCHANAN, Emeritus Dermatologist-in-Chief

Melvin L. Elson  
 James R. Hamilton  
 William B. Harwell, Jr.  
 Lloyd E. King, Jr.

Dana N. Latour  
 Alvin H. Meyer, Jr.  
 Howard Lee Salyer  
 Frank G. Witherspoon

### Neurology

GERALD M. FENICHEL, Neurologist-in-Chief

Alfred S. Callahan III  
 William M. Clark  
 Mary Ellen Clinton  
 Gary W. Duncan  
 Anthony W. Kilroy  
 Howard S. Kirshner  
 Patrick J. Lavin  
 John C. Melin

Georgia D. Montouris  
 Patricia M-E Moore  
 Barbara J. Olson  
 Bertram E. Sprotkin  
 John S. Warner  
 Harry T. Whelan  
 Ronald G. Wiley

### Obstetrics and Gynecology

LONNIE S. BURNETT, Obstetrician & Gynecologist-in-Chief

Jean R. Anderson  
 Larry T. Arnold  
 Harry Baer  
 Donald R. Barnett  
 D. Scott Bayer  
 Robert R. Bendt  
 Russell T. Birmingham  
 Michael R. Bishop  
 Frank H. Boehm  
 Sidney W. Bondurant  
 James M. Brakefield  
 Phillip Bressman  
 Douglas H. Brown  
 James E. Brown  
 Gary K. Bryson  
 Roger B. Burrus  
 Guillermo Cadens  
 Benjamin H. Caldwell  
 Peter S. Cartwright  
 Jill F. Chambers  
 Jackson D. Cothren  
 George B. Crafton  
 Angus M. Crook  
 James F. Daniell  
 Richard J. Davis

Makbib Diro  
 Robert T. Dodd  
 B. Stephens Dudley  
 Joe M. Edwards  
 James W. Ellis  
 Stephen S. Entman  
 Frederick L. Finke  
 Henry W. Foster  
 Charlie M. Gill  
 Paul A. Green, Jr.  
 Marvin G. Gregory  
 Erich B. Groos  
 James H. Growdon, Jr.  
 Larry Gurley  
 Joel T. Hargrove  
 Carl M. Herbert  
 Byase K. Hibbett III  
 George A. Hill  
 Martin B. Hirsch  
 Charlie J. Hobby  
 James W. Johnson  
 Howard W. Jones III  
 Orrin L. Jones, Jr.  
 Ralph R. Kling  
 Horace T. Lavelly, Jr.

Donald R. Lovelace  
 Harold N. Lovvorn  
 Wayne S. Maxson  
 Marcia Ann Montgomery  
 V. Tupper Morehead  
 Betty S. Neff  
 H. Clay Newson III  
 Roy W. Parker  
 C. Gordon Peerman, Jr.  
 Richard E. Pressley  
 Ron N. Rice  
 Jacqueline L. Rodier  
 Gilmore M. Sanes, Jr.

Madison H. Sarratt  
 Dinesh M. Shah  
 Mary A. Snowden  
 Stephen M. Staggs  
 William D. Sumpter, Jr.  
 Robert H. Tosh  
 Anthony E. Trabue  
 John E. VanHooydonk  
 Ramona Walsh  
 Bobby W. Webster  
 Anne Colston Wentz  
 Norman E. Witthauer  
 Carl W. Zimmerman

### Ophthalmology

JAMES H. ELLIOTT, Ophthalmologist-in-Chief

Edwin D. Batchelor  
 John B. Bond  
 George W. Bounds  
 James Edmund Burnes  
 Abraham P. Cheij  
 Roy C. Ezell  
 Wallace H. Faulk  
 James W. Felch  
 Stephen S. Feman  
 Walter W. Frey  
 Stephen E. Grinde  
 Robert R. Henderson  
 Fowler Hollabaugh  
 Gary W. Jenkins  
 Karla J. Johns  
 Bruce E. Jones  
 G. Allen Lawrence

James P. Loden  
 Reginald S. Lowe, Jr.  
 Philip L. Lyle  
 Lee R. Minton  
 Denis M. O'Day  
 John M. Omohundro III  
 Yeshawant B. Paranjape  
 Deborah S. Ruark  
 Joseph W. Scobey  
 Charlie R. Smith  
 Henry C. Smith  
 Willard O. Tirrill III  
 Joseph W. Wahl  
 Gates J. Wayburn, Jr.  
 Ralph E. Wesley  
 Kate S. Zerfoss

### Orthopaedics and Rehabilitation

DAN M. SPENGLER, Orthopaedist-in-Chief

Dave A. Alexander, Jr.  
 Allen F. Anderson  
 John C. Brothers  
 Arthur Leroy Brooks  
 John Bruno III  
 George K. Carpenter, Jr.  
 Michael J. Christie  
 Wesley L. Coker  
 Shannon R. Curtis  
 Mark A. Doyne  
 Don L. Eyer  
 Harold A. Ferguson  
 Michael C. Ferrell  
 S. Benjamin Fowler  
 Donald L. Gaines  
 William M. Gavigan  
 David W. Gaw  
 Neil E. Green  
 Charles M. Hamilton  
 William J. Jekot  
 Robert K. Johnston  
 David S. Jones

Frank E. Jones  
 John W. Lamb  
 Lawrence P. Laughlin  
 Thomas J. Limbird  
 Albert Lipscomb  
 John C. McInnis  
 Michael A. Milek  
 Andrew H. Miller  
 Charles G. Norton  
 John W. Oglesby  
 Thomas F. Parrish  
 Eugene M. Regen, Jr.  
 Barrett F. Rosen  
 Robert V. Russell  
 Norman L. Sims  
 Robert B. Snyder  
 Dan Spengler  
 Robert E. Stein  
 Elizabeth Szalay  
 E. Dewey Thomas  
 John M. Wampler



**Pathology**

WILLIAM H. HARTMANN, Pathologist-in-Chief

Mary C. Abram  
 William J. Boyd  
 Robert D. Collins  
 John B. Cousar, Jr.  
 Anh H. Dao  
 Ben W. Davis  
 Carla M. Davis  
 Thomas C. Delvaux, Jr.  
 Alan D. Glick  
 Fred Gorstein  
 Louis S. Graham  
 George F. Gray, Jr.  
 Susan A. Halter  
 William H. Hartmann  
 Jerry K. Humphreys  
 Alfred G. Kasselberg  
 Virgil S. LeQuire

Fred V. Lucas  
 Thomas E. Mason  
 Lilia D. Mauricio  
 Thomas L. McCurley III  
 William M. Mitchell  
 Martin G. Netsky  
 David L. Page  
 Adelisa L. Panlilio  
 Fritz F. Parl  
 Fred W. Ryden  
 Charles W. Stratton  
 John B. Thomison  
 Renu Virmani  
 Charles H. Wallas  
 William D. Whetsell, Jr.  
 Song W. Wong

**Pediatrics**

DAVID T. KARZON, Pediatrician-in-Chief

William A. Altemeier III  
 Luther A. Beazley  
 Eugene L. Bishop  
 Lindsay K. Bishop  
 Carla Bloedel  
 Robert C. Bone  
 Robert J. Boucek  
 Deborah Bryant  
 Ian M. Burr  
 Robert M. Campbell  
 Sam W. Carney, Jr.  
 Norman M. Cassell  
 Eric M. Chazen  
 Amos Christie  
 Robert B. Cotton  
 Lisa Josephine Craft  
 George T. Critz  
 William M. Doak  
 William D. Donald  
 Paul Douthitt  
 Ray L. Dubuisson  
 Mary Catherine Dundon  
 Kathryn M. Edwards  
 John P. Fields  
 William F. Fleet, Jr.  
 Fayez K. Ghishan  
 Frances P. Glascoe  
 Paul C. Gomez  
 Johnny E. Gore  
 Thomas P. Graham  
 Roland W. Gray  
 John W. Green  
 Ralph M. Greenbaum  
 Harry L. Greene  
 Thomas A. Hazinski  
 Douglas C. Henry  
 Gerald B. Hickson  
 Charles S. Hirschberg

Robert L. Janco  
 Lowry D. Kirby  
 Leonard J. Koenig  
 Alexander R. Lawton  
 Evon B. Lee  
 Joseph F. Lentz  
 William R. Long  
 Rodney A. Lorenz  
 John N. Lukens  
 Robert C. MacDonell  
 William E. MacLean, Jr.  
 Robert E. Mallard  
 George C. Martin  
 Raymond L. Meneely  
 Ronald V. Miller  
 Gordon A. Moreau  
 David Moroney  
 Joe P. Moss  
 Ellen C. Perrin  
 James M. Perrin  
 Jennifer L. Najjar  
 Dewey G. Nemecek  
 John T. Netterville  
 Kenneth T. North  
 Susan M. O'Connor  
 Barbara Olson  
 Gabe A. Payne  
 Elizabeth P. Pierce  
 Diane J. Pincus  
 James S. Price  
 Patricia F. Robinson  
 Jorge Rojas  
 Dan S. Sanders, Jr.  
 Dan S. Sanders III  
 C. Gordon Sell  
 Sarah H. Sell  
 E. Conrad Shackelford, Jr.  
 Lynn E. Shallberg

Jayant P. Shenai  
 William T. Stonecker  
 Charles N. Spencer  
 Joseph Steranka  
 Mildred T. Stahlman  
 Charles A. Stilwell, Jr.  
 Joe M. Strayhorn  
 Hakan W. Sundell  
 Richard P. Taber  
 Steven M. Tate  
 David D. Thombs  
 Julia Thompson

Dorothy J. Turner  
 Robert L. VanDervoort, Jr.  
 Larry B. Vogler  
 William B. Wadlington  
 Ethel Walker  
 Arville V. Wheeler  
 Thomas C. Whitworth  
 Bernard A. Wiggins  
 Erle E. Wilkinson  
 George W. Wood  
 Peter F. Wright  
 Thomas B. Zerfoss, Jr.

### Psychiatry

MICHAEL H. EBERT, Psychiatrist-in-Chief  
 Georgina A. Abisellan  
 Robert W. Adams  
 Lori M. Adelson  
 Edward Arnold  
 Harvey Asher  
 Thomas A. Ban  
 Ralph I. Barr  
 David Barton  
 Robert O. Begtrup  
 Otto Billig  
 Henry B. Brackin, Jr.  
 Thomas W. Campbell  
 Pietro Castelnovo-Tedesco  
 Charles Corbin, Jr.  
 James H. Crecraft  
 Miles K. Crowder  
 Jesse E. Dozier  
 Palmer Edwards  
 Joseph H. Fishbein  
 Charles V. Ford  
 Fay M. Gaskins  
 Edmon L. Green  
 Marc H. Hollender  
 Frederick T. Horton, Jr.  
 Robert A. Jack  
 Harold W. Jordan  
 Mark P. Kelly  
 William D. Kenner  
 John C. Koomen  
 Ronald-Frederic C. Kourany  
 Kent Kyger  
 Joseph LaBarbera  
 Susan Lewis  
 Thomas P. Logan

Linda Lundin  
 Roy J. Mathew  
 James R. McFerrin  
 James B. McGehee  
 James L. Nash  
 Perry M. Nicassio  
 J. Kirby Pate  
 William M. Petrie  
 Pauline L. Rabin  
 Judith J. Regan  
 Robert N. Reynolds  
 Jack O. Rice  
 Howard B. Roback  
 Vernan H. Sharp  
 William F. Sheridan, Jr.  
 Stanley S. Snow  
 Frank W. Stevens, Jr.  
 Frank W. Stevens, Sr.  
 Brian R. Swenson  
 C. Richard Treadway  
 Warren W. Webb  
 Charles E. Wells  
 Jane R. Weinberg  
 Melbourne A. Williams  
 Dennis C. Workman

### Psychologists

Mark P. Kelly  
 Susan Lewis  
 Howard B. Roback  
 Warren W. Webb

### Radiation Oncology

ARNOLD W. MALCOLM, Radiation Oncologist-in-Chief  
 Eassa-Helmy M. Eassa  
 Steven L. Stroup

### Radiology

A. EVERETTE JAMES, JR., Radiologist-in-Chief  
 Joseph H. Allen  
 Frank E. Carroll  
 Craig M. Coulam  
 Joseph Diggs

Arthur C. Fleischer  
 Samuel Julian Gibbs  
 Richard M. Heller  
 A. C. Johnson  
 Alan J. Kaufman  
 Jeremy J. Kaye  
 Robert M. Kessler  
 Sandra G. Kirchner  
 Adrian K. Lamballe  
 Victor N. Martin  
 Murray J. Mazer

Mark R. Mitchell  
 E. Paul Nance  
 C. Leon Partain  
 Henry P. Pendergrass  
 Anne C. Price  
 F. David Rollo  
 Martin G. Sandler  
 Max I. Shaff  
 Alan C. Winfield  
 William S. Witt

## Surgical Sciences

### Surgery

JOHN L. SAWYERS, Surgeon-in-Chief

Naji N. Abumrad  
 Robert B. Adkins, Jr.  
 Terry Allen  
 Jeanne Ballinger  
 Edmund W. Benz  
 Stanley Bernard  
 Robert L. Bomar, Jr.  
 Benjamin F. Byrd, Jr.  
 Edward R. Chiasson  
 Kenneth L. Classen  
 Joseph M. Crane  
 William Andrew Dale  
 John Lucian Davis  
 Richard H. Dean  
 Harold C. Dennison, Jr.  
 William H. Edwards  
 Steven J. Eskind  
 John L. Farringer, Jr.  
 Benjamin Fisher  
 John R. Fletcher  
 Walter G. Gobbel, Jr.  
 Herschel A. Graves, Jr.  
 John L. Herrington, Jr.  
 George W. Holcomb, Jr.  
 Robert W. Ikard  
 William D. Johnston  
 Fred T. Kimbrell, Jr.

James P. Lester  
 Malcolm R. Lewis  
 Matthew C. McMurray  
 Patrick Meacham  
 Francis M. Minch  
 John A. Morris  
 Joseph L. Mulherin, Jr.  
 Wallace W. Neblett  
 Oscar F. Noel  
 Philip J. Noel, Jr.  
 Jefferson C. Pennington, Jr.  
 David R. Pickens, Jr.  
 John R. Potts III  
 Roy J. Renfro  
 Vernon H. Reynolds  
 Robert E. Richie  
 Douglas H. Riddell  
 Lansdon B. Robbins II  
 Louis Rosenfeld  
 H. William Scott, Jr.  
 Kenneth W. Sharp  
 Harrison H. Shoulders  
 Bruce M. Smith  
 Richard B. Terry  
 George Waterhouse  
 John D. Witherspoon  
 John K. Wright

### Dentistry

H. DAVID HALL, Oral Surgeon-in-Chief  
 George A. Adams  
 E. Thomas Carney  
 Herbert A. Crockett  
 Bruce T. Greenwood

Phillip E. Hutcheson  
 Franklin W. Taylor  
 Jack A. Tyson

### Oral Surgery

H. DAVID HALL, Oral Surgeon-in-Chief  
 Elmore Hill  
 James R. Hupp  
 James W. Nickerson, Jr.

Stanley C. Roddy, Jr.  
 Jack C. Schmitt



### Neurological Surgery

GEORGE S. ALLEN, Neurosurgeon-in-Chief

Vaughan Allen  
Verne E. Allen  
Rex E. Arendall, Jr.  
Arthur G. Bond  
Cully A. Cobb, Jr.  
Arthur R. Cushman  
James W. Hays

Ray W. Hester  
Everette I. Howell  
Warren F. McPherson  
William F. Meacham  
Charles D. Scheibert  
Harold P. Smith  
David J. Tolner

### Otolaryngology

J. Clyde Alley  
Ronald C. Cate  
Jerrall P. Crook  
William G. Davis  
William L. Downey  
Michael E. Glasscock  
Hiranya C. K. Gowda

Perry F. Harris  
Daniel R. Hightower  
Thomas W. Holzen  
Charles G. Jolckson  
William G. Kennon, Jr.  
Warren R. Patterson

### Pediatric Surgery

WALLACE W. NEBLETT III, Pediatric Surgeon-in-Chief  
George W. Holcomb, Jr.

### Plastic Surgery

JOHN B. LYNCH, Chief of Plastic Surgical Service

David G. Bowers  
Glenn S. Bucksparn  
Reuben A. Bueno  
James H. Fleming  
Kevin F. Hagan  
Charles W. MacMillan  
James J. Madden, Jr.

G. Patrick Maxwell  
Takis Patikas  
Riley Rees  
Greer Ricketson  
Robert B. Shack  
Kirkland W. Todd

### Thoracic and Cardiac Surgery

HARVEY W. BENDER, JR. Chief of Thoracic and Cardiac Service

William C. Alford, Jr.  
Phillip P. Brown  
George R. Burrus  
David M. Glassford  
John William Hammon, Jr.  
Robert A. Hardin

Jackson Harris  
J. Kenneth Jacobs  
Walter H. Merrill  
Michael Petracek  
William S. Stoney  
Clarence S. Thomas, Jr.

### Urological Surgery

FREDERICK K. KIRCHNER, JR., Acting Urologist-in-Chief

Robert B. Barnett  
H. Victor Braren  
John W. Brock III  
Oscar W. Carter  
William B. Crenshaw  
Charles W. Eckstein  
Robert H. Edwards  
Robert B. Faber  
John R. Furman  
Keith Hagan  
Albert P. Isenhour, Jr.  
Frederick K. Kirchner, Jr.

Robert E. McClellan  
W. Scott McDougall  
David H. Morgan  
Tom E. Nesbitt  
Phillip P. Porch  
Robert A. Sewell  
John D. Trapp  
John M. Tudor  
Bruce I. Turner  
John J. Warner  
Claude H. Workman III

# House Staff 1984-85



Figures in the right-hand column indicate the current level of the residency.

Royce T. Adkins	Medicine	L-1
Albert I. Alexander	General Surgery	L-2
Preston Clay Alexander	Obstetrics-Gynecology	L-2
Sherrie Anerson	Obstetrics-Gynecology	L-3
Pablo Antonio Arevelo	Neurology	L-2
Mary L. Artero	Medicine	L-2
James B. Atkinson	Pathology	L-4
David B. Badesch	Medicine	L-2
Henry W. Baggett	Anesthesiology	L-2
Ashok K. Bajaj	Medicine	L-3
Peter W. Balkin	Radiology	L-6 Chief Resident
Graham A. Barden III	Pediatrics	L-3
Ruth F. Barron	Pediatrics	L-3
Steven G. Becker	Radiology	L-3
S. Kenn Beeman	General Surgery	L-3
William L. Bell, Jr.	Medicine	L-1
Debra Ann Benator	Medicine	L-1
Beth J. Benson (D.M.D.)	Oral Surgery	L-1
John Beveridge	Plastic Surgery	L-4
Bruce R. Beyer	Obstetrics-Gynecology	L-4 Chief Resident
Edward L. Bitseff, Jr.	General Surgery	L-6 Chief Resident
Patricia Ann Blackwell	Psychiatry	L-1
Robert E. Bledsoe, Jr.	Obstetrics-Gynecology	L-3
Michael K. Bluett	General Surgery	L-5
William F. Boeckmann	Anesthesiology	L-2
Thomas J. Boland	Oral Surgery	L-3
John W. Boldt, Jr.	Medicine	L-3
H. Jay Boulas	Orthopaedics	L-1
Barrett D. Brantley	Pathology	L-1
Andrew Brasch	Neurology	L-3
Bruce A. Brown	Ophthalmology	L-3
Patricia R. Brown	Medicine	L-1
Sarah J. Brown	Psychiatry	L-2
Michael E. Brun	Radiology	L-6 Chief Resident
Randy J. Buckspan	General Surgery	L-5
John C. Bullington	Anesthesiology	L-2
Daniel J. Burch	Medicine	L-1
John W. Cain II	Psychiatry	L-1
Michael D. Callaway	Medicine	L-2
James T. Callis	General Surgery	L-2
Douglas S. Campbell	Medicine	L-1
Asher B. Carey III	Plastic Surgery	L-7 Chief Resident
Peggy Lee Carlson	Orthopaedics	L-6 Chief Resident
Mark M. Carter	Radiology	L-3
Alan D. Cartmell	Medicine	L-2
Terence T. Casey	Pathology	L-4
Christopher U. Cates	Medicine	L-3
Robert D. Cebul	General Surgery	L-1

David G. Chaffin	Obstetrics-Gynecology	L-1
Michael W. Chancellor	Radiation Oncology	L-3
William C. Chapman	General Surgery	L-1
Geoffrey D. Chazen	Medicine	L-1
Andrew L. Chern	Medicine	L-1
Bradford E. Clayton	Obstetrics-Gynecology	L-2
Gregg R. Clifford	Medicine	L-3
Charles P. Cochran	Medicine	L-2
Dennis G. Colbert	Medicine	L-1
Chrissa L. Collings	Pediatrics	L-2
Raoul S. Concepcion	General Surgery	L-1
Allen R. Craig	Psychiatry	L-3
C. Michael Currie	Radiology	L-6 Chief Resident
Michael S. Dale	Medicine	L-1
David G. Daniel	Psychiatry	L-3
Joseph F. Davies	Orthopaedics	L-3
Lee S. Davis	Anesthesiology	L-2
Robert M. DaSilva	Orthopaedics	L-1
Jan S. DeLozier	Medicine	L-3
Joseph B. DeLozier III	General Surgery	L-3
David P. Dempsher	Pediatrics	L-3
Rodney L. Dennis	Urology	L-4
Steven C. Dennis	Orthopaedics	L-3
John H. DeWitt	Psychiatry	L-1
Michael P. Diamond	Obstetrics-Gynecology	L-4 Chief Resident
Charles V. DiRaimondo	Orthopaedics	L-5
Bryce W. Dixon	Medicine	L-2
Debra Ann Dodd	Pediatrics	L-1
William S. Domin	Pediatrics	L-2
Robert J. Dray	Urology	L-6 Chief Resident
Raymond G. Dufresne, Jr.	Dermatology	L-5
John Frederick Dunn	General Surgery	L-4 (Lab)
Webb J. Earthman	Radiology	L-3
David L. Edwards	Medicine	L-2
William H. Edwards, Jr.	General Surgery	L-4 (Lab)
Alad D. Eisenberg	Radiology	L-1
Abdul E. Enayat	Ophthalmology	L-1
Cheryl E. Engles	Anesthesiology	L-2
Thomas W. Ertzner	Radiology	L-4
Jan E. Evans	Medicine	L-3
Meridith Ann Ezell	Ophthalmology	L-3
Randall M. Falk	Urology	L-4
Christa M. Fandel	Pediatrics	L-2
Richard D. Farber	Radiology	L-3
Cheryl A. Fassler	Medicine	L-3
Paul R. Fassler	Orthopaedics	L-1
Thomas K. Fehring	Orthopaedics	L-5 Chief Resident
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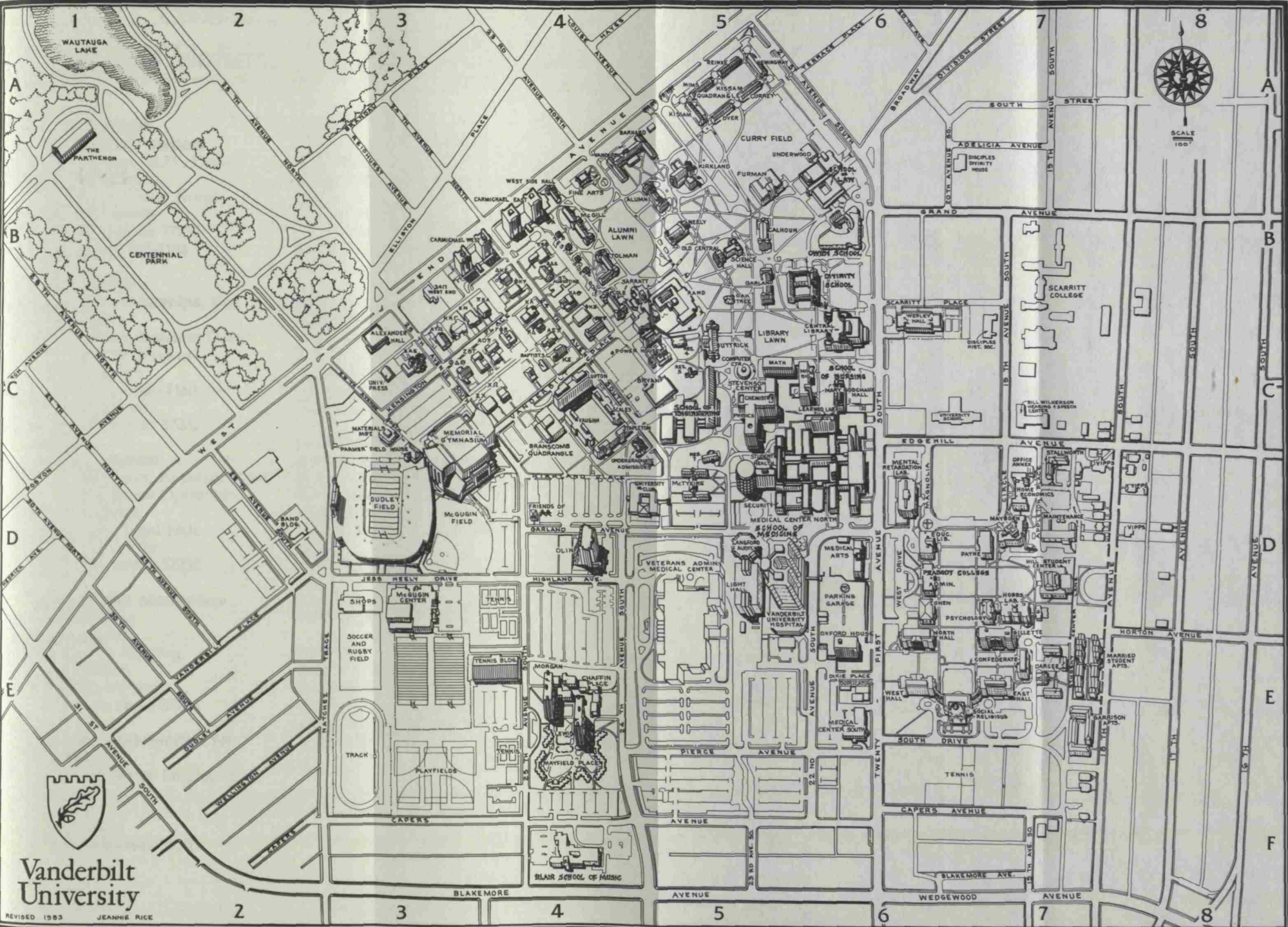
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